



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

*Aimee Eng*  
 Aimee Eng  
 President, Board of Education

10/10/19

*Kyla Johnson Trammell*  
 Kyla Johnson Trammell  
 Secretary, Board of Education

10/10/19

**2019-20 Measure G1**

**Grant Application**

**Due: February 11, 2019  
 Amended: July 5, 2019**

School	Roosevelt	Contact *	Clifford Hong
School Address	1926 19th Avenue Oakland CA 94606	Contact Email	clifford.hong@ousd.org
Principal	Clifford Hong	Principal Email	clifford.hong@ousd.org
School Phone	510-53502877	Recommended Grant Amount**	\$244,676
Actual 2018-19 Enrollment (6-8) (20 day count)	592		

*\*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	Student Advisor	\$ 112,000.00
2	Provide funds for additional musical instruments and additional sheet music to enhance the current program	\$ 3,000.00
3	Maker Materials: - Documentation of student work: Video Camera, Microphone, Green Screen, 55" TV, materials for sound booth. -Maker Faire: RMS Maker Faire and Participation in Bay area Maker Faire. -Upgrade current technology: Carveys, Shopbot, Printbot, Laser cutter, Mac's, Tablettes	\$ 3,000.00
4		
5		
Budget Total (must add up to Current Grant Amount)		\$118,000

**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
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1	Student Advisor 1	\$100,012
2	Student Advisor 2	\$100,011
3	extended contracts - <b>\$2500 music teacher after school jazz, \$2,700 stipend for world language teacher mentor</b>	\$5,446
4	Supplies - \$7,000 maker, <b>\$7,000 music</b>	\$17,142
5	world language class materials and supplies	\$17,065
	<b>Budget Total (must add up to Anticipated Grant Amount)</b>	<b>\$244,676</b>

### ***School Demographics***

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
53%	47%	95%	5%	10%	36%	100%

### ***Student Body Ethnic Composition***

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
17%	1%	42%	34%	2%	1%	2%	1%

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

Name	Role
Cliff Hong	Principal
Joao Solomon	Assistant Principal
Shelley Gordon	Instructional Teacher Leader
Salomeh Ghorban	Community Schools Manager

**School Vision (insert here):**      **Roosevelt's mission is to empower all students to be**

creative community leaders by providing them with a strong academic foundation, equipping them with 21st century skills, and instilling a community ethic. We will accomplish these outcomes by creating a vibrant learning experience through engaging personalized instruction, designing solutions to real-world problems, and by supporting the whole child. We believe that our model will provide students with a strong foundation for success in high school, college, career, and global citizenship.

**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.

<b><u>Music</u> (Rubric Score)</b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>	<b>Art (<u>Visual Arts</u>, <u>Theater</u>, and <u>Dance</u>)</b>	<b>2017-187 (last yr)</b>	<b>2018-19 (this yr)</b>
<b>Access and Equitable Opportunity</b>	Basic	Basic	<b>Access and Equitable Opportunity</b>	Basic	Basic
<b>Instructional Program</b>	Quality	Quality	<b>Instructional Program</b>	Basic	Quality
<b>Staffing</b>	Quality	Quality	<b>Staffing</b>	Quality	Quality
<b>Facilities</b>	Quality	Quality	<b>Facilities</b>	Quality	Quality
<b>Equipment and Materials</b>	Quality	Quality	<b>Equipment and Materials</b>	Quality	Quality
<b>Teacher Professional Learning</b>	Quality	Quality	<b>Teacher Professional Learning</b>	Quality	Quality
<b><u>World Language</u> (Rubric)</b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>			
<b>Content and Course Offerings</b>	Emerging	Emerging			
<b>Communication</b>	Emerging	Emerging			
<b>Real world learning and Global competence</b>	Emerging	Emerging			

**Measure G1 Data Analysis**

<b>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment )</b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>	<b>Safe and Positive School Culture (SPSA)</b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>
<b>2017-18 Enrollment Data (20 day)</b>	550	757	<b>Suspension</b>	22 (as of Feb 2018)	17 (as of Feb 8, 2019)
<b>ES Outreach Strategy Actions</b>	-maker faire -road shows	-maker faire -road shows -mailers	<b>Chronic Absence</b>	6.9% (as of Feb 2018)	6.5% (as of Feb 8, 2019)
<b>Programs to support ES students transition to MS</b>	-student advisor -summer bridge	-student advisor -summer bridge	<b>CHKS data (district only)</b>		

**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.**

<b>Community Engagement Meeting(s)</b>	
<b>Community Group</b>	<b>Date</b>
SSC	1/17/19

<b>Staff Engagement Meeting(s)</b>	
<b>Staff Group</b>	<b>Date</b>
School Leadership Team	1/22/19

**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**

[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]

We continue to build on our strong music program. The biggest change in the 2018-19 school year is the addition of a new music teacher. Mr. Randy Porter transferred to Roosevelt after a long and distinguished career being the music teacher at Westlake Middle School.

