



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

<b>2021-22 Measure G1</b>
<b>Grant Application</b>
<b>Due: March 26, 2021</b> <b>Amended: December 14, 2021</b>

<b>School</b>	East Bay Innovation Academy	<b>Contact</b>	Michelle Cho
<b>School Address</b>	3400 Malcolm Avenue Oakland, CA94605	<b>Contact Email</b>	michelle.cho@eastbayia.org
<b>Principal</b>	Michelle Cho	<b>Principal Email</b>	michelle.cho@eastbayia.org
<b>School Phone</b>	510-577-9557	<b>Recommended Grant Amount*</b>	<b>\$52,873.00</b>
<b>2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)</b>	<b>320</b>	<b>2020-21 LCFF Enrollment</b>	<b>107</b>

\*Allocation 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 2020-21**

2020-21 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
1	Musical Theater preparation, performance and production. The musical will be accessible to all students at school. Funds will be used for licensing the production and bringing in arts instructors from local organizations to help support vocal coaching, direction, choreography and production (including set and costume design).	\$6,000.00
2	Provide a stipend and training for our existing school social worker to create a peer mentoring program that partners 8th grade leaders with incoming 6th graders to support the transition to middle school, helping new students become familiar with both the physical landscape of school, and familiarity with schoolwide systems and technology, while fostering community-building with older mentors.	\$2,000.00
3	Expand professional development training for staff on the principles and practices associated with restorative justice methodology strategies and implementation of these practices in a classroom setting with on-site professional development from expert organizations.	\$2,000.00
4	.4 FTE Behavior Support Specialist - Build on the work of the Behavior Support aide to continue PBIS work and help support the work of the 5-6th transition by creating a part-time Behavior Support Specialist. This Specialist will develop school-wide protocols and systems for the work started by the current aide, and will continue to support students with conflict resolution and mediation and model this interaction for staff. The Specialist will extend the current work by supporting staff in training and implementation around restorative practices in the classroom. The Specialist will also continue to work with students to develop behavior contracts and behavior goals, and year-long incentive plans. Building on the work of this year, the Behavior Support Specialist will train staff to work with small groups to identify and practice tools for self-regulation and direction (identifying when students need breaks) and developing tools for self-advocacy. Additionally, the Behavior Support Specialist will also work to develop a scope and sequence and curriculum for a Transition to Middle School class for our 6th graders, focusing on the executive functioning skills and organization strategies needed for middle school success, as well as coping and advocacy strategies for social interactions in middle school. The Specialist will serve the 360 students at our middle school, with special emphasis on our 120 incoming 6th graders.	\$39,000.00
5	Extend content of grade-level morning meetings to address grade-level SEL concerns and issues, by bringing in speakers and assembly programs to support social-emotional development of students and positive school culture. Suggested topics include, anti-bullying campaigns, cyber-safety, body image, gender identity, etc.	\$3,000.00
6	Continue and expand student celebrations like student of the month and honor roll; purchase supplies for school-wide and grade-level competitions to build school culture, like door decorating and Phoenix Games; organize and facilitate pep rallies to promote school spirit and highlight student activities and leadership	\$767.00
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$52,767.00</b>

**Summary of Proposed Expenditures for 2021-22 (listed in order of priority)**

2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	Musical Theater preparation, performance and production. The musical will be accessible to all students at school. Funds will be used for licensing the production, staff stipends and/or bringing in arts instructors from local organizations to help support vocal coaching, direction, choreography and production (including set and costume design).	\$6,000.00

