



2019-20 Measure G1

Grant Application

Due: February 11, 2019

School	Oakland SOL	Contact *	Katherine Carter
School Address	1180 70th Avenue, Oakland, CA 94621	Contact Email	Katherine.carter@ousd.org
Principal	Katherine Carter	Principal Email	Katherine.carter@ousd.org
School Phone	510-636-7992	Recommended Grant Amount**	\$39,353
Actual 2018-19 Enrollment (6-8) (20 day count)	85		

**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 prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.*

Summary of Approved Expenditures from 2018-19 ([2018-19 approved proposal](#) and [carryover form](#))

2018-19 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Contract with outside enrichment provider to provide music instruction within the regular school day.	\$6,693
2	Transportation and fees for Ropes Course at CAL Berkeley as part of August Orientation	2,000
3		
Budget Total (must add up to Current Grant Amount)		\$8,693

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

2019-20 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Contract with outside enrichment provider to provide music instruction within the regular school day	\$35,000
2	Transportation and fees for Ropes COurse at CAL Berkeley as part of new student orientation	\$2,000

3	Materials and supplies to support art and music program	\$2,353
4		
5		
	Budget Total (must add up to Anticipated Grant Amount)	\$39,353

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
52.4%	47.6%	74.3%	7.6%	0	52.4%	

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
21.9%	0	1.9%	72.4%	0	0	1.9%	0

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

Name	Role
Katherine Carter	Principal
Che Abram	SSC PResident
Alex Park	Parent Room Leader
Simone Delucchi	Community SChools Manager
Fatimah Guienze Kraus	Science and Art Teacher

School Vision (insert here):

Oakland SOL Vision

Academic Proficiency

Performance at or above grade level in all content areas

Bilingualism & biliteracy

Ability to read, write, and speak in two or more languages

Cultural Humility

A positive sense of one's own cultural identity, and ability and openness to interact across cultures

A lifelong commitment to self-evaluation and self-critique

Social-emotional Skills

Self-awareness, self-management, social awareness, relationship skills, & responsible decision-making

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)	2017-18 (last yr)	2018-19 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2017-187 (last yr)	2018-19 (this yr)
<i>Access and Equitable Opportunity</i>	Basic	Basic	<i>Access and Equitable Opportunity</i>	Entry	Entry
<i>Instructional Program</i>	Entry	Entry	<i>Instructional Program</i>	Entry	Entry
<i>Staffing</i>	Entry	Entry	<i>Staffing</i>	Entry	Entry
<i>Facilities</i>	Basic	Entry	<i>Facilities</i>	Entry	entry
<i>Equipment and Materials</i>	Entry	Entry	<i>Equipment and Materials</i>	Entry	Entry
<i>Teacher Professional Learning</i>	Basic	Basic	<i>Teacher Professional Learning</i>	Entry	Entry
<u>World Language</u> (Rubric)	2017-18 (last yr)	2018-19 (this yr)			
<i>Content and Course Offerings</i>	developing	sustaining			

Communication	sustaining	Sustaining	
Real world learning and Global competence	Developing	Developing	

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
2017-18 Enrollment Data (20 day)	53	85	Suspension	3	1
ES Outreach Strategy Actions	Outreach visits and presentations at multiple elementary schools	Outreach visits and presentation s at multiple elementary schools	Chronic Absence	5.2% Severe 17.2% moderate	5.7% moderate 9.5% severe
Programs to support ES students transition to MS	2-week August orientation with team-building ropes course	2 week August orientation with team building ropes course	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
School Site Council Agenda & Notes (minutes begin on page 3) Sign In Sheet (need to upload)	2/7/19

Staff Engagement Meeting(s)	
Staff Group	Date

Instructional Lead TEam (meeting agenda and notes. Sign in sheets are not kept for ILT, but attendance is noted)	2/7/19

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		
<p>Oakland SOL's music program is overall at an entry to basic level. We offer instrumental music classes for all 6th grade students through a partnership with Oakland Public Conservatory. OPC provides professional teaching artists who are black and latino role models for our youth</p> <p>We plan to continue and expand music program with OPC. Increasing the contract amount will allow is to have multiple levels of music classes. OPC Teaching artists need more support with classroom management and would benefit from participating in school PD. This will also support integrating the music program with other content areas.</p>		
Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$35,000	Contract with Oakland Public Conservatory to provide music classes	All 6th grade students will take an instrumental music class. 7th and 8th grade students will have the option of music as an elective.

		60 6th grade students will participate in the music class. 60 additional 7th and 8th grade students will take music as an elective.

2. Art Program

Programmatic Narrative Based on Rubric

Oakland SOL is at an entry level for visual arts programming. In the 2018-19 school year, a credentialed teacher taught one arts elective class. In 2019-20, the credentialed teacher will be able to teach 4 elective classes.

In addition, we plan to increase our visual arts program by purchasing materials and supplies to support the program

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$2,353	Materials and supplies for visual arts programs	60 students in the visual arts class will have access to high quality materials and supplies.

