



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Urban Promise Academy

2016-17 Measure G1 Commission Presentation



Presented by [Presenter]

Presented to Measure G1 Commission

Insert Date

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UPA's Vision: Artists, Scholars, Warriors

At Urban Promise Academy, we prepare our diverse student body to meet the challenging demands of 21st century college, career, and community readiness. We achieve these goals through an innovative, personalized approach that emphasizes student-driven acceleration, project-based learning, and social emotional learning.

UPA's personalized model is key to addressing the challenges of supporting our diverse group of learners who represent a wide range of academic, emotional, language, and literacy skills. Student learning is accelerated through the strategic use of data to drive instruction, intentional integration of technology, and a focus on the Habits of Success.

Teachers develop engaging, project-based learning units that foster inquiry, mastery of cognitive skills, and real world application. Upon leaving UPA, students are critical thinkers who effectively drive their own learning through goal setting and reflection; lifelong learners who actively seek knowledge and possess technological competence and collaborative skills; and social justice-minded citizens who serve as advocates and leaders in their communities.

School Data

SBAC ELA: 29%, EOY 2016

SBAC Math: 14%, EOY 2016

SRI: 27% proficient, March 2017

CHKs: 70% of staff, 90% of families, 58% of students, EOY 2016

Suspension: 11.6%, EOY 2016

Chronic Absence: 8.42%, EOY 2016



Overarching Vision for G1 Funds

Urban Promise Academy will be developing Artists, Warriors, and Scholars using the G1 funds by:

- adding Spanish language courses
- adding Music courses

If we add Spanish courses and Music courses at UPA, we will improve improve chronic absence rates, suspension rates, and CHKs survey results around culture and climate.

These courses will increase culture, climate, and opportunities for students by helping students become motivated in be in class, connected to each other, the Arts world, and pathways for high school, college, and career

Grounded: School Wide Root-Cause Analysis

UPA's current Challenges:

- Our small middle schools hasn't had funds to provide extensive elective programs
- Because we can't offer as many options as larger schools, we sometimes have difficulty retaining rising 5th graders, as well as positive climate with students

Success would look like:

- Students expressing a feeling of belonging and connections to each other, to future opportunities and to the school (CHKs survey)
- Students applying for arts programs in high school (# of auditions)
- Students passing the Spanish language equivalency exam (exam results, # of students taking the test)
- Full enrollment in 6th grade (enrollment #)



2017-18 Measure G1 Budget Allocations

Expense	Description	Rationale
\$27,000	0.5 FTE Music teacher	adding music classes
\$7,713	Instruments	supplies for music classes
\$49,500	0.8 FTE Spanish teacher	adding Spanish classes

EVERY STUDENT THRIVES!



End slide with changeable photo.
Please adjust opaque box as **best fits the photo**. This example above shows 35% white. Delete this orange box and text box!



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Contact us for additional information [optional contact area]
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School:	UPA	Principal	Claire Fisher
School Address	3031 East 18th Street	Principal Email:	claire.fisher@ousd.org
School Phone	510-436-3636	Principal Phone:	
2017-18 Enrollment (6-8)	359	Anticipated Grant Amount*	\$84,213

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 enrollment on the 20 day count.

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
191	178	94.6%	9%	3%	46.9%	100%

Student Body Ethnic Composition

African-American	American Indian/Alaska Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
9.5%	0.5%	3.8%	78.6%	2.2%	n/a	3.3%	1.4%

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

Name	Role
Kristi Leunig	Instructional Facilitator
Tierre Mesa	Assistant Principal
Mary Ellen Bayardo	Guidance Counselor
Crystal Barr	Visual Arts Teacher

School Vision:

21st century college, career, and community readiness. We achieve these goals through an innovative, personalized approach that emphasizes student-driven acceleration, project-based learning, and social emotional learning.

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Teachers develop engaging, project-based learning units that foster inquiry, mastery of cognitive skills, and real world application. Upon leaving UPA, students are critical thinkers who effectively drive their own learning through goal setting and reflection; lifelong learners who actively seek knowledge and possess technological competence and collaborative skills; and social justice-minded citizens who serve as advocates and leaders in their communities.

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.

<i>Music (Rubric Score)</i>	<i>Art (Visual Arts, Theater, and Dance)</i>
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Access and Equitable Opportunity	Entry	Access and Equitable Opportunity	basic/quality
Instructional Program	Entry	Instructional Program	entry/basic
Staffing	Entry	Staffing	entry/basic
Facilities	entry/basic	Facilities	basic
Equipment and Materials	entry	Equipment and Materials	basic/quality
Teacher Professional Learning	entry	Teacher Professional Learning	basic/quality
World Language (Rubric)			
Content and Course Offerings	emerging		
Communication	emerging		
Real world learning and Global competence	emerging		

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPF/SPSA/Enrollment)		Safe and Positive School Culture (SPF/SPSA)	
2016-17 Enrollment Data (projection vs. 20 day)	(not sure)	SPF - Suspension	11.6%
ES Outreach Strategy Actions	recruitment materials, site visits, school led tours, early start, summer school	SPF - Chronic Absence	8.42%
Programs to support ES students transition to MS	early start, summer school, crew	CHKS data	70% of staff 90% of families 58% of students

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

Community Engagement Meeting(s)	
Community Group	Date
SSC	2/22/17, 3/6/17
African American Family Summit	2/21/17, 3/28/17, 4/25/17
6th and 7th grade students	2/27/17

Staff Engagement Meeting(s)	
Staff Group	Date
UPA Staff Meeting	2/15/17, 3/22/17
ILT Meetings	2/2, 2/9, 2/16, 2/23, 3/2/17

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Identify the team (i.e. ILT function, community;SSC, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation Plan to address the following:

The Goals of the Measure

- Increase access to courses in arts, music, and world languages in grades 6-8
 - Improve student retention during the transition from elementary to middle school
 - Create a more positive and safe middle school learning environment
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis.
 3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
 4. Add additional lines if you would like to add additional budget items.
 5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric
<p>To date we have utilized grant funds to pay an independent contractor to provide minimal music programming. Our students are not taught how to read music, so they are not able to move into music programs as a pathway in high school or college.</p> <p>We engaged all of students in the 6th and 7th grade around how to improve our music programming. 38% of our students (the majority) indicated that they wanted to learn rock band, band, and guitar. Our SSC voiced in the April meeting they wanted their children to have access to music classes that link to high school and college opportunities for music. In interviews, students have voiced wanting to be apply to high schools that offer Music programs, which require auditions.</p> <p>For 2017-18, we will hire a part time music teacher who will be able teacher all of our students a basic music class. This class will create a pathway for student to move into a advanced band class for 32 students. In the following years we will add level of music class in order to have a introduction, intermediate, and advanced course.</p>

Budget	2017-18 Activities	Anticipated Outcome
\$27,000	0.5 FTE Music teacher -teach a basic music class to all students -teach an advanced class to students as an elective	-all students will have a basic music course -32 students will have an intermediate music experience that creates a pathway to high school music
\$7,713	Instruments for new course	-all students will have a basic music course -32 students will have an intermediate music experience that creates a pathway to high school music

2. Art Program

Programmatic Narrative Based on Rubric

Art classes will continued to be developed to move from basic level to quality. Advanced art classes will continued to be developed with a goal of supporting at least 10 students to be prepared to audition for high school art pathways. Art teacher will be fully credentialed. Equipment and materials will be developed to continue integration with STEM and Making in order to attract and engage more students.