2	Expand professional development training for staff on the principles and practices associated with restorative justice methodology strategies and implementation of these practices, as well as first aid mental health and trauma-informed practices in a classroom setting with on-site professional development from expert organizations.	\$2,000.00
3	.4 FTE Behavior Support Specialist - Build on the work of the Behavior Support aide to continue PBIS work and help support the work of the 5-6th transition by creating a part-time Behavior Support Specialist. This Specialist will develop school-wide protocols and systems for the work started by the current aide, and will continue to support students with conflict resolution and mediation and model this interaction for staff. The Specialist will extend the current work by supporting staff in training and implementation around restorative practices in the classroom. The Specialist will also continue to work with students to develop behavior contracts and behavior goals, and year-long incentive plans. Building on the work of this year, the Behavior Support Specialist will train staff to work with small groups to identify and practice tools for self-regulation and direction (identifying when students need breaks) and developing tools for self-advocacy. Additionally, the Behavior Support Specialist will also work to develop a scope and sequence and curriculum for a Transition to Middle School class for our 6th graders, focusing on the executive functioning skills and organization strategies needed for middle school success, as well as coping and advocacy strategies for social interactions in middle school. The Specialist will serve the 360 students at our middle school, with special emphasis on our 120 incoming 6th graders.	\$39,000.00
4	Extend content of grade-level morning meetings to address grade-level SEL concerns and issues and exposure to music and the arts, by bringing in speakers and assembly programs to support social-emotional development of students and positive school culture. Suggested topics include, anti-bullying campaigns, cyber-safety, body image, gender identity, etc., as well as arts, music and creative expression,	\$5,106.00
5	Continue and expand student celebrations like student of the month and honor roll; purchase supplies for school-wide and grade-level competitions to build school culture, like door decorating and Phoenix Games; organize and facilitate pep rallies to promote school spirit and highlight student activities and leadership	\$767.00
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$52,873.00</b>

School Demographics		Student Body Ethnic Composition	
Male	51%	Asian/Pacific Islander	5%
Female	49%	Latinx	39%
% LCFF	34.07%	Black or African-American	28%
% SPED RSP	12%	White	18%
% SPED Mild-Moderate		Indigenous or Native American	<1%
% English Learners	9%	Multiracial	9%
% Oakland Residents	85%		

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	School Role
Michelle Cho	Executive Director
Kim Frankel	Principal
Anna Halt	Dean of Students
Kala Stepter	8th Grade Team Lead
Tiara Patterson	7th Grade Team Lead
Christine Ashley	6th Grade Team Lead

**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, PT/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>	2019-20 (last yr)	2020-21 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2019-20 (last yr)	2020-21 (this yr)
<b>Access and Equitable Opportunity</b>	Basic	Basic	<b>Access and Equitable Opportunity</b>	Quality	Quality
<b>Instructional Program</b>	Entry	Entry	<b>Instructional Program</b>	Basic	Basic
<b>Staffing</b>	Quality	Quality	<b>Staffing</b>	Quality	Quality
<b>Facilities</b>	Basic	Basic	<b>Facilities</b>	Basic	Basic
<b>Equipment and Materials</b>	Entry	Entry	<b>Equipment and Materials</b>	Quality	Quality
<b>Teacher Professional Learning</b>	Entry	Entry	<b>Teacher Professional Learning</b>	Basic	Basic
<u>World Language (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)			
<b>Content and Course Offerings</b>	Sustaining	Sustaining			
<b>Communication</b>	Sustaining	Sustaining			

<i>Real world learning and Global competence</i>	Sustaining	Sustaining
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### Measure G1 Data Analysis

<i>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)</i>	<i>2019-20 (last yr)</i>	<i>2020-21 (this yr)</i>	<i>Safe and Positive School Culture (SPSA)</i>	<i>2019-20 (last yr)</i>	<i>2020-21 (this yr)</i>
<i>Enrollment Data (20 day)</i>	365	361	<i>Suspension</i>	6%	1%
<i>ES Outreach Strategy Actions</i>	School Tours, Information Nights, Student Panels, Elementary School Visits, Virtual Tours	School Tours, Information Nights, Student Panels, Elementary School Visits, Virtual Tours	<i>Chronic Absence</i>	<5%	6%
<i>Programs to support ES students transition to MS</i>	6th Grade Orientation, Advisory Program, Cohort Model	6th Grade Orientation, Advisory Program, Cohort Model	<i>CHKS data (District) or Culture/Climate survey</i>	N/A	N/A

