



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

2020-21 Measure G1
Grant Application
Due: March 26, 2020

School	Hillcrest School	Contact	Maria McCormick
School Address	30 Marguerite Drive Oakland, CA 94618	Contact Email	maria.mccormick@ousd.org
Principal	Maria McCormick	Principal Email	maria.mccormick@ousd.org
School Phone	510-879-1270	Recommended Grant Amount*	\$5,391.00
2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)	102	2019-20 LCFF Enrollment	11

**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 2019-20 (2019-20 Approved Proposal)

2019-20 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
1	Facilitation of student proactive circles to support school wide Restorative Practice Weekly RP circles with 6th, 7th and 8th grades (22 weeks)	\$5,468
Budget Total (must add up to Current Grant Amount)		\$5,468

Summary of Proposed Expenditures for 2020-21 (listed in order of priority)

2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	Facilitation of student circles to support the implementation of Restorative Practice in our middle school. (3 hrs per week x \$80) for 22 weeks = \$5280	\$5,280.00
2	Supplies to support RJ	\$111.00
Budget Total (must add up to Current Grant Amount)		\$5,391.00

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
66	34	10.75	5%		1	100

Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
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7%		16%	6%	2%		60%	9%
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Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and roles here.	
Name	Role
Claudia Staniford	Teacher
Alia Dolan	Mental Health Specialist
Maria McCormick	Principal
Elizabeth Greenfield	Teacher
Revaz Ardesher	Teacher

<p>School Vision (insert here): Hillcrest provides all students with equity and access to the knowledge skills and educational opportunities to achieve high academic standards in a changing global society. We believe that to maximize students' learning potential a school's environment needs to be safe, joyful and academically rigorous; it must feature high quality instructional practices that are supported at all levels. Furthermore, we believe we must provide all students equal access to the knowledge skills and educational opportunities to achieve high academic standards in a changing global society while fostering curiosity and passion for learning and encouraging students to take an interest in others as well as in the world around them.</p>
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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 (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2018-19 (last yr)	2019-20 (this yr)
Access and Equitable Opportunity	Entry	Entry	Access and Equitable Opportunity	Basic	Basic
Instructional Program	Entry	Entry	Instructional Program	Basic	Basic
Staffing	Entry	Entry	Staffing	Basic	Basic
Facilities	Entry	Entry	Facilities	Basic	Basic
Equipment and Materials	Basic	Basic	Equipment and Materials	Basic	Basic
Teacher Professional Learning	Entry	Entry	Teacher Professional Learning	Basic	Basic
<u>World Language (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)			
Content and Course Offerings	Developing	Developing			
Communication	Sustaining	Sustaining			
Real world learning and Global competence	Sustaining	Sustaining			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2018-19 (last yr)	2019-20 (this yr)	Safe and Positive School Culture (SPSA)	2018-19 (last yr)	2019-20 (this yr)
Enrollment Data (20 day)	102	102	Suspension	0	0
ES Outreach Strategy Actions	--	-	Chronic Absence	--	-

Programs to support ES students transition to MS	1	1	CHKS data (District) or Culture/Climate survey	--	-
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MANDATORY: Please provide all meeting agendas, minutes and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without documentation of these engagements.

****The agenda and meeting notes must reference overview of Measure G1 and show dialogue and input from stakeholders.**

Community Engagement Meeting(s)	
Community Group	Date
Parents and Teacher	3-25-2020

Staff Engagement Meeting(s)	
Staff Group	Date
Teachers	March 25, 2020

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 Measure G1

- 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 2019-20 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 the amount listed in "Recommended Grant Amount" above.

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]		
Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.

2. Art Program

Programmatic Narrative Based on Rubric
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[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.

3. World Language Program

Programmatic Narrative Based on Rubric

[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students/families to be served and achievement for specific student groups.

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

As Hillcrest completes year 3 of implementing RJ, Students and teachers are realizing the positive effects of the implementation of Restorative Practices grades 6-8. The purpose of implementing RP is to improve school culture and climate and to empower all students to grow in all SEL competencies, and manage conflict using restorative practices. G1 monies will be used to ensure that proactive circles are conducted weekly through advisory class and facilitated by Hillcrest's mental health specialist. Measurement of progress toward improvement of climate and culture will occur via the annual California Healthy Kids Survey, (CHKS). Baseline data will be established with the February 2018 survey administration as compared to the February 2019 and 2020 CHKS survey results. Additionally, students are surveyed yearly and the feedback is used to determine effectiveness of current practices.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above). Outcomes should reference data from CHKS or Climate/Culture survey, i.e., Student survey data will show an increase in satisfaction with their school experience prior year.
\$5,391	Facilitation of student circles to support the implementation of Restorative Practice in our middle school. (3 hrs per week x \$80) for 22 weeks = \$5280	Middle school students will increase positive interactions between students as measured on CHKS (Climate and Culture 41 questions)

		Students will demonstrate the ability to solve conflict using restorative practices as measured by CHKS (Climate and Culture 41 Questions, Safety, Harassment & Bullying 17 questions).
		95% Students will rate Hillcrest school experience n as a positive s measure on CHKS (Climate and Culture 41 Questions)
\$111	supplies	

Please submit your 2020-21 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

Middle School Parent Meeting
Agenda and Minutes
(via Zoom)
March 25, 2020
12:45 p.m. - 1:15 p.m.