Budget	2017-18 Activities	Anticipated Outcome

3. World Language Program

Programmatic Narrative Based on Rubric

To date, UPA has not offered any World Language Class. Some of our students have come from bi-lingual and dual lingual schools, where they developed their language and literacy skills in elementary, but we have not offered programming to further their capacities. The majority home language in our UPA community in Spanish.

In April 2017, we held a African American Family Summit with the purpose of surfacing needs from the community and next steps to address those needs. The Families voted to add a Introduction to Spanish course so that our African American students have an opportunity to learn Spanish, so they could communicate with Spanish speaking folks in their community. In our April SSC meeting, committee members spoke to wanting a Native Spanish course for their children who had gone to dual language elementaries in order to hone their literacy skills, and therefore creating clear pathways for our students to hold multi-lingual roles in college and career. 38% of our current 6th and 7th grade students voted that they preferred Spanish courses for next year.

UPA's world Language program will be developed in order to move from emerging (non-existent) to developing. We will offer Introduction to Spanish courses to 192 (50%) of our students, and a Native Spanish course to 192 (50%) of our students. These course will set students up to be able to pass the Spanish proficiency exam prior to high school, which qualifies them for A-G credits in high school, as well as advanced Spanish courses in high school and college.

Budget	2017-18 Activities	Anticipated Outcome
\$49,500	0.8 FTE Spanish teacher -language teacher will develop and teach 3 course of Spanish, one for non-Native and Native speaker per grade 1 -host language exchange events for students and families in order to celebrate culture and language	-192 students master Spanish 1 -192 students master native speaker Spanish 1 -CHKs survey results for student and families improve by 10% specifically around questions around belonging in the community

2. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
Urban Promise Academy will increase its recruitment efforts by broadening communication with feeder schools, developing student ambassador program, developing shadow days, developing our website, and developing school site tours. Overall, our vision is to increase school enrollment and student diversity as part of our inclusion model.		
Budget	2017-18 Activity	Anticipated Outcome

3. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
Urban Promise Academy has a vision to be a school that improves school culture by recognizing our diversity through inclusion models. We currently have an emerging Newcomer and SPED inclusion model for emotionally disturbed students. We aim to improve our SEL development for all, therefore lower suspensions and higher attendance, and CHKs ratings.		
Budget	2017-18 Activity	Anticipated Outcome

Staff Meeting
February 15, 2017
2- 3pm

Outcomes:

Staff get update on budget and next steps for academic goals

Staff review proposals around master schedule and G1 and provide feedback

Staff explore information about the other work on goals- culture or family engagement, ask questions and provide feedback.

Time	Agenda	Facilitator
2:00-2:10	Opening Agenda, roles, celebrations- birthday Mindfulness	Fisher
2:10-2:20	<p>Progress on the goals: -overall update (Goals and Deciding Stakeholders) Academic Goals: -Here is the staff survey results around PD, observation/feedback, SLT -share a little of the feedback</p> <p>Take aways: -PD, observation/feedback, and SLT is working for some and not working for all -There seems to be a disconnect between the process of collecting data and the feelings around feedback being used for decision and product</p> <p>Next step for decision around the academic goals: -Teacher voice: use teacher input from empathy interviews in order to support key decisions being made about how to reach academic goals -students outcomes: deeper look into the reading and Math data -Student voice: focus group interview with students about reading and math -teacher observation data: Math walk through yesterday, school wide walk through (date?) to make plan, draft and bring back to staff <i>Final revision- April</i></p>	Fisher

2:20-2:35	Elective Goal - staff hear a proposal for master schedule and G1 plan -Table talk: what did you like, what do you wonder?, what doesn't work? What would you change/add?	Fisher
2:35-2:50	Culture and Family Engagement work -SFT present Culture goal - Glendy and Alli present Family engagement goal	Ramirez, Tierre, Glendy, and Alli
2:45-3:00	Closing Paper exit tickets , process check, announcements, shout outs	Fisher

Examples of feedback from the staff around professional development:

Noticings:

- 7 people approaching or beginning in feeling that PD is relevant
- 47% approaching on PD making them a better teacher
- 68% feel they can grow as a teacher-leader (meeting or exceeding)
- 9 people (48%) beginning/approaching in responding to feedback
- 68% were meeting at gathering feedback
- 16% felt that observation/feedback was not helping them with instructional strategies
- 69% said SLT communicates work effectively
- 21% are Exceeding in opportunities to grow as a teacher-leader
- General trend of 70/30 split between feeling satisfied and feeling like there is a lot of work to do
- Split in coaching/observation - some not getting much observation and some getting lots

You said:

PD at UPA is developed BY our staff, by people who know our needs and our students' needs. I had so many years at other schools of people coming in and imposing nonsense on the staff. The PD at UPA responsive to our needs as a staff.

Its a start but i feel that we can focus on 1 thing and work on improving it for the year with times to share our findings and next steps. We can then use PD time effectively so that we are constantly assessing data and implementing strategies to improve our 1 focus.

PD this year at UPA has directly related to my growth as a professional and has been relevant to my classroom practice.

PD usually feels like extra work that we have to some how fit in, even though the goal is to have it be aligned to what we are doing, it does not feel that way. Or, it does not always play out that way

African American Family Summit
February 21, 2017
5:30-7 pm

Outcomes:

- Community will see connections between the ideas created at the first AA Family Summit and identify trends/categories of ideas.
- Community will narrow our focus on two quick wins and two long term goals for the year.
- Community will celebrate our poets and musicians.