**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.**

<i>Community Engagement Meeting(s)</i>	
<i>Community Group</i>	<i>Date</i>
Parent Meeting	3/25/21

<i>Staff Engagement Meeting(s)</i>	
<i>Staff Group</i>	<i>Date</i>
Lower School Staff Meeting	3/19/21

### 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.

5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

#### 1. Music Program

<b>Programmatic Narrative Based on Rubric</b>
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**Team:** Measure G1 Lead Team (as identified on page 1), Enrichment coordinator Janisse Watts, Musical Producer Michelle Fitts

**Current Status:** East Bay Innovation Academy's (EBIA) current music program consists of our after-school program and Intersession classes - week-long opportunities for students to explore hands-on learning opportunities with teachers and outside partners that occur three times each school year.

EBIA's afterschool program serves students in grades 6-8 running Tuesday through Friday from 3:30-5:30pm and continued virtually during distance learning (and transitioned to in-person rehearsals as state guidance allowed). This program is run as a single level class, accessible to students with novice level experience, and practices on a weekly basis with ongoing performances at EBIA events, like pep rallies and talent shows which were held virtually this year.

Due to Measure G1 money, EBIA has been able to expand opportunities to include Musical theater preparation, performance and production. The program is coordinated by a fully credentialed and qualified teacher, with many years of backstage experience in community theater. **Funds were used for staff stipends and/or to bring in arts instructors from local organizations (California Shakespeare Theater and independent local artists) to support set design and creation, vocal coaching, direction and production.** Participation in the musical was open to all 370 students at the middle school. Ultimately over 100 students were involved in the production - 60 participated in musical rehearsal and vocal production, 19 were involved in the direct stage production of the musical and 30 participated in other acting classes to learn basic skills for the stage for participation in future performances. Students were also involved in costume design and creation, as well as stage management and choreography. In the transition to virtual school, we are working to produce an experience so all 370 students will get an opportunity to view selections from the musical this year, as well as a full performance for the entire student body in our new outdoor theater space (Covid compliant!).

Students who participated reported a greater sense of belonging and well-being, and displayed more confidence on campus. Families reported the sense of connection that being a part of the cast gave their students. Additionally, students who participated in the production components, reported pride in creating something for the greater community and appreciated getting to learn new skills to support the program. Staff who supported the production, helping with stage and vocal rehearsals and costumes, also discussed the positive impact this had for them, making them feel more connected to other students and staff during distance learning in particular.

EBIA's middle school building does not have a music or theater specific room. For the musical, students rehearsed online and utilized our new outdoor stage for both rehearsals and stage and set design and production. While the teaching instructor for the class is able to work with the non-profit organization for planning purposes, there is no additional planning time or professional development provided for the teacher during the school day.

Students were highly engaged in the production process, and all 370 students at the lower school have benefitted from seeing sneak peeks of the musical rehearsals. The school plans to use recorded versions of the songs in end-of-year celebrations and to produce the musical for the greater school community outdoors before the end of the year.

**Proposed Plan:** Due to the above success of our plan, we would like to continue the use of Measure G1 money to continue our musical program and apply it to Musical Theater preparation, performance and production. The musical will be accessible to all students at school. Funds will be used for licensing the production and bringing in arts instructors from local organizations to help support vocal coaching, direction, choreography and production (including set and costume design), and to support the creation of a theater space at school (including materials for sets and equipment rentals).