3. World Language Program

Programmatic Narrative Based on Rubric

Oakland SOL is at a developing and sustaining level for world language education. We offer multiple levels of SPanish classes, and offer an Arabic class after school. We also need to do more to promote the seal of biliteracy, and to provide opportunities to use Spanish outside of the classroom (internships, service learning, project-based learning, etc.)

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
0	N/A	N/A

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

Oakland SOL enrolled 55 new 6th grade students in 2018. We have worked with the student welcome center and central office to ensure our school is included in the enrollment options system, and promoted at all elementary schools. We participate in multiple outreach visits to elementary schools. We have also trained our students to be student guides, and provide tours to new families.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
0	N/A	N/A

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

All new Oakland SOL students attended a Ropes/Adventure course at CAL Berkeley. This positive team-building experience helped establish a safe and positive school culture while at the same time promoting college awareness. SOL would like to continue the ropes course as a 6th grade tradition in order to onboard our incoming 6th grade class in a positive way. Feedback from students, teachers, and parents indicate that this was a positive team-building experience.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$2,000	Ropes course at CAL Berkeley to onboard new students and support ES to MS transition and college awareness	All new students to SOL will participate in the CAL Berkeley ropes course and to help instill a sense of team and belonging at Oakland SOL

Please submit your 2019-20 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

**Oakland SOL Middle School
School Site Council Meeting
Thursday, February 7th, 2019, 5-7 p.m.**

Agenda

5:00-5:30 SELLS (Site English Language Learner) establishment

5:30-5:45 SSC (School Site Council) Meeting

Welcome

Review Agenda

Announcements

- Blueprint proposal updates
- Arts Grant updates
- Other

5:45-6:00 Measure G1 Grant 2019-20

Discussion

Recommendations

6:00-6:15 2018-19 Budget updates

Title I - proposals and updates

LCFF - proposals and updates

6:15-6:50 Oakland SOL in 2019-2020

	Enrollment	Core Staffing	
2018-19	107	6 classroom teachers 1 community schools manager 1.8 office staff	1 teacher coach 1 principal .5 custodian
2019-20 projected	143	7 classroom teacher 1 community schools manager 1.8 office staff	1 principal .5 custodian
2019-20 possible?	168	7 classroom teachers 1 community schools manager 2 office staff	1 teacher coach 1 principal 1.0 custodian

Discussion Question: How can we operate quality program with more students, the same number of teachers, and less out of classroom support?

6:50-7:00 Appreciations/Closing

Oakland SOL Middle School
Concilio Escolar
jueves, 7 de febrero, 5 - 7 pm

Agenda

5:00-5:30 Establecimiento del comité de SELLS (Subcomité del plantel para aprendizaje del idioma inglés)

5:30-5:45 Reunion del Concilio Escolar

Bienvenidos

Anuncios

Repasar la agenda

5:45-6:00 Measure G1

Discusion

Recomendaciones

6:00-6:15 El presupuesto de 2018-19

Titulo 1

LCFF

6:15-6:50 Oakland SOL en 2019-20

Discusión: ¿Cómo podemos tener un programa de calidad el anno que viene con más estudiantes, la misma cantidad de maestros, y una persona menos afuera del salon?

6:50-7:00 Apreciaciones/Cierre

**Oakland SOL Middle School
School Site Council Meeting
Thursday, February 7th, 2019, 5-7 p.m.**

Minutes

SSC Members Present:

Others Present:

5:00-5:30 SELLS (Site English Language Learner) establishment

5:30-5:45 SSC (School Site Council) Meeting

Welcome

Review Agenda

Announcements

- Blueprint proposal updates
 - New proposal: Fruitvale/Manzanita Community on Manzanita campus; Manzanita SEED on the Fruitvale campus with the option to expand to a larger K-5 or become a K-8.
 - No current proposal for Oakland SOL
 - Possibly cohort Oakland SOL with Frick: no clarity of if that means SOL will be on the same campus, merged into Frick
 - Luz: this is a good change because Yvette Renteria (Deputy Chief of Innovation/oversight of Blueprint Process) has taken a time to listen and SOL/Community organizing has been impactful.
 - East Oakland/Flat land schools have been told vs. engaged in the decision making of what is happening to the schools (example the decision to close Roots). Flat land schools are demanding shared governance in what happens to sites.
- Arts Grant updates
 - Applied for a multi-year grant; SOL did not receive funds. Dr. Carter meeting with head of the department to discuss improvements for future art grant proposals. Arts grant seemed to mostly support elementary and high schools; decisions likely impacted by OUSD budget plans; SOL would like to explain that arts integration was led by a teacher and falls within the SOL mission.
- Other

5:45-6:00 Measure G1 Grant 2019-20

Discussion

- Measure G1 grant for 2019-20 is double what we currently received. Our award is projected to be \$40,000 in 2019-20
- In 2018-19 Measure G1 funded Cal Berkeley Ropes Course for new students and OPC music program
- Ropes course was amended to include all new students, not just 6th grade students
- OPC provided instrumental music classes for all 6th grade students. OPC also offered instrumental music classes as an elective in the extended day program

Recommendations

- Continue to fund the Cal Berkeley Ropes course for new students. This not supports our students with a team building activity as they transition to middle school, but also increases college awareness.
- Retain and grow the Oakland Public Conservatory program. OPC provides high quality music instructors. By growing the program we will be able to offer multiple levels of instrumental music classes. This will support our music program to move fully from an Entry to Basic level on the rubric.
- Simone, Alex, Lamont will help do final evaluation the current programs in March/April. They will also conduct student focus groups to get additional input about how to expand our music program, and whether or not to add a visual arts class.