Time	Agenda
5:30-5:45	Welcoming Food, welcome table (name tag, sign in, shout out, and raffle ticket), music
5:45-5:55	Drumming performance? Students share poems from Expo (Ariana, Damarian, others?)
5:55-6:05	Opening -Principal frames: community agreements and norms, agenda, review work done at last summit and the purpose of our work today -Principal describes G1 opportunities and how it is tied to next steps -Describes task to groups
6:05-6:35	Small group work -Small groups will sort through the suggestions made at the first summit -Group will categories the suggestions into types of categories: communication, teaching and learning, culture, logistics -Group discusses the connections between the suggestions: are there any that are very similar, annotate the trends -Group shares out what they are the most excited about -Group thinks about what is a "low hanging fruit"- easier to make happen, and what is long term goal- takes more work to make happen -Group picks two "low hanging fruit" and two long term goals they want to suggest for the summit vote (dot-o-crazy)
6:35-6:45	Group decides: -Table talk: what suggestions do you think we should focus on for a goal end of this year or next year? Why? -Dot-o-crazy: every community member gets to vote on our low hanging fruit and long term goals
6:45-7:00	Closing: exit ticket Principal announces next steps: making the action plan in March Black History Month Assembly February 24- 10:00-11:30 am -shout outs

School Site Council is a school leadership team that meets in library at 5:00-6:00 pm on March 6. All families are welcome to observe and participate in parts of the agenda, but only SSC member will vote on decisions. Meeting start promptly at 5:00 pm.

SSC Agenda 3.6.17

Vote on these Items:

Vote on the use of Title 1 funds for 2017-18

Roles:	Norms
-time keeper -process checker	-have a positive outlook -participate and listen -mutual respect -work hard with everyone to make the school better

Time	Agenda	Who
5:00	Welcome: Review the agenda (1 min) - reviewed Review the norms (1 min) - reviewed Sign in and quorum check (2 min)	Hilda
5:05-5:20	<p>Presentation of the budget -Principal Fisher presents budget</p> <p>Title 1: Money from the federal government given to schools with socio-economically disadvantaged students (free/reduced lunch). Fewer funds this year. District communicating that funds could get cut.</p> <p>-Last year funds were used to support two people on campus 1) guidance counselor (Bayardo), 2) Community Schools Manager, FRC (Glendy)</p> <p>-This year district will fully fund guidance counselor.</p> <ul style="list-style-type: none"> ● Need to approve Title 1 funds with district tomorrow ● Describe Title 1 - asks SSC to describe what they know <ul style="list-style-type: none"> ○ Federal funds for socio economic disadvantaged students, part of national funding since 1960s ○ Concerned about cuts to title 1 in future years ○ Slightly less funding this year than in past, but these funds are certain for 17-18 ○ Funds need to support socio- 	Fisher

	<p>economically disadvantaged students</p> <ul style="list-style-type: none"> ● This year we used funds for: <ul style="list-style-type: none"> ○ Counselor (high school applications, COST, conflict resolution, SSTs). District will be paying for the counselor next year! ○ Community school manager runs FRC - vital for the school to support families, to connect with families with local partners (Wright Institute, La Clinica, Alameda Food Bank, Causa Justa), enrollment and orientation for incoming 6th graders, family engagement events (SSC, SELS, FFN, conferences, African-American summits). In the past Kaiser supported the FRC, however now the district no longer can support this director position and school sites need to pay for this position. ● Proposed to have FRC director position funded by Title 1, which is vital to the work of the FRC continuing. \$59,758 for FRC director, and \$2,001 for translation (simultaneous Spanish headsets, and Arabic) <p>-SSC asks questions</p> <ul style="list-style-type: none"> ● Do these funds also pay for other family champions? - No, we use other grants for these positions. The Title 1 funding is only for the director (full time). ● What is the difference between this year previous year funding? - Kaiser grant has been phasing out for the last few years, and it is now on the school to continue funding. The role is not changed. The district is now paying for the counselor but not for the FRC director. ● What other changes will happen next year? - Math coach coming, and G1 funding for electives. ● What is the difference between the work Ms. Glendy is doing and the work Ms. Bayardo? Why should we use the money originally for counselor for community school manager? What is the data? These two positions work as thought partners. There is a high need in our school for counseling and support services and these two people work together in this work. In terms of hours and funding they are both 1.0 FTE, 40 	
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	<p>hours. Last year had \$76,000 in Title 1 (roughly \$20,000), paid for part of both positions and both subsidized by district. Change now is who is paying for them. For data we look at results of Chks survey and chronic absence data. Those are on SPF, but we also collect data on referrals about mental health/physical health services. We have a team who connects with families and students, as a result about 1/3 of our students/families receiving services.</p> <ul style="list-style-type: none"> ● Looking forward, our district is not funding community school vision, how are we going to maintain this position? Not a simple answer. Essentially we are in a time where budgets are not stable. Every year we hope budgets come through, if not, address at that time. Good thing is G1 in Oakland is stable for 12 years to fund electives. <p>-SSC votes on Title 1 funds</p> <ul style="list-style-type: none"> ● Vote FRC director: 7 yes, 1 abstention ● Vote translation: 8 yes 	
<p>5:20-5:50</p>	<p>SSC self assess for G1</p> <p>-Parcel tax supporting expansion of electives in middle school</p> <p>-Team uses self assessment to think about world language, art, music, and culture</p> <ul style="list-style-type: none"> ● Voters in Oakland passed a parcel tax for electives ● Lots of funding for 12 years to expand elective programming ● Language: <ul style="list-style-type: none"> ○ We have never offered a language at UPA, excited to offer language next year ○ Families and students want to Spanish ○ More connections between families and students across language barriers ○ Native speakers reading and writing, non-native language development ○ Goal to get 8th grade students able to give them high school credit and get ahead ○ How long will the class be? - still deciding either semester long, or year long. ○ Did the schedule change to allow these 	

	<p>classes? - Yes added 7th period, classes until 4:00 optional.</p> <ul style="list-style-type: none"> ○ Who will the teacher be? Not sure, need to connect with the district about use of G1 funds. Would like to build off a teacher already here who has Spanish credential. ● Art/Music <ul style="list-style-type: none"> ○ Add elective band class (guitar and rock band is what the students want!) ○ All students will have drumming class, but can take an extra class and deepen their music experience ○ Art and music beginning a pathway for preparation for portfolio/auditions for OSA ○ At least 2 sections of spanish, 1 section advanced art, 1 section advanced music ○ Students need to be dedicated if they elect to take it, they cannot drop. Will make decisions about timing in order to get the most students into the program who are committed to it. ○ Also open to partnering with local non-profits to support programming ○ Motivating for students to be connected to something at school 	
5:50-6	<p>Next steps and closing</p> <ul style="list-style-type: none"> ● We will have our regular SSC meeting to continue our regular work ● Upcoming reading night at UPA--March 29th <p>Mexican consulate event at Arise to talk about immigration</p>	

Comité Consejero de la Escuela: es un equipo de liderazgo escolar que se reúne en el salón # 19 a las 5: 00-6: 00 pm el último miércoles del mes. Todas las familias son bienvenidas a observar y participar en las partes de la agenda que así lo permitan, pero

sólo los miembros de la SSC-Comité votarán para tomar decisiones. La reunión comienza puntualmente a las 5:00 pm.