Budget	Description of 2021-22 Proposed Expenditures	<b>Anticipated Student Outcome</b> (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.
6,000.00	Musical production related costs, including licensing, coaching, and set and stage design	<i>350 students will review the performance, 50 cast and crew members take leadership roles, 100 students involved in production and preparation (set, stage and costume design)</i>

## 2. Art Program

### Programmatic Narrative Based on Rubric

**Team:** Measure G1 Lead Team (as identified on page 1)

**Current Status:** At the middle school level, EBIA currently offers a visual arts elective and a design course to all students in the 6th and 7th grade. In class sizes of 28-30, students have the course for 45 minutes two times a week in distance learning. This course is provided as a single level, accessible to all students from the novice to advanced level. Based in state standards, the course covers a variety of visual arts skills including drawing, painting, sculpture and more. Throughout the year, students have the opportunity to display and exhibit their work both within the context of designated presentations of learning, and as a part of gallery walls placed throughout the building. The course is taught by a fully credentialed and qualified art teacher with multiple years of experience, and the students receive academic credit for completion of the course. The course is taught in a designated makerspace with a great deal of storage ability for supplies and water/sink access for use during class. The budget for materials and supplies is sufficient for all art students, and is supplemented through grants and donations. Further, when not in the visual arts course, students have access to the makerspace and arts supplies in order to support the development of projects for core academic courses.

In addition to the visual arts course, all students participate in our intersession program which provides an opportunity for students to engage in real-world arts projects at a developmentally appropriate level for middle school students. Through this program, three times a year for two weeks at a time, students self-select and participate in STEAM-focused hands on projects with partner organizations from across Oakland. Over the years, these partners have included Destiny Arts, Attitudinal Healing, Nimby and more. These projects have had students create stop motion films, build stages and sets for a school musical and create murals and mosaics throughout Oakland. Throughout all of these experiences, students have been exposed to and learned about the demands of various arts fields of study and career and developed content expertise that has led to academic success in their core classes. Lastly, EBIA runs an afterschool program for students in grades 6-8 running Tuesday through Friday from 3:30-5:30pm. This program is available to all current students and includes a range of academic, sports and club activities. These club activities include a range of arts programming such as an open maker lab, musical theater and dance. These club activities occur on a weekly basis and are made available to all students at the school

G1 Funds were not used for art for the 2020-2021 schoolyear, and will not be requested for the 2021-2022 schoolyear.

<b>Budget</b>	<b>Description of 2021-22 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> (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

**Team:** Measure G1 Lead Team (as identified on page 1), Lower School Spanish teacher

**Current Status:** At the middle school level, EBIA currently offers a Spanish language instruction to all students in the 8th grade. In class sizes of 28-30, students have the course for 45 minutes two times a week in distance learning. This course is provided as a single level, accessible to all students from the novice to advanced level. Based in state standards, the course covers speaking, listening, reading and writing language acquisition. While in the course, all students have the opportunity to obtain and/or demonstrate their proficiency in Spanish, and have the ability to be placed in an intermediate level (Spanish II) course in the 9th grade based on 8th grade course completion. While in this course, students are also made aware of the ways in which language development in the course and beyond will meet A-G requirements as well as Seal of Biliteracy/Pathway awards. While in the course, students are provided with real-world communication experiences. Through our school's focus on project-based learning, students in Spanish courses have had the ability to write their own Spanish language children's books which they read aloud at a local preschool, work with local restaurants to translate their menu into Spanish, record and present newscasts in Spanish and use language acquisition software throughout 1:1 student to Chromebook instructional model. Further, the course instruction is designed to support the development of an empathy towards and respect for Spanish-language culture across the globe and interest in events impacting Spanish-language societies. Lastly, EBIA has integrated blended learning Spanish-language programs into the course curriculum in order to better differentiate instruction across multiple language levels.

G1 Funds were not used for world language for the 2020-21 schoolyear, and will not be requested for the 2021-22 schoolyear.