6:00-6:15 2018-19 Budget updates

- Title I - proposals and updates
- LCFF - proposals and updates

6:15-6:50 Oakland SOL in 2019-2020

	Enrollment	Core Staffing	
2018-19	107	6 classroom teachers 1 community schools manager 1.8 office staff	1 teacher coach 1 principal .5 custodian
2019-20 projected OPTION 1 <i>advisory over 20 students; 2 math, 2 science, 2 Spanish , 1 english (no differentiated reading program)</i>	143 6th 41 students, 7th 47 students, 8th 55 students	7 classroom teacher 1 community schools manager 1.8 office staff	1 principal .5 custodian
2019-20 proposed? OPTION 2 <i>Each classroom capped at 28 students; gives us the amount of students for an extra teacher & teacher leader. Advisory's of 21 and differentiated reading program.</i>	168 56 students in each grade level	7 classroom teachers 1 community schools manager 2 office staff 1 cafeteria	1 teacher coach 1 principal 1.0 custodian

Discussion Question: How can we operate quality program with more students, the same number of teachers, and less out of classroom support?

- How are we going to handle 60 extra students? Staggered scheduling?
- If approved 168 students we need to think about a plan with Greenman Field so that our youth have access to meaningful outdoor activities. Staff/families/community members have reached out to City of Oakland Parks & Recreation to address this issue: meeting is scheduled for Wednesday, February 13, 2019 at 10am on the Havenscourt campus (Simone DeLucchi, Luz Alcaraz, Alex Park, Che Abram included on the email).
- Katherine: Highest number of newcomer students in the district, may be able get counseling support if we increase our newcomer program
- Che: spoke at school board meeting last night, stayed to represent O SOL and black families in Dual Language, spoke about newcomers, not further displacing students who have already been displaced. Most voices in the room were from central, west, north Oakland. Feel hopeful there is a big shift coming for us.
- Simone: appreciative of the SOL community; how we keep each other honest, trust, share, remain grounded in our community, hard to be a staff member serving kids well, thankful for our families willing stay in the work with us.
- Ana :thank each family member, I have seen a shift in my daughter that she feels comfortable, that she feels safe, her happiness is my happiness.
- Katy: we are family. Going back to the board; they are voting on Monday. SOL families are making a difference even though it does not feel like it. As many of us need to be present to remind the board that we do not want everything taken from the children in East Oakland.
- Mayra: pass
- Luz: looking at the capacity and the space; should we move to Frick in 2019-20 because of facilities: sharing a campus or consolidation.
- Alex: concerned about enrollment office allowing the Roots students to enroll in SOL. Want a plan to address enrollment office issues. Would like to engage families about what we want for the future of our school (location, 6-8 v. 6-12, do people want a high school?).
- Ericka: rearranged things in her own school district to attend February 13, 2019 meeting; would be frustrated for that meeting to not happen.
- Lamont: leaving full and appreciative of all the faces he has been meeting with over the past 6-7 years; power within us; we have been a lot and will continue to which is unfortunate and gives me hope; proud of what we have been able to accomplish. Love that we have a practice of sharing data about our children's reading levels, etc. Despite our challenges we have to continue to lift up our accomplishments.

6:50-7:00 Appreciations/Closing



Oakland SOL

The Instructional Leadership Team

[Leadership Team Continuum](#)

Purpose:

- Increase teacher voice, input, and leadership in professional development
- Make formal recommendations to the SSC
- Act as representatives from each department.
- Structure to support and empower department leads
- Support the implementation of OSOL's mission and vision including school wide academic and social emotional goals.
- *Second Semester:* Support Content Coaching in departments
- *Longer Term:* Collect, manage, and analyze data from departments.
- Build structures for feedback on school-wide structures and systems.