Agenda del Comité Consejero de la Escuela 03.06.2017

Votar en los siguientes puntos de la agenda para aprobar:

Votar en el uso de los fondos del Título 1 para el 2017-2018

Papeles:	Normas
-Vigilante del Horario -Observador del Proceso	-Tener una perspectiva positiva -participar y escuchar -respeto mutuo -Trabajar arduo todos juntos para hacer una mejor escuela

Horario	Agenda	Who
5:00	Bienvenida: Revisar la agenda (1 min) Revisar las normas (1 min) Registrarse y Revisar si hay Quórum (2 min)	Hilda
5:05 pm 5:20 pm	Presentación del presupuesto -La Directora Srita Fisher presenta el presupuesto -Comite hace preguntas -Comité vota para aceptar lo fondos del Título 1	Fisher
5:20 pm 5:50 pm	Auto examen del Comité para el G1 -Equipo utiliza el auto evaluación para pensar acerca del lenguaje, arte, música y cultura	
5:50 pm 6 pm	Próximos pasos y Clausura(10 min.)	

On behalf of the entire Urban Promise Academy community, The School Leadership Team commits to:

- Promoting conditions that allow teachers the greatest degree of focus possible on their teaching practices and improving student achievement;
- Creating goals, establishing structures, and managing resources that support the professional development of all staff members;
- Overseeing schoolwide resource management, including the procurement and distribution of resources, and evaluation of their impact on teaching and learning;
- Providing stewardship for the maintenance and articulation of, and reflection on the overall goals for achievement and equity at UPA

**Urban Promise Academy
School Leadership Team
Meeting Agenda: Thursday, March 15, 2017
3:30 PM – 5:30 PM Place: Library**

Facilitator	Fisher
Feedback	
Process Checker	Tierre
Timekeeper	Hurab
Notetaker	Ramirez (Gamble)
Duty Free	Gamble (Ramirez)
Duty Free (follow ups)	Leunig
Duty Free	Cory
Snackster	Lehman

Outcomes for the meeting
<ul style="list-style-type: none"> ● Plan for next PLC, include a plan for peer observation and to present TOA draft (Reading to Humanities and Science, Math to Math) ● Review pieces of G1 plan: review draft of schedule, review role of student advisor, review plan for Spanish, Art, Music- provide feedback to all. ● Debrief Seneca PD, review program evaluation plan- provide feedback for next steps in improving our inclusion program (RSP and CE)

Agenda Item	Time
1 Outcomes for the meeting, Roles, Agenda Review, Check in, Follow ups Check-in: If you could make a movie about the journey of Urban Promise Academy, what actor would you pick to star as you? What scene would be critical to the plot?	3:30-3:40 (10 min)
2 Reports Math Boost: Did peer observations, began discussions on how to change program to meet the needs of newcomers with interrupted education.	3:40-3:55 (15 min)

Reading Boost: Teachers completed mid year Fountas and Pinnell assessments. Students were regrouped according to level. Two students graduated out of Reading Boost and were placed in ELD Boost. Classes are focusing on making inferences because we found that most SRI questions require this strategy.

STEAM: Building robots. Lots of legos.

Art Boost: Art Elective class update: Students are developing their Special Projects, which include 2 students creating original comic books, 2 students are working on animation projects, 1 student working on fiber arts/arts inspired by indigenous skills, and drawing from life with a twist (surrealism). We are planning an art show for the end of the year.

ELD Boost: Meet with E3d trainer and went over the planning template. Some movement of students. Setting new goals for reading for the end of the year. District surveyed everyone about E3-D.

SpEd: Catching up on completing IEPs. Inclusion going on a field trip with their kids.

ELD: Newcomers are working on body parts. ELD2 are working on a refugee unit. ELD3 started an argumentative unit on learning about a 2nd language. Shannon having success using SIPPS

8th grade: C4A essays are nearly done. Students able to revise. Gearing up for college 4 all. Family meeting next week for college for all. Math working on multi step equations. Science working on solar systems. History working on HWT on mexican american war.

7th grade: College for All trip this Friday! Working on the Islam in the Humanities, starting their expo project (ecosystems) in Science, and working on CPR. Caltrans project after school. Probabliy in math

6th grade: Working on annotation strategies with note and notice. Input on connections with civil rights era. SRI testing this week. Starting fractions and climate change. Going to chabot next week.

Intersession:

PE: 7th grade is finishing up physical fitness testing and should be done with it within the week. We will be pulling kids for make-up tests (IWE, absent students) and will communicate a plan to do so after Erica and I meet this afternoon. We both just finished the first set of units: basketball and football. Tomorrow we start volleyball and soccer.

Health:-6th grade is focusing on changes of puberty-7th grade health using district "Healthy Oakland Teens" curriculum and going fantastically, kids are loving it! -8th grade healthy decision making, circle on Thursday about teen drug/alcohol use.

Art classes are finishing up their final week. 8th grade artists have learned the elements of art through Pop art, 7th graders worked on the radial symmetry project, 6th graders are wrapping up one-point perspective drawings.