<b>Budget</b>	<b>Description of 2021-22 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> (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

Team: Measure G1 Lead Team (as identified on page 1), School Social Worker Brandi Bellamy, School Psychologist Nicole Smith, Director of Student Support Bo Moore

Current Status: EBIA currently helps support the transition to middle school in a variety of ways. Upon entry to school, students are assigned an advisor to support both social and emotional development, and also to provide an on-campus advocate for academic and other concerns. Advisors support both the student and the family, and advisories develop a smaller community within the broader school population. All students are organized into around 20 student advisories with an assigned advisor who loop up with them across grades 6-8, and another advisory that loops up with them across grade 9-12. This advisor teaches students a diverse social emotional learning curriculum that touches on such topics as goal setting, conflict resolution, identity development and individual organization and project management. Students work with their advisor to develop a personalized learning plan monitored by the student, advisor and family across the year and containing goals for academic and social-emotional growth.

Students spend the first week of school in orientation activities, learning about EBIA systems and policies, including academic support like how to turn in work and how work will be graded, and practicing things like group roles to support a smooth transition into class. They also meet important advocates on campus and begin to develop relationships with peers and adults alike. Emphasis is also placed on executive functioning, teaching students tools for time and task management (including planners and online calendars and to-do lists), professional email writing and communication with teachers and peers and prioritizing work and assignments. Additionally, there are a number of opportunities for parents and families of incoming 6th graders to learn about the community and school. In addition to Back to School Night, EBIA hosts a family Pot Luck to encourage community building, and a number of parent tutorials to assist with middle school onboarding, including a Tech Tutorial and a Math Night (both designed to allow parents to experience firsthand what it's like to be a students at EBIA.

Proposed Plan: We would like to use G1 money to provide a stipend and training for our existing staff to support them in restorative justice training to support incoming 6th graders with conflict resolution and communication, and to support staff in aiding 6th graders transitioning back to the traditional in-person school site post-pandemic trauma. This training will help staff support incoming 6th graders with the transition to middle school, helping staff identify students in trauma and in need of additional support transitioning to the physical school space.

Budget	Description of 2021-22 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.
\$2,000.00	Expand professional development training for staff on the principles and practices associated with restorative justice methodology strategies and implementation of these practices, as well as first aid mental health and trauma-informed practices in a classroom setting with on-site professional development from expert organizations.	<ul style="list-style-type: none"> <li>- <i>Increased sense of belonging and social perspective-taking as reported by the Panorama Survey with participants,</i></li> <li>- <i>Open to participation by all 6th and 8th graders (up to 240 students)</i></li> </ul>

## 5. Safe and Positive School Culture

### Programmatic Narrative Based on Data Analysis



**Team:** Measure G1 Lead Team (as identified on page 1)

**Current Status:** EBIA's school culture and climate is built around the idea that faculty will provide personalized academic, social and emotional support services to students throughout their day. In its inaugural year, the school has divided this work into two major streams. One is via our school's advisory program. All students are organized into around 20 student advisories with an assigned advisor who loop up with them across grades 6-8, and another advisory that loops up with them across grade 9-12. This advisor teaches students a diverse social emotional learning curriculum that touches on such topics as goal setting, conflict resolution, identity development and individual organization and project management. Students work with their advisor to develop a personalized learning plan monitored by the student, advisor and family across the year and containing goals for academic and social emotional growth. The second is our school's social-emotional learning curriculum. Advisories meet for 45 min., once a week, to discuss topics related to social emotional learning – communication, relationships, health education, etc. EBIA has used curricular resources for SEL from Wildwood, Whole Human Project and High Resolves.

Our implementation of our current school culture and climate plan is monitored via our yearly school culture and climate survey (the Panorama Survey), along with our tracking of predictive data associated with school culture – attendance, suspensions, etc. In the 2019-20 school year, EBIA was able to strategically react to this data by adding a Dean of Students role to support the PBIS process and by using Measure G1 money to provide staff with SEL-focused professional development (including trauma-based practices and training for our SEL curriculum).