1. Background of G1

The Goals of Measure G1

- 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. Review of how G1 money was used this year

Comments

Meghan Langson: She recognized how beneficial it is to have the RJ sessions available for all middle school students and remarked that, although the conversations in group are confidential, her sixth grade has spoken about how valuable they are in helping students navigate the social dynamics of middle school.

Sarah Watson confirmed that RJ is an essential practice that is essential for a well-functioning middle school.

Facilitation of student circles to support the implementation of Restorative Practice in our middle school. (3 hrs per week x \$80) for 22 weeks = \$5280

3. Proposal for next year

Facilitation of student circles to support the implementation of Restorative Practice in our middle school. (3 hrs per week x \$80) for 22 weeks = \$5280

Feedback:

There was unanimous approval to continue the RJ program in middle school.

Attendance: Meghan Langston, Sarah Watson, Diane Hueter, Revaz Ardesher, Brendan Smith, Claudia Staniford

Approval:

It was unanimous to continue funding for Alia Dolan and the RJ program

Measure G1
Mid-Year Reflection 2019-20
Due: February 3, 2020

School:	Hillcrest School	Principal	Maria McCormick
School Address	30 Marguerite Drive Oakland, CA 94618	Principal Email:	maria.mccormick@ousd.org
School Phone	510-879-1270	Grant Amount	\$5,468
2018-19 LCFF Enrollment (6-8)	102		

- Grant allocation is based on 2018-19 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		
N/A		
Budget	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

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.

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric		
N/A		
Budget	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

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.

3. World Language Program (PRELOADED)

Programmatic Narrative Based on Rubric		
N/A		
Budget	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

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.

4. 5th to 6th Grade Enrollment Retention (PRELOADED)

Programmatic Narrative Based on Data Analysis		
N/A		
Budget	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

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.

5. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis		
<p>Students and teachers are realizing the positive effects of the implementation of Restorative Practices grades 6-8. The purpose of implementing RP is to improve school culture and climate and to empower all students to grow in all SEL competencies, and manage conflict using restorative practices. G1 monies will be used to ensure that proactive circles are conducted weekly through advisory class and facilitated by Hillcrest's mental health specialist.</p> <p>Measurement of progress toward improvement of climate and culture will occur via the annual California Healthy Kids Survey, (CHKS). Baseline data will be established with the February 2018 survey administration as compared to the February 2019 and 2020 CHKS survey results.</p>		
Budget	2019-20 Activities	Anticipated Outcome
\$5,468	Facilitation of student circles to support the implementation of Restorative Practice in our middle school. (3 hrs per week x \$80) for 22 weeks = \$5,280	<p>Middle school students will increase positive interactions between students as measured on CHKS (Climate and Culture 41 questions)</p> <p>Students will demonstrate the ability to solve conflict using restorative practices as measured by CHKS (Climate and Culture 41 Questions, Safety, Harassment & Bullying 17 questions).</p> <p>95% Students will rate Hillcrest school</p>

		experience n as a positive s measure on CHKS (Climate and Culture 41 Questions) .
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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.

Students in grades 6-8 have a restorative justice circle each week since the second week in school. Here is one teacher's reflection of this program that is funded by our G1 funds.

We need to have programs like RJ to support and extend the work done in the classroom. I feel that Alia's work in Group with structured questions and a process that promotes insight and reflection, coupled with a curriculum that focuses on multiple perspectives, helps to develop students who are, in fact, much more worldly and self-aware than they were even five years ago. I see it, especially, in our discussions of literature. What Alia does in RJ, I believe, filters into how the students approach the classroom material and how they create personal meaning from what they learn. In addition, her ability to help students resolve peer disputes and to meet with students and families individually is hugely beneficial and allows students to bring their best academic selves to the classroom.

Additionally, we have experienced that students are prepared to work through conflicts using restorative questions. This approach to wrong-doing and building community through weekly circles has shifted the culture positivity.

The challenge that we have is a long standing school culture that values those who are academically successful and athletic; those students remain at the higher social rung and there are social dynamics that result. It often appears that less voice is given to our more excluded students. By holding RJ circles every week, we are moving in a direction that is positive and healthy.

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