Music- 6th, 7th, and 8th graders have all learned call and response, how to play parts, how to integrate parts into an orchestral arrangement, and how to put together a performance piece. We are working on dynamics, improvisation, and on flexibility and change within choreography. All 3 grades are getting comfortable and thus are able to learn more musical pieces much quicker than the original piece we started with. It's

	<p>incredible to see their development and to see how quickly they can learn new material now.</p> <p>After school: renorming program in order to promote positive behaviors, did a room switch for the classes, working on building consistency with families around pick up times. Boy's soccer playoffs 11 am Oakland High! Andres Cardenas debuting our Jaguar costume!</p> <p>FRC: supporting park supervision, support all of the enrollment phone calls for incoming 6th graders- very important work to ensure we are fully enrolled next year</p> <p>District:</p> <p>Enrollment list came! We are working hard to get as many of our 6th graders here next fall. Don't know how many newcomers are coming yet, checking in on that</p> <p>ELLMA Office, Nicole Knight, is bringing 5 visitors from CABE (not sure what it stands for) next Tuesday from 8:00-9:30 to observe. They are interested in instruction for LTELs and newcomers. Visitors will be observing ELD Boost and newcomer math boost, then debriefing with Kristi during crew, and observing newcomer inclusion for first 25 minutes of 1st period, then leaving to visit other OUSD middle and high school programs.</p> <p>Calendar came out</p>	
	<p>Seneca debrief and SPED program evaluation</p> <p>Opening: when you think of the term "inclusion model" what words and phrases come to mind? (separate note catcher)</p> <p>-Framing for the work</p> <p>-Seneca debrief: patterns of plus, deltas, outliers</p> <p>-Where are we going? Description of the program evaluation</p> <p>-Big picture: where are our strengths or successes in serving SPED students this year? Where do we still need to grow?</p> <ul style="list-style-type: none"> ● Increased number of students with IEP ● Also serving counseling enriched - 3rd year ● Increases RSP teacher load to 1.5 next year we will have 2. ● Currently we have 2 paraprofessional positions. Next year we will have 3 paraprofessional <p>-Name next steps for coming back to program evaluation for SPED</p> <p>Tierre meets every Monday with the team to work on furthering next steps, Jennifer from Seneca consulting for the next month 4 hours a week, program evaluation on 3/28 (district folks: Kelly Lo, Jennifer Blake, John Rusk, Jennifer from Seneca)</p>	<p>3:55-4:25 s(30 min)</p>
<p>3</p>	<p>Plan next PLC</p> <p>-Work on draft for PLC, remember to include a process for peer observation and sharing the TOA</p>	<p>4:25-4:45 (20 min)</p>

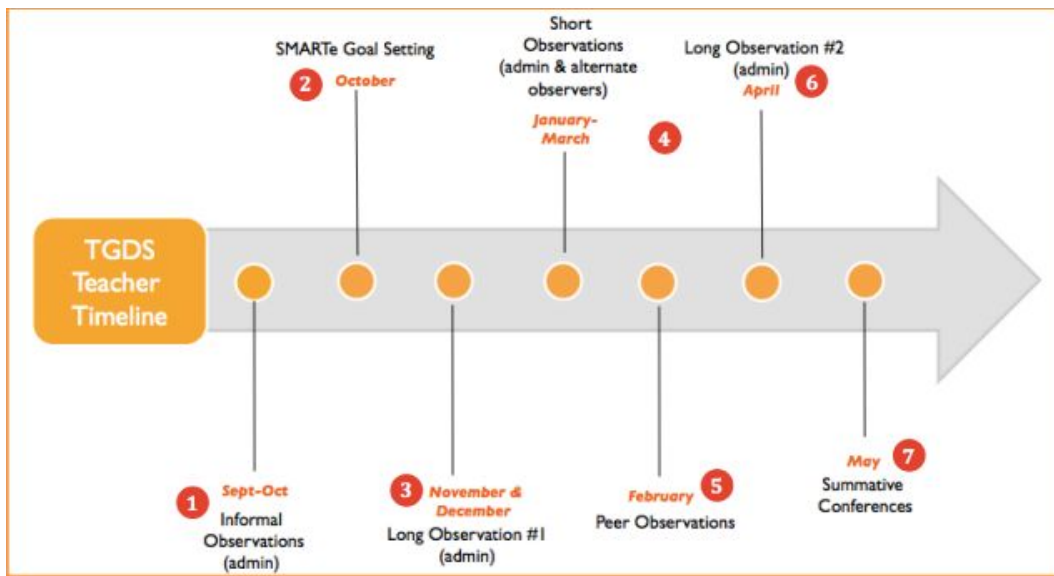
	<p>-Ideas for peer observation: lens on formative assessment? We could collect this as an SLT and reflect on whether we are moving teacher practice around FA</p> <p>-Ideas for how to share out ideas for how to do peer observation and TOA sharing</p> <p><i>Options for framing:</i></p> <p><i>-Tell department: SLT has started to generate some ideas for our Theories of Action to reach our goals around reading and Math outcomes for next year. We need some support in getting feedback. We will consider this feedback in drafting and provide feedback on feedback for our process. This feedback is specifically to let us know- are we on the right track? And what do we need to edit out?</i></p> <p><i>Two questions:</i></p> <p><i>-When you think about what would move student outcomes for (either SBAC Math or SRI reading), what do you think we need to do? What is a high leverage strategy? (maybe ask folks to write TOA statement- if____, then____)</i></p> <p><i>-Then have them go to the TOA and highlight what 3-4 ideas of strategies are there that they think are the best. Let them know whatever ideas or strategies that are highlighted the most will stay and ones that weren't will be considered again, and possibly edited out.</i></p> <p>-Planning time Humanities, Science, Math</p>	
2	<p>G1: review and provide feedback</p> <p>G1 plans have a few components to them- master schedule as well as ways we are going to move culture, music, arts, and world language. We're going to do a chalk talk to give some feedback and ideas to these plans.</p> <p>-Framing</p> <p>-chalk talk: master schedule 8th, master schedule 6/7th, World Language Plan, Art Plan, Music Plan, culture</p> <p>-whip: what is an excitement from what you saw? What is a clarifying question (everyone ask and then responses)? What is feedback or an idea you have for furthering this plan?</p> <p>Excitements:</p> <ul style="list-style-type: none"> ● Band ● Opportunity engage in electives, engagement ● Student advisor ● Giving student voice ● Electives, schoolwide SSR still exists ● Opportunities of how Spanish can bring cultural awareness and bridge cultural gap ● Native spanish class; push students to become more literate ● Maker space <p>Questions:</p> <ul style="list-style-type: none"> ● Will 6th graders have an opportunity to take spanish either as native speakers or non-native speakers? Not decide yet. Taking spanish impacts 6th period PM. Any kid not taking PM during the day would need to take it during 6th period. Thinking about semester, semester switch. ● Are we going to be having a full time Art teacher? YES. We won our appeal with the district, 	4:45-5:15 (30 min)