Additionally, Measure G1 funds allowed for the addition of a Behavior Support aide, and later a Specialist, to implement a number of supports for students that struggled both with emotional-regulation and peer conflict, as well as executive functioning and organization. Some of these supports included student check-ins and reflections around self-regulation and support for re-entry to class. The Behavior Specialist was also able to provide in-class support during distance learning around behavior and management, and also led a bi-weekly small group, individual check-ins and a lunch bunch to foster skill development in executive functioning and helped students self-regulate and manage the transition to middle school. While the specialist was available to support all students, the priority was to foster development of executive functioning skills for incoming 6th graders. As a result of this work, 89% of students who participated in Executive Functioning and Wellness Small Groups reported utilizing the strategies they had learned in the group, where students focused on time and task management, prioritization of work, organization of physical materials, tools for self-advocacy and goal-setting. These changes have also produced more positive outcomes on interim culture and climate surveys for students, as well as a decrease in Tier III student conflict.

In the transition to virtual school, our Behavior Specialist was able to continue daily check-ins with small groups online, continuing the work around these skills.

Furthermore, we were able to extend existing support staff through overtime and stipends to support peer-to-peer and peer-to-teacher conflict mediation sessions and communication-building groups. These staff members also worked in small groups to foster community building and strengthen peer-to-peer and peer-to-staff relationships to increase a sense of connectedness and belonging to the school community. Survey results also indicated that students felt they had more capacity to understand others' points of view, and more overall social awareness (in particular when they disagreed with another point of view). Sense of belonging to the school community remains an area of growth, with about 50% of our school community reporting a sense of belonging to the school community.

In the transition to virtual school, our staff were able to continue daily check-ins with small groups online. Additionally, they extended this work to family and community outreach during virtual school to help students stay connected to school, and to assist with executive functioning skills around time and task management and work prioritization.

Lastly, we were able to implement a number of celebrations for positive student behavior, including student of the month and grade-level and advisory competitions to support positive school culture. Students and families reported sense of connectedness to school and appreciation for celebrations of positive behaviors.

Building on this momentum remains a focus for next year.

**Proposed Plan:** Due to the above described success of our prior G1 plan, we would like to continue to support SEL professional development for our staff and continue to build staff capacity for implementing restorative practices within their classrooms, as well as increase the restorative justice and conflict mediation supports for students especially for our entry grade (6th).

It is our intention to do this through the development of a two-part school culture and climate plan. The first part of this plan is focused on the continued development of restorative justice and PBIS systems at school and expand support for students in reflection and self-regulation. G1 money would be used to expand professional development training for staff on the principles and practices associated with restorative justice methodology strategies and implementation of these practices in a classroom setting with on-site professional development from expert organizations.

Additionally, we would like to use G1 funds to extend the work of our Behavior Support Specialist. This Specialist will maintain school-wide protocols and systems for the work started by the current aide, and will continue to support students with conflict resolution and mediation and model this interaction for staff. The Specialist will extend the current work by supporting staff in training and implementation around restorative practices in the classroom. The Specialist will also continue to work with students to develop behavior contracts and behavior goals, and year-long incentive plans. Additionally, the Behavior Support Specialist will implement the scope and sequence and curriculum for a Transition to Middle School class for our 6th graders, focusing on the executive functioning skills and organization strategies needed for middle school success, as well as coping and advocacy strategies for social interactions in middle school. Additionally, the Behavior Support Specialist will train staff to work with small groups to identify and practice tools for self-regulation and direction (identifying when students need breaks) and developing tools for self-advocacy. The Specialist will serve the 360 students at our middle school, with special emphasis on our 120 incoming 6th graders.

The second part of our school culture and climate plan includes a continued emphasis on positive school culture by continuing and expanding student celebrations like student of the month and honor roll. G1 money will be used to purchase supplies for school-wide and grade-level competitions to build school culture, like door decorating and Phoenix Games; organize and facilitate pep rallies to promote school spirit and highlight student activities and leadership and personification of the Six Innovator Norms (Perseverance, Curiosity, Kindness, Respect, Conscientiousness, and Citizenship/Leadership) to publicly honor students.