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7. [1/17/19 ILT Meeting](#)

9/28 Kickoff Meeting

Goals:

- Celebrate our successes
- Clarify our goals for content areas, and identify challenges
- Identify next steps for ILT

Time	Agenda	Notes
10:30-10:45	Opening Check in - Celebrations ... what are we proud of? Review agenda and goals for today's meeting Review Purpose of ILT & Proposed Meeting Dates Proposed Dates: Alternating Thursday, 2:45-3:30	Proposed Dates 10/25 - Review purpose, clarify outcomes, begin to backwards plan our time together - Confirm 11/8 - 11/29 12/13
10:45-11:35	Instructional Focus <i>What's important? What are our goals? What are your instructional challenges?</i> <i>Pair Share (10 min)</i> <ul style="list-style-type: none"> • Advisory <i>Individual Reflection and Share out (10 min each - 30 min total)</i> <ul style="list-style-type: none"> • Math • Science • Spanish 	Notes <i>What's important? What are our goals? What are your instructional challenges?</i> Notes <i>What's important? What are our goals? What are your instructional challenges?</i> <ul style="list-style-type: none"> • Math <ul style="list-style-type: none"> ○ goals: <ul style="list-style-type: none"> ■ problem solving from students, ■ deep understanding of mathematics and the structures of mathematics, ■ ability to communicate mathematical ideas (ask, explain, defend, etc.), ■ ability to work collaboratively ○ some issues: <ul style="list-style-type: none"> ■ wide range of student gaps in background knowledge and abilities,

		<ul style="list-style-type: none"> ■ a “I’m just here to get stuff done” mindset rather than a learning mindset, ■ lack of student urgency around learning, teachers waiting on grading/accountability norms, ■ new curricular materials that don’t match student abilities or schoolwide culture, ■ pressure from external testing/measures ○ Challenges <ul style="list-style-type: none"> ■ How do we support building remedial skills? ■ How do we differentiate instruction? ■ How do we shift “student mindset”? ■ Can we build inquiry into the curriculum? ● Science <ul style="list-style-type: none"> ○ Ss should be able to ask questions with confidence pertaining to the current content being taught. ○ Ss should be able to read science articles (grade and age appropriate) with stating whether they agree/disagree and why as well as present the claim of the research article with ease, evidence and reasoning underlying the article’s purpose. ○ Ss should be able to plan, execute and present science topics in an open forum (public speaking). ○ With ease, Ss should be comfortable with taking notes from the whiteboard or select important points the teacher presents in their lesson. ○ Ss should display confidence when being an active learner/listener in science. ● Instructional Challenges <ul style="list-style-type: none"> ○ Language barriers for Spanish-Speaking/Mam Ss
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		<ul style="list-style-type: none"> ■ How do we move language “barriers” from a deficit perspective to an asset perspective? <ul style="list-style-type: none"> ● Translating in both languages is not ideal for many reasons. School-wide practices are really important. ○ Availability of science supplies ○ How do we help students build public speaking and presentation skills? TED curriculum? ○ How do we make scientific reading more accessible to ELs ○ How do we build confidence in speaking and defending? ○ How do we build students’ active learning skills (notetaking) <ul style="list-style-type: none"> ■ Note Taking/Organizing thinking: Thinking maps? Depth and Complexity? ● Spanish: Important: understand language learning as an academic and life skill. (heritage and new language learning) <ul style="list-style-type: none"> ● Create intercultural competences through language <ul style="list-style-type: none"> ■ Academic ● Respect different types and uses of language. <p>Goals: understand ways in which language helps support our expression and forms of expression. (written/spoken)</p> <ul style="list-style-type: none"> -ability to recognize structures of language to use them to support and form ideas (language a tool for thinking itself) -language as a strategy of power. -cross linguistics understanding. <p>Challenges:</p> <ul style="list-style-type: none"> ● Curriculum gaps, Eng/SPan in the same class of Span 1 <p>Language barriers for Spanish-Speaking/Mam Ss</p> <ul style="list-style-type: none"> ● English, Spanish, Arabic, and Mam speakers all in the same class. <p>Curriculum access and development</p>
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		<ul style="list-style-type: none"> Where do we have time to look at and develop curricula for an inquiry/PBL format?
11:40-11:45	Review and Prioritize Common Challenges	Possible Common Challenges/Themes 1) Language barriers for Spanish-Speaking/Mam Ss <ul style="list-style-type: none"> How do we move language “barriers” from a deficit perspective to an asset perspective? <ul style="list-style-type: none"> Translating in both language is not ideal for many reasons. School-wide practices are really important. 2) Shifting Mindset - Goal is understanding & reflective practice 3) PBL vs. Curriculum - clarifying expectations and continuum of practice
11:45-11:55	Identify Structures and Systems Needed (technical next steps) Identify possible use of PD and coaching time (adaptive next step)	Steve- create templates for “how-to” title Google docs
11:55-12:00	Closing Plus/Delta on Meetings Structure and Outcomes Appreciations	Plus Sharing our from each department, and sharing our goals Looking at common challenges from sharing to identify school wide goals & practices Delta Spanish department is not a department - Spanish 1 is teaching beginning grammar and language, other is teaching Spanish Humanities. Maybe it is language??? <ul style="list-style-type: none"> We may need to meet more to be able to hold the instructional program and hit our aspirational goals
	Appreciations	
Actions Steps Steve- create templates for “how-to” title Google docs Katherine - draft communications protocol Chloe - build familiarity with Pearson humanities and social science curriculum Kavitha - Sub-committee for grading practices and platform		

Hold these Possible Resources for next meeting

Establish school-wide notetaking structures

[Thinking Maps](#)

[Depth and Complexity](#)

Identify systems, curriculum to support developing speaking/listening skills

[TED curriculum](#)

Resources/tools/strategies to support “Mindset shift”?