Through Mr. Porter's efforts, we have brought in a half-dozen professional musicians who have tutored and trained our musical students. Mr. Porter also has taken at least two field trips so far where students have performed in different parts of the state, enriching their musical experience.

The G1 funds have been used to purchase and repair at least two dozen instruments. In particular, we were able to purchase several guitars and Mr. Porter was able to offer a new guitar class to Roosevelt students. Mr. Porter also offered a new jazz class after school.

The one area on the rubric we can still improve on is access. Currently, we have an elective program where students choose to either take the music class or they can choose a combination of the computer science and maker class (one semester each).

One thing I learned from this year's usage of G1 funds is that there is enough interest that students will come after school to learn music. Therefore, we will continue to give a stipend to Mr. Porter to do sessions after school.

We hope to use this year's G1 funds to purchase additional music and new instruments to accommodate our growing student population.

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>
\$2,746	\$2500 music teacher stipend for after school jazz,	15 students participate in this class and perform at least 3x for an authentic audience
\$7,000	new sheet music and new instruments	10 more students than in 2018-19 enroll in music
\$650	Elmo document camera. The daily 'Do Now' will be a pencil to paper activity of students copying music into their journals that is displayed on the Elmo. This also provides an opportunity to highlight student work and display for the class. It is a great tool to break down notated rhythms so that students have a deeper understanding of them.	250 music students will learn how to notate music.

## 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]

We are very proud of our maker program, which also includes design and art. The biggest update in the last few years has been the addition of technology like 3D printers and a laser cutter.

In addition, we have run a mini-maker faire at Roosevelt for the second year in a row, where we invited 4th and 5th graders from the nearby feeder elementary schools to engage in interactive projects with our middle school students around various maker projects that our students created.

The G1 funds were used to purchase materials such as wood to build items like birdhouses and electronics items to have students being projects involving circuitry. We also took students to Maker faires off campus.

On the rubric, we scored a "basic" on access we have an elective program where students choose to either take the music class or they can choose a combination of the computer science and maker class (one semester each).

In terms of learnings from last year, we would like to have the maker/design/art projects have even more of an authentic audience, like perhaps putting together an art show.

This year, we would like to continue to fund supplies like wood and tools to ensure a rich experience for the new incoming 6th graders.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each</i>
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		<i>proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$7,000	Supplies for maker class.	300 students will have access to a maker/design/art elective.

### 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]  
We currently do not have a world language offering at Roosevelt.

However, in January 2019, we applied for a program called the "Teachers of Critical Languages Program" through the U.S. Department of State where we may be assigned a teacher of Mandarin from China, or a teacher of Arabic from Egypt or Morocco. We hope that this teacher will help us establish a language program at Roosevelt.

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>
\$2,700	Stipend for world language teacher mentor. The mentor will host the exchange teacher from abroad.	125 students will have access to Mandarin or Arabic instruction
\$17,065	World language class textbooks and materials.	125 students will have access to Mandarin or Arabic instruction

### 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]

We were very excited this year to bring on Mr. Joao Solomon as our first Student Advisor (SA). Mr. Solomon was a 6th grade English teacher at Roosevelt for over a decade, so he knows our school and our students. His role as SA was to ensure that 6th grade students were making a healthy transition to school from the 5th grade.

As written in last year's G1 application, we know that ttransitions from 5th to 6th grade can be a challenging,

sometimes traumatizing experience, especially having to learn a new campus and a new staff. There are many points at which rising 6th graders will need support. In addition, our campus will be growing by another 25-30 students, totaling a growth of 100 students over the last two years.

In using the G1 funds in 2018-19, we learned that this role is critical in having incoming 6th grade students feel safe and welcome at Roosevelt, and to guide students to behave in a healthy and positive way.

Thus, we are proposing to hire a student advisor using G1 to manage the transition for our 6th graders in 2019-20.

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>
\$100,012	Student advisor 1	On CHKS survey, higher rating in 2019-20 than previous year from 6th graders on whether or not they feel there is at least one adult who care about them at this school.

## 5. Safe and Positive School Culture

### 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]

In addition to the needs of the 6th graders, we recognize that school culture for 7th and 8th grade can be challenging for students as well. To increase the safe and positive culture of the school for 7th and 8th graders, we believe that there is a need for a staff member to implement various levels of positive culture strategies. Partly through the work of Student Advisor Joao Solomon, our suspensions at this time of year are down to 17 for the year, as compared to 22 at this time of year in 2018. For context, five years ago (2013-14 school year) we had 84 suspensions by February.

We have learned this year that due to the trauma that many of our students experience, that we need additional staff to be present for students. We have found that the student advisor has a great impact on the overall culture of the school and would like to take this to the next level.

Thus, for 2018-19, due to the tremendous growth in enrollment we are experiencing, we are proposing to hire a second student advisor whose job it will be to implement and monitor initiatives to ensure that all students are safe and happy.

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>
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\$100,011	Student advisor 2	Reduction in suspensions, as compared to 2018-19.

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