Another way that we currently promote positive school culture is through grade-level Morning Meetings. These meetings provide a larger forum for recognizing students for upholding the Innovator Norms, which are tied directly to our core beliefs. We would like to use G1 funds to further develop these meetings, using the time to address grade-level concerns and issues, and bringing in speakers and assembly programs to support social-emotional development of students and positive school culture. Suggested topics include, anti-bullying campaigns, cyber-safety, body image, gender identity, etc, as well as arts and music development. Our Dean of Students will oversee coordination of these speakers and assemblies.

<b>Budget</b>	<b>Description of 2021-22 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> (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.
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<p>\$39,000.00</p>	<p>Build on the work of the Behavior Specialist to continue PBIS work and help support the work of the 5-6th transition. This Specialist will continue school-wide protocols and systems for the work started by the current aide, and will continue to support students with conflict resolution and mediation and model this interaction for staff. The Specialist will extend the current work by supporting staff in training and implementation around restorative practices in the classroom. The Specialist will also continue to work with students to develop behavior contracts and behavior goals, and year-long incentive plans. Building on the work of this year, the Behavior Support Specialist will train staff to work with small groups to identify and practice tools for self-regulation and direction (identifying when students need breaks) and developing tools for self-advocacy. Additionally, the Behavior Support Specialist will also work to develop a scope and sequence and curriculum for a Transition to Middle School class for our 6th graders, focusing on the executive functioning skills and organization strategies needed for middle school success, as well as coping and advocacy strategies for social interactions in middle school. The Specialist will serve the 360 students at our middle school, with special emphasis on our 120 incoming 6th graders.</p>	<p>- While the aide will spend significant time with 6th graders to support their transition to middle school (130 students), the aide will support culture and climate across all grades (370 students). - Schoolwide increase on school climate surveys in the areas of self-management and self-efficacy</p>
<p>\$2,000.00</p>	<p>Expand professional development training for staff on the principles and practices associated with restorative justice methodology strategies and implementation of these practices in a classroom setting with on-site professional development from expert organizations. Additionally, provide staff with additional training in first aid mental health and trauma-informed practices to support student and staff re-entry into the classroom following the pandemic.</p>	<p>- The training will be provided for all teaching staff and will impact culture and climate across all grade (360 students). - School will report a 10% decrease in Tier II and Tier III interventions from the prior school year. - Schoolwide increase on school climate surveys in the areas of self-efficacy and self-management</p>
<p>\$5,106.00</p>	<p>Extend content of grade-level morning meetings to address grade-level SEL concerns and issues and exposure to music and the arts, by bringing in speakers and assembly programs to support social-emotional development of students and positive school culture. Suggested topics include, anti-bullying campaigns, cyber-safety, body image, gender identity, etc., as well as arts, music and creative expression,</p>	<p>- The training will be provided for all teaching staff and will impact culture and climate across all grade (360 students). - School will report a 10% decrease in Tier II and Tier III interventions from the prior school year. - Schoolwide increase on school climate surveys in the areas of self-efficacy and self-management</p>
<p>\$767.00</p>	<p>Continue and expand student celebrations like student of the month and honor roll; purchase supplies for school-wide and grade-level competitions to build school culture, like door decorating and Phoenix Games; organize and facilitate pep rallies to promote school spirit and highlight student activities and leadership</p>	<p>- Celebrations and competitions will impact all students across campus (360 students) - Schoolwide increase on school climate surveys in areas of connectedness</p>

**Please submit your 2021-22 Measure G1 proposal to Cliff Hong ([clifford.hong@ousd.org](mailto:clifford.hong@ousd.org)) and Karen Lozano ([karen.lozano@ousd.org](mailto:karen.lozano@ousd.org)).**