- Using the self-management rubric to have students reflect on their own learning.

What structures and systems do we need to create or refine?

How can we best use our [faculty PD time](#)?

10/11 - ILT Meeting

Purpose: The purpose of our second ILT meeting is to establish the routines and structures for our meetings, discuss and review the grading memo which will be used by ILT members to support content teachers, and create a list of topics that need to be addressed.

Outcomes:

- ILT members understand (evolving) roles and responsibilities
- ILT members become familiar with the structure of ILT Meetings (facilitator, notetaker, etc.)
- ILT members volunteer for meeting roles
- ILT members understand and are able to articulate the grading policy at OSOL

Procedure

Facilitator: Kavitha

Notetaker: Chloe

Timekeeper: Steve

Time	Agenda	Notes
2:45 - 2:50	Check-ins Greetings & what do you need answers to right now?	Andrea: People busy with student behaviors, is there a point of contact at district office to reach out when we need extra support? KC: Yes. CRJ: Grading? KC: which gaps in which ways. Counselor? Where to put the money? Action? Contracting behavioral support? ASIA society, rollercoaster funding and ideas for that. Decision making structures, navigating the dysfunctional district and funding and being transparent and distributive leadership ALL AT THE SAME TIME.

		<p>Steve: Systems things, how do we communicate with parents? KC has a draft proposal.</p> <p>HW as an example, do the parents know? What is the contact, know to look for what? How to get them extra help outside of class? Such as, Language acquisition, extra math help.</p> <p>Student culture and lack of urgency to get work done. CRJ - Echoes ST's comments.</p>
2:50 - 2:55	<p>Review Plus/Delta from last meeting</p> <p>Review Agenda - Additions/Changes</p> <p>Possible Topics</p> <ul style="list-style-type: none"> • Advisor's Role • Grading • Wellness room policies 	<p>Pluses and deltas: titling of dept. How often we meet.</p> <p>Advisor's role: clarify the role.</p>
2:55 - 3:15	<p>Grading Policies and Procedures</p> <ul style="list-style-type: none"> - Grading Memo - Next Steps (supporting and coaching in teams) <p>Consequences for not doing your work. Jupiter.</p> <p>Accountability partner for people to work on the argumentative reasoning for the SBACs.</p>	<p>Memo, understand the purpose and implementation. The purpose is the same across the school, culture of learning as opposed to abstract point system. Separate SEL from mastery of content.</p> <p>Implementation: grounded ILT members can help team members and help formative and summative assessments.</p> <p>ST: zero vs. 1 (4, 3, 2, 1). Kid does nothing gets 1, the skill is not emerging, nothing to mark. Zero and 1 distinct for the kids, different root causes. Minimal effort and get something then no effort and get something. Zero for no attempt.</p> <p>KKS: Not only medium by which we are communicating grades to parents, work avoidance versus. Learning how to do work at all, irrelevant of not knowing how to do or other causes. "You are still learning how to do this".</p> <p>APM: pencil to paper or fireside chat?</p> <p>ST: The kid who doesn't do anything cause they are chatting, versus the kid who</p> <p>KC: participation grade. (the kid is compliant but doesn't understand, the kid who doesn't do anything but has mastery).</p> <p>KKS, the message to the students.</p> <p>KC, better school wide consequence for not doing your work. Study hall, home school communication.</p> <p>APM: use advisory time for study hall, to</p>

		<p>check in what they are doing. KC shift to understand how they are doing in their other classes. Student self assessment tool goes home. Friday routine, home school communication, plus self assessment, and homework planner. How do we integrate the SEL rubric in?</p> <p>Next steps: Consequences for not doing your work. Jupiter. Content grade LT SEL grades. Spanish and English in every room.</p> <p>Document sharing.</p>
3:15 - 3:30	<p>Open for Topics</p> <ul style="list-style-type: none"> - Family communication <p>KC: school newsletter, whole school. Frequency? Text blasts the same day and email newsletters. All other communication goes on same day. What is critical to be in it. Single page, one side Spanish / one side English. Checking to see if they got it, when how? Wednesdays, advisory. Rotate classes as a spotlight on the subject. Add extra sheet if needed. Upcoming events. Spotlight on advisory curriculum. (after school? Students work on it?, Ms. Simone, Ms. White, kindness, perfect attendance). Data done on Friday, assembled Monday morning, goes out on Wed. Text blast on Wed. Parent hats say every week.</p>	<p>Proposed Dates</p> <p>10/25</p> <ul style="list-style-type: none"> - Review purpose, clarify outcomes, begin to backwards plan our time together - Confirm <p>11/8 - 11/29 12/13</p>
3:35 - 3:45	<p>Closing</p> <p>Plus/Delta on Meetings Structure and Outcomes Appreciations</p>	
<p>Next Steps and Takeaways</p> <ul style="list-style-type: none"> + Grading <ul style="list-style-type: none"> + Creating consequences for not doing your work. (KKS will work with Simone and KC on this) + Jupiter. + Content grade LT 		