	<ul style="list-style-type: none"> • What is the difference between cultural exchange focus and ethnic studies? What is cultural exchange class? Cultural exchange is a way to have native and non-native speakers to buddy up. Still in the works • How will the focus on music be decided? Will be decided by the teacher hired for that position. • If the student advisor is in lieu of the dean then where does the dean responsibility go? Terre, David and Claire are going to talk it out. • What happens to study hall? <p>Ideas and feedback:</p> <ul style="list-style-type: none"> • Revamp crew curriculum • Student government <p>-Next steps</p> <p>Hiring a music teacher, talking to Samia about spanish, Claire/David/Tierre talk about job responsibilities.</p>	
6	<p>Staff Communication</p> <p>To Staff</p> <ul style="list-style-type: none"> • 7th Grade College for All trip this Friday! Following people are out along with 7th grade team: Ramirez, Bayardo, LaTrea, Janet, Base, and 7th grade mentors • Soccer teams play offs tomorrow • AA summit on Tuesday • Watch out for pinching. St. Patty's day • Boost Assembly on 24th • ELA teachers give reclassification forms to Kristi ASAP • Grade level teams finalize SBAC interim dates • Data dive on the 30th. Minimum day. SLT cancelled <p>From Staff</p> <ul style="list-style-type: none"> • What positions will be available next year? Claire can come back in a week after staff have done one on ones • Questions about upcoming family conferences? On next week's agenda. • Can we cancel boost during the first week of testing (at least) to prepare for covering up our walls and prepare for family conferences? SLT agenda item • Staff input on interventions and disciplinary actions? SFT would like more info to address specifics • When is the retreat now that the calendar is out for next year? Marconi available August 14th and 15th. 	5:15-5:25 (10 min)
7	<p>Follow-ups/Items for Next Agenda & Process Check (5 min)</p> <ul style="list-style-type: none"> • PLC feedback, planning**** • Bring TOA to departments next week and review in SLT (won't be able to do until after the 22nd)**** • Processing SLT feedback and reflecting on progress <p>SLT question- date of the retreat? Also, carnegie summit?</p> <ul style="list-style-type: none"> • Family conference time for april**** • Boost decision about cancelling boost**** • Including teacher voice in SPED program evaluation*** 	5:25-5:30 (5 min)

	Parking lot: Go back to Empathy interviews when planning for PD	
8	Appreciations	5:25-5:30 (5 min)

Follow Up	Who
TOA to departments	SLT
Talk to SpEd team about mentor time	Claire
Gather input about IEPs	Grade level reps
Talk to grade level teams about SBAC Interim -Make decisions using shared agenda	Grade level reps
Complete humanities agenda, make peer observation sign up form, peer observation template	Leunig

TGDS Timeline



SLT Collaborative Norms 16-17

1. Pausing and Paraphrasing
2. Presuming Positive Intentions
3. State Views and Ask Genuine Questions
4. Discuss Undiscussable Issues
5. Provide Data, Use Specific Examples and Share All Relevant Information
6. Jointly Design Next Steps

Learner Centered Strategies	SPF	Programs and Strategies	Progress monitoring
PBL			
Personalized			
SEL			

If you could design PD, what would it include?	What is the most helpful professional development you have received at UPA (can be one on one coaching, a meeting, a PD, a PLC, an observation-what specifically helped you grow)?	How relevant was the last PLC on personalized learning to you (scale of 1-10)? Can you explain your answer with specific details?	What would support you most in becoming a better teacher?	Are you getting a lot of observation and feedback this year? If so, how has it helped? What could be better? If not, is that something	How well does SLT respond to feedback (scale of 1-10)? Can you explain your answer with specific details?	What could SLT do better to take feedback into account? What could make you feel more included	From these statements (use cards) what two resonate with your feeling the most:	What are some ways SLT could communicate more effectively?	Is there any other relevant information or feedback you;d like to share that I didn't ask you about today?
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				you want more of? Why?		in the decision making process?				
-Curriculum planning				Peer Observations	4 out of 6 said getting observed a lot and getting feedback. Very helpful		Come ask me directly in person.		Making sure that when a decision is made, but acknowledging why the decision was made and other feedback that was received	Clarifying the role of SLT
-Input from outside providers				More resources for ELD/ SIFE	Not getting a lot of observation/feedback, when it has happened it wasn't helpful. Not continuous.	1: 0 2: 2 3: 0 4: 2 5: 2 6: 0 7: 1 8: 4 9: 2 10: 1	Asking everyone to come to 2 SLT meetings per year.		Bullet point the top three things talked about during SLT.	
-Relevant topics	Seneca/ trauma	0 out of 3	Intersession teachers found it relevant because they didn't participate	Observations of other classrooms that are exemplary (at other schools)			Where are decisions coming from. How does it connect to the bigger picture			
-Lots of different things	PLC time			Clear expectations of what is being expected for teaching practices						
-Scaffolding and differentiation	Time to plan	5 between 0-5		Planning time	Want outside observers		Bigger issues should just be SLT.			
-ELD support	Coaching	6 between 6-7		Trust from admin/observers *	No implementation time after observation*		Being clear before asking for feedback about how the decision will be made.		Staff is unclear about what is expected to know.	
-involved in a PLC for intersession	New input/traditional models of PD *	5 between 8-10	ELD team felt it was more useful towards the end	More partnership between home and school *	When you get feedback from non-teacher, doesn't feel realistic or contextualized	A few people didn't give numbers because they feel as if they don't often provide feedback.	Following up on Staff to SLT		Reporting out during staff meetings.	
Differentiated to include intersession content	RJ*		Valuing collaboration time with planning partner	Having more choice in PD *	Some want more observation/feedback than they are currently getting	Liking "to staff" and SLT notes	Nothing, SLT is transparent		Using staff side of daily bulletin to include staff news..	
	Management training			Lots of input			I don't know the decision making process.			

- Outlier

Exit Ticket for G1 School Site Committee

Here are some possible people we could fund next year. Please prioritize your top 3 choices by labeling 1, 2, 3 next to the positions you like best:

____ Spanish classes

____ Other Language classes

____ Computer coding classes

____ Band classes

____ Dance Class

____ Ethnic Studies

____ More Youth Leadership and development programs

Boleto de Salida para el Comité Escolar G1

Aquí hay algunas personas posibles que podríamos financiar el próximo año. Priorice por favor sus 3 opciones superiores etiquetando 1, 2, 3 al lado de las posiciones que usted tiene gusto lo más mejor posible:

____ Clases de español

____ Otras clases de idioma

____ Clases de codificación por computadora

____ clase de banda

____ Clase de baile

____ Estudios étnicos

____ Más Liderazgo Juvenil y programas de desarrollo

Timestamp	Art: what kind of art would you like to study? Check the boxes for all that apply.	Music: If we added a music class elective in the afternoon, what type of music would you like to study? Pick the one you like the best!
2/24/2017 9:56:34	photography/video	video
2/24/2017 9:56:45	drawing, painting, scuplting	orchestra (violin, cello, Bass)
2/24/2017 9:56:57	print making	
2/24/2017 9:56:59	painting, scuplting, photography/video	orchestra (violin, cello, Bass)
2/24/2017 9:57:10	painting, scuplting	Rock Band (drum set, guitar, singing, bass guitar)
2/24/2017 9:57:53	painting, photography/video	rap
2/24/2017 9:58:14	drawing, painting, scuplting	orchestra (violin, cello, Bass)
2/24/2017 9:58:24	drawing, photography/video	Rock Band (drum set, guitar, singing, bass guitar)
2/24/2017 9:58:39	drawing, painting, scuplting	more drumming
2/24/2017 9:58:54	drawing	Jazz Band (drum set, saxophone, trumpet, bass guitar)
2/24/2017 9:59:16	painting, scuplting, photography/video	Choir (singing class)
2/24/2017 9:59:21	drawing, painting, photography/video	rapp
2/24/2017 9:59:35	drawing, painting, graffiti artwork	Guitar class
2/24/2017 9:59:51	painting	piano
2/24/2017 9:59:57	drawing, painting	more drumming
2/24/2017 9:59:59	scuplting	nothing
2/24/2017 10:00:12	drawing, painting, scuplting	Rock Band (drum set, guitar, singing, bass guitar)
2/24/2017 10:00:20	drawing, painting, oil pastels	Guitar class
2/24/2017 10:01:02	painting	piano
2/24/2017 10:01:09	drawing, painting, photography/video	piano and violin
2/24/2017 10:01:20	drawing, painting, oil pastels	Jazz Band (drum set, saxophone, trumpet, bass guitar)
2/24/2017 10:01:24	painting	Jazz Band (drum set, saxophone, trumpet, bass guitar)
2/24/2017 10:01:26	drawing, painting, scuplting, photography/video, print making	orchestra (violin, cello, Bass)
2/24/2017 10:01:40	painting	Jazz Band (drum set, saxophone, trumpet, bass guitar)
2/24/2017 10:01:41	drawing	Guitar class
2/24/2017 10:01:49	painting	Jazz Band (drum set, saxophone, trumpet, bass guitar)
2/24/2017 10:02:31	painting	Jazz Band (drum set, saxophone, trumpet, bass guitar)
2/24/2017 10:03:02	drawing, painting, scuplting	Rock Band (drum set, guitar, singing, bass guitar)
2/24/2017 10:03:22	drawing, painting	Jazz Band (drum set, saxophone, trumpet, bass guitar)
2/24/2017 10:03:27	photography/video	Rock Band (drum set, guitar, singing, bass guitar)
2/24/2017 10:12:08	drawing	Rock Band (drum set, guitar, singing, bass guitar)
2/24/2017 13:35:29	drawing, painting, scuplting, photography/video, print making	orchestra (violin, cello, Bass)
2/24/2017 13:36:12	painting, photography/video	Guitar class
2/24/2017 13:36:22	drawing, print making	Rock Band (drum set, guitar, singing, bass guitar)
2/24/2017 13:36:34	drawing, painting, scuplting, print making	Rock Band (drum set, guitar, singing, bass guitar)

2/24/2017 13:36:49 drawing, painting, scuplting	Rock Band (drum set, guitar, singing, bass guitar)
2/24/2017 13:37:06 drawing, scuplting	Hip Hop
2/24/2017 13:37:26 painting	Jazz Band (drum set, saxophone, trumpet, bass guitar)
2/24/2017 13:37:35 painting, photography/video	Guitar class
2/24/2017 13:37:42 drawing, painting, print making	Guitar class
2/24/2017 13:38:09 drawing, painting, scuplting	Rock Band (drum set, guitar, singing, bass guitar)
2/24/2017 13:38:09 drawing	Guitar class
2/24/2017 13:38:11 photography/video	Rock Band (drum set, guitar, singing, bass guitar)
2/24/2017 13:38:12 drawing, painting, scuplting, print making	Rock Band (drum set, guitar, singing, bass guitar)
2/24/2017 13:38:20 scuplting	more drumming
2/24/2017 13:38:53 drawing, painting, scuplting, photography/video	Rock Band (drum set, guitar, singing, bass guitar)
2/24/2017 13:38:56 drawing, painting, scuplting, photography/video, print making	Rock Band (drum set, guitar, singing, bass guitar)
2/24/2017 13:39:05 scuplting	Jazz Band (drum set, saxophone, trumpet, bass guitar)
2/24/2017 13:39:53 drawing, painting, photography/video	Rock Band (drum set, guitar, singing, bass guitar)
2/24/2017 13:47:05 drawing, painting	Jazz Band (drum set, saxophone, trumpet, bass guitar)
2/24/2017 13:47:45 drawing	Choir (singing class)
2/24/2017 13:51:22 drawing	Rock Band (drum set, guitar, singing, bass guitar)
2/24/2017 13:55:14 photography/video, print making	Guitar class
3/7/2017 11:22:51 drawing, painting, scuplting	pop
3/7/2017 11:23:00 drawing, painting, scuplting	pop
3/7/2017 11:23:53 painting, scuplting, photography/video, print making	Guitar class
3/7/2017 11:24:51 drawing, painting	Rock Band (drum set, guitar, singing, bass guitar)
3/7/2017 11:25:35 drawing, scuplting	more drumming
3/7/2017 11:25:37 drawing, scuplting	more drumming
drawing, painting, scuplting, photography/video, print making,	
3/7/2017 11:25:39 Video Games	Rock Band (drum set, guitar, singing, bass guitar)
3/7/2017 11:25:44 drawing	more drumming
3/7/2017 11:25:51 scuplting, photography/video, print making	Jazz Band (drum set, saxophone, trumpet, bass guitar)
drawing, painting, scuplting, photography/video, print making,	
3/7/2017 11:27:38 Video Games Maker	Guitar class
3/7/2017 11:27:55 photography/video, print making	Rock Band (drum set, guitar, singing, bass guitar)
3/7/2017 11:28:05 drawing, painting, scuplting	pop
3/7/2017 11:28:11 painting, scuplting, print making	Guitar class
3/7/2017 11:28:13 drawing, painting, scuplting, graffiti	pop
3/7/2017 11:28:14 drawing, painting, Arts and Crafts	Choir (singing class)
3/7/2017 11:28:14 drawing, painting	Choir (singing class)
3/7/2017 11:28:18 photography/video, print making	Choir (singing class)
3/7/2017 11:28:21 painting, scuplting, photography/video, print making, cooking art	Guitar class
3/7/2017 11:28:22 drawing, painting, scuplting, Cooking Class	practice D.J
3/7/2017 11:28:25 photography/video, print making	Choir (singing class)