- + Every teacher gives content grades based on LTs and an SEL grade.
- + Spanish and English in every room of 4, 3, 2, 1. (Steve)
- + Student culture
- + Wellness Room
 - + Wellness log
- + How to support advisor/home school communication
 - + Phone calls, self-reflections, etc?
 - + KC tables how to support the advisor home school contact role. Clarify as primary contact. Frequency? Check in with family. Student self reflection to go home.

10/25 - ILT Meeting

Purpose: - -

Outcomes: - -

•

Procedure

Facilitator: Steve

Notetaker: Kavitha

Timekeeper: Andrea

Time	Agenda	Notes
2:45 - 2:50	Check-ins Greetings & a Quick Share	What are you doing this weekend?
2:50 - 2:55	Review Plus/Delta from last meeting Review Next Steps from last meeting Review Agenda - Additions/Changes	Grading <ul style="list-style-type: none"> + Creating consequences for not doing your work. (KKS will work with Simone and KC on this) + Jupiter. <ul style="list-style-type: none"> + Grading Update + Spanish and English in every room of 4, 3, 2, 1. (Steve) + Student culture + Wellness Room <ul style="list-style-type: none"> + Wellness log + How to support advisor/home school communication <ul style="list-style-type: none"> + Phone calls, self-reflections, etc? + KC tables how to support the advisor home school contact role. Clarify as primary contact. Frequency? Check in with family. Student self reflection to go home Setting Up Planning Time <ul style="list-style-type: none"> + Stipends available for extra time work.

2:55 - 3:15	<p>Grading</p> <ul style="list-style-type: none"> + Creating consequences for not doing your work. (KKS will work with Simone and KC on this) + Jupiter. Roll out <p>Student culture</p> <ul style="list-style-type: none"> + Students who are not completing work <p>How to support advisor/home school communication</p> <ul style="list-style-type: none"> + KC tables how to support the advisor home school contact role. Clarify as primary contact. Frequency? Check in with family. Student self reflection to go home. 	<p>Jupiter roll out is midstream</p> <p>Not doing work</p> <ul style="list-style-type: none"> + Issue: Often, the work is teacher-dependent. + Possible Ideas: <ul style="list-style-type: none"> + Using lunch time to pull students. + Using extended lunch on Thursdays for work-makeup + Creating immediate consequence -- <ul style="list-style-type: none"> + Teachers report out by google doc. by start of lunch with lists of students. Student are then held during lunch instead of playing. <p>Home School communication</p> <ul style="list-style-type: none"> + Newsletter for families <p>Planning Teams</p> <ul style="list-style-type: none"> + Andrea: It's useful to have more time for the content time. + Steve: Pacing decisions, content. Also, grade level is really important to focus on specific students. + Proposal: Content meetings 1/week. Grade level 3-4 on PD days.
3:15-3:35	<p>Measure G1 Funding Proposal</p> <ul style="list-style-type: none"> • Review Measure G1 funding proposal to use \$ for music contract with OPC • Discussion • Approval of funding Proposal 	<p>All of the ILT members approved of the continued use of Measure G1 funding for OPC Music Program</p>
3:35 - 3:45	<p>Closing</p> <p>Plus/Delta on Meetings Structure and Outcomes Appreciations</p>	<p>Proposed Dates</p> <p>10/25</p> <ul style="list-style-type: none"> - Review purpose, clarify outcomes, begin to backwards plan our time together - Confirm <p>11/9</p> <p>11/29</p> <p>12/13</p>
<p>Next Steps and Takeaways</p> <ul style="list-style-type: none"> + Creating immediate consequence -- <ul style="list-style-type: none"> + Teachers report out by google doc. by start of lunch with lists of students. Student are then held during lunch instead of playing. Ms. Chantay will create the google doc. 		

Future Agenda Items:

- + Stepping back and looking at our school-wide learning goals.
- + Roll out of the lunch detention (**next time**)
- + **Looking at the PD calendar and deciding whether the topics and dates make sense. (next time)**
- + School-wide meeting time to discuss the meaning behind 4,3,2,1
- + KC tables how to support the advisor home school contact role. Clarify as primary contact. Frequency? Check in with family. Student self reflection to go home
- + Stepping back and looking at our school-wide learning goals.
- + Looking at the PD calendar and deciding whether the topics and dates make sense.
- + Training/Workshop for understanding grading.

11/9 - ILT Meeting

Procedure

Facilitator: Andrea

Notetaker: Timekeeper:

Time	Agenda	Notes
2:45 - 2:50	Check-ins Greetings & Share Plans for the weekend	
2:50 - 2:55	Review Plus/Delta from last meeting Review Next Steps from last meeting Review Agenda - Additions/Changes	
2:55 - 3:15	School Wide Learning Goals <ul style="list-style-type: none"> + Consistency among faculty + Speaking with RP's (Room Parents) to share LG's with families in addition to... + Discussion of SBG's (4, 3, 2, 1) + How to contact Home School Advisory - clarify Advisor as primary contact/frequency/Ss Self-Reflection Rolling Out Lunch Detention <ul style="list-style-type: none"> + Google doc. Created by Ms. Chantay + Faculty list students prior to lunch + Inclusive of "no recess/play" - <i>is there a district policy with having no play/no recess</i> 	

	<i>due to Ss not completing work?</i>	
3:15 - 3:30	PD Calendar <ul style="list-style-type: none"> + Topics and dates make sense? + Training/workshops for understanding of SBG's (Standards-Based Grading) 	Proposed Dates 10/25 - Review purpose, clarify outcomes, begin to backwards plan our time together - Confirm 11/8 - 11/29 12/13
3:35 - 3:45	Closing Plus/Delta on Meetings Structure and Outcomes Appreciations	
Next Steps and Takeaways		

12/13/18 ILT Meeting

Procedure

Facilitator: Katherine

Notetaker: Katherine

Timekeeper: Steve

Time	Agenda	Notes
2:50 - 3:00	Check-ins Announcements <ul style="list-style-type: none"> - Semester Switch - OUSD Blueprint proposal for 2020 - Planning for next year - ILT Role - 1/25/19 Staff and Family retreat - Arts Anchor Grant Review Agenda - Additions/Changes	Morning and afternoon classes switch second semester OUSD Blueprint proposal is to merge SEED and SOL on the Manzanita campus
3:00 - 3:10	Advisory Reflection and Planning Process (KC) Expo Logistics	Planning for advisory in January - may include 7th advisory for smaller group. Feedback from surveys will be used to adjust content and format of advisory curriculum. EDP, Ms. White, and other staff help with students who do not have parents

		<p>Sign in sheet for each room</p> <p>Families will fill out ticket and get raffle ticket when complete</p>
3:10-3:25	<p>Coaching for Equity Plan</p> <p>Core Beliefs of Coaching for Equity (10 min - Reading and Discuss)</p> <p>Coaching plan for Jan-May(5 min - KC)</p>	<p>REview NEP coaching for Equity Core Beliefs</p>
3:25 - 3:30	<p>Closing</p> <p>Plus/Delta on Meetings Structure and Outcomes</p> <p>Appreciations</p> <p>Identify meeting times for January</p>	<p>Plus</p> <p>Scheduled, happened, talked and met</p> <p>Happy to see school growing, potential K-8</p> <p>Delta</p> <p>Would like agenda in advance, be able to pre-read</p> <p>Proposed Dates</p>
<p>Next Steps and Takeaways</p> <p>Need to fix Aeries and attendance</p> <p>January Restart - Math intervention as twice a week, 6th period course</p>		

1/17/19 ILT Meeting Agenda

Procedure

Facilitator: Katherine

Notetaker: Kavitha

Timekeeper: Steve

Time	Agenda	Notes
2:45 - 2:55	<p>Check-ins</p> <p>Announcements</p> <p>Review Plus/Delta from last meeting</p> <p>Review Agenda - Additions/Changes</p>	<p>Fist - Five Energy Level</p> <p>Headwaters - March 13th - 15th</p> <p>Plus</p> <p>Scheduled, happened, talked and met</p> <p>Happy to see school growing, potential K-8</p> <p>Delta</p> <p>Would like agenda in advance, be able to pre-read</p>

2:55-3:00	Status updates on Next Steps from last meeting	<p>Need to fix Aeries and attendance - Fixed</p> <ul style="list-style-type: none"> - change Advisory to MTF (cut TH) <p>January Restart - Math intervention as twice a week, 6th period course</p> <ul style="list-style-type: none"> - Zach has pulled 6th graders for a Monday intervention. - Steve is doing drop-in with kids during 6th period. Setting times based on exploratory schedule. - Next year: Possible structure intervention into the schedule to make it more formalized
3:00-3:25	<p>Review PD Calendar & Goals for Second Semester (10 min)</p> <p>Proposal for 1/25 Buy Back Day (15 min)</p>	<p>Next 2 SLPs to be modeled in Town Hall.</p> <p>How can we make sure that topics are revisited in our PD, and form part of coaching cycles and are not one offs</p> <p>Project Based Learning</p> <ul style="list-style-type: none"> - Orientation to PBL and then asking faculty to have common commitment and feasibility based on faculty and students' needs/wants. - Option: Looking at what we've done and what changes would be made if it was being repeated. This helps with prioritizing. - Assessment of how rigorous and for whom it was rigorous. Using archetypes to help set standards. -
3:25 - 3:30	<p>Closing</p> <p>Plus/Delta on Meetings Structure and Outcomes</p> <p>Appreciations</p>	<p>Plus</p> <ul style="list-style-type: none"> - Effective and quick. - Agenda ahead of time <p>Delta</p> <ul style="list-style-type: none"> - More teacher voice <p>Proposed Dates</p>
<p>Next Steps and Takeaways</p> <ul style="list-style-type: none"> • Set pacing for PDs for the rest of the semester (Equity PD, MTSS/Trauma Healing PD) • SBAC Testing Window and Schedule for next ILT Meeting • ELPAC TESTING 		

- Topics for next meeting:
 - How can we make sure that topics are revisited in our PD, and form part of coaching cycles and are not one offs

Notes from 1/25 Buy Back Day for ILT

Chloe

- Social-emotional confidence to be able to write.
 - Next year: More journal writing “dear diary.”

Lara

- Students doing more research in order to move from dependant to independent learners
 - See more ideas and pictures that is student-driven. Going back to SAGE

Steve

- Counting on EXPO but many families didn’t come. Instead, finding other ways to bring in authentic audiences
- Creating an exemplar and modeling for students how the process works in bite-size chunks

Zach

- Pairing down the project so that it is more focused
- Fewer things to do so that students are more focused on the process
- Dependent learning is a huge issue and there are a lot of kids who don’t respond and the accountability measures I’m using are not working.
- What are the incremental steps to take in order ensure that students can be independent learners?

Fatimah

- 7th Grade:
 - The science fair project has a lot of student choice, students feel like they are doing real science, and it’s collaborative.
 - Having more authentic audience come in and evaluate student work so that it feels meaningful to students.
- 6th Grade:
 - Research and share data with others is an important skill
 - The writing is the area of greatest need of support.
 - Very similar to Zach’s experience

Andrea

- Need is within emotional/psychological and student relationships
- Providing them more opportunities and emotional support to be the architects of their future.
- Connecting their personal interests to science. Bringing in real world experiences.

Student Survey Responses

- Including more non-tech options
- Push to broaden interests to other non-tech options

- Questions around budget and using a lot of different options (capacity)

-

1/31/19 - Moved 2/7/19 ILT Meeting Agenda

Procedure

Facilitator: Andrea

Notetaker: Steve Timekeeper:

Time	Agenda	Notes
2:40 - 2:45	Check-ins Announcements	Katherine is offsite tomorrow afternoon Superintendent will be here 2/11
2:45-2:55	Measure G1 Reflection on this year's program Recommendations for next years program	Reflection: All 6th grade students participated in instrumental music program OPC provides professional teaching artists who are black and latino role models for our youth Onboarding through ropes course has supported middle school transition and increased college awareness Recommendations: Continue and expand music program with OPC OPC Teaching artists need more support with classroom management and would benefit from participating in school PD Seek out additional partnership to provide visual arts instruction Continue onboarding through ropes course
2:55-3:00	+Review Plus/Delta from last meeting +Review Agenda - Additions/Changes	



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure G1
Mid-Year Reflection 2018-19
Due: February 19, 2019**

School:	Oakland SOL	Principal	Katherine Carter
School Address	1180 70th ave	Principal Email:	Katherine.carter@ousd.org
School Phone	510-636-7992	Grant Amount	\$8,693
2017-18 LCFF Enrollment (6-8)	45		

- Grant allocation is based on 2017-18 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

1. Music Program (PRELOADED)

Programmatic Narrative Based on Rubric		
Budget	2018-19 Activities	Anticipated Outcome
\$6,693	Contract with Oakland Public Conservatory to provide music classes during the school day.	All students will have the option of taking a music class as an elective. Students will have access to both novice and intermediate level classes. In 2017-18, 10% of students participated in a music class as part of the Extended Day Program. Our goal for 2018-19 is that 25% of students participate in the music program.

Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

All of our 6th grade students have participated in the music program, which means that over 50% of all students have participated. A significant success was having five students perform in the OPC winter concert at Edna Brewer. A challenge has been sustaining student enrollment in the elective classes in the

Extended Day Program.

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric

NA

Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

N/A

3. World Language Program (PRELOADED)

Programmatic Narrative Based on Rubric

NA

Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: World Language Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

N/A

2. 5th to 6th Grade Enrollment Retention (PRELOADED)

Programmatic Narrative Based on Data Analysis

N/A

Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: 5th to 6th Grade Enrollment Retention

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

N/A

3. Safe and Positive School Culture (PRELOADED)**Programmatic Narrative Based on Data Analysis**

[Required: Please reflect on school culture data here)

Budget	2018-19 Activities	Anticipated Outcome
\$2,000	Team-building ropes course at CAL Berkeley as part of August Orientation. Funding covers transportation and course fees.	100% of incoming 6th grade students will participate in a team-building ropes course at CAL Berkeley within the first month of school.

Mid-Year Reflection: Safe and Positive School Culture**Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

We were unable to get the ropes course scheduled for the fall. We are in the process of confirming the dates for the ropes course for our 6th grade students this spring.