3/7/2017 11:28:29	
3/7/2017 11:28:30	drawing, scuplting, photography/video
3/7/2017 11:28:34	drawing, painting, scuplting, photography/video
3/7/2017 11:28:37	painting, scuplting
3/7/2017 11:28:43	drawing, painting, scuplting
3/7/2017 11:28:44	drawing
3/7/2017 11:28:46	drawing
3/7/2017 11:28:57	painting, print making
3/7/2017 11:29:08	photography/video, print making
3/7/2017 11:29:12	photography/video, print making
3/7/2017 11:29:17	photography/video, print making
3/7/2017 11:29:45	drawing, photography/video, cooking
3/7/2017 11:30:02	drawing, painting, scuplting, photography/video, cooking art
3/7/2017 11:30:12	photography/video, print making
3/7/2017 11:32:39	scuplting
3/7/2017 11:34:20	painting
3/7/2017 11:35:24	print making
3/7/2017 11:35:51	drawing, painting, print making
3/7/2017 11:38:44	scuplting
3/7/2017 14:11:14	drawing, painting, scuplting, photography/video, print making
3/7/2017 14:19:59	Grafiti
3/7/2017 14:20:19	scuplting, print making
3/7/2017 14:20:32	drawing, photography/video, print making, Graffiti art drawing, painting, scuplting, photography/video, print making,
3/7/2017 14:21:21	cooking
3/7/2017 14:21:47	drawing, painting
3/7/2017 14:23:23	painting, print making
3/7/2017 14:24:09	drawing, Architecture engeneering
3/7/2017 14:24:09	painting, print making
3/7/2017 14:26:08	painting, scuplting
3/7/2017 14:26:17	drawing
3/7/2017 14:26:40	drawing
3/7/2017 14:27:01	drawing, painting, photography/video
3/7/2017 14:27:23	drawing
3/7/2017 14:28:15	drawing, graphity
3/7/2017 14:29:28	photography/video
3/7/2017 14:30:31	scuplting
3/7/2017 14:31:59	photography/video
3/7/2017 14:34:51	drawing, painting, scuplting, sketching
3/7/2017 14:36:00	drawing, print making
3/7/2017 14:38:49	drawing, photography/video
3/7/2017 14:42:32	photography/video
3/7/2017 14:50:22	drawing, photography/video
3/8/2017 10:01:09	painting
3/8/2017 10:01:43	drawing, painting, scuplting, photography/video, print making

Guitar class	
DJ	
Rock Band (drum set, guitar, singing, bass guitar)	
orchestra (violin, cello, Bass)	
Rock Band (drum set, guitar, singing, bass guitar)	
Rock Band (drum set, guitar, singing, bass guitar)	
raping	
Rock Band (drum set, guitar, singing, bass guitar)	
Rock Band (drum set, guitar, singing, bass guitar)	
Rock Band (drum set, guitar, singing, bass guitar)	
piano	
Djand piano	
Rock Band (drum set, guitar, singing, bass guitar)	
more drumming	
orchestra (violin, cello, Bass)	
more drumming	
more drumming	
Choir (singing class)	
Jazz Band (drum set, saxophone, trumpet, bass guitar)	
Rock Band (drum set, guitar, singing, bass guitar)	
Jazz Band (drum set, saxophone, trumpet, bass guitar)	
Guitar class	
Choir (singing class)	
Rock Band (drum set, guitar, singing, bass guitar)	
orchestra (violin, cello, Bass)	
Dj	
orchestra (violin, cello, Bass)	
orchestra (violin, cello, Bass)	
Rock Band (drum set, guitar, singing, bass guitar)	
Choir (singing class)	
Dj	
Rock Band (drum set, guitar, singing, bass guitar)	
Rock Band (drum set, guitar, singing, bass guitar)	
piano	
piano	
Jazz Band (drum set, saxophone, trumpet, bass guitar)	
Piano	
Choir (singing class)	
none	
Jazz Band (drum set, saxophone, trumpet, bass guitar)	
none	
None	

3/8/2017 10:01:51 painting	
3/8/2017 10:02:01 drawing	more drumming
3/8/2017 10:02:03 print making	Guitar class
3/8/2017 10:02:04 drawing, painting	Guitar class
3/8/2017 10:02:08 drawing, photography/video	rap
3/8/2017 10:02:18 print making	more drumming
3/8/2017 10:02:33 drawing, painting, sculpting	orchestra (violin, cello, Bass)
3/8/2017 10:02:43 drawing, painting	orchestra (violin, cello, Bass)
3/8/2017 10:02:47 painting, sculpting, print making	orchestra (violin, cello, Bass)
3/8/2017 10:02:56 drawing, painting, photography/video	Guitar class
3/8/2017 10:03:12 drawing, painting, photography/video	Rock Band (drum set, guitar, singing, bass guitar)
3/8/2017 10:03:15	Jazz Band (drum set, saxophone, trumpet, bass guitar)
3/8/2017 10:03:32 sculpting, photography/video, print making	orchestra (violin, cello, Bass)
3/8/2017 10:03:32 print making	Jazz Band (drum set, saxophone, trumpet, bass guitar)
3/8/2017 10:03:40 drawing, painting	orchestra (violin, cello, Bass)
3/8/2017 10:03:43 drawing, painting, sculpting, photography/video	Choir (singing class)
3/8/2017 10:03:44 drawing, photography/video, doing stories like comic	Choir (singing class)
3/8/2017 10:03:54 drawing, sculpting, print making, crafting	Guitar class
3/8/2017 10:04:07 photography/video, print making	Band
3/8/2017 10:04:09 drawing	orchestra (violin, cello, Bass)
3/8/2017 10:04:10 drawing, painting, sculpting, photography/video, print making	Rock Band (drum set, guitar, singing, bass guitar)
3/8/2017 10:04:10 painting, photography/video, print making	piano
3/8/2017 10:04:26 drawing, painting, print making	
3/8/2017 10:04:32 print making	Jazz Band (drum set, saxophone, trumpet, bass guitar)
3/8/2017 10:04:42 print making	Guitar class
3/8/2017 10:04:54 painting	more drumming
3/8/2017 10:04:54 painting, print making, Doing Slime	orchestra (violin, cello, Bass)
3/8/2017 10:04:56 drawing, painting, sculpting, print making, doing slime	Guitar class
3/8/2017 10:05:04 photography/video, print making	Band
3/8/2017 10:05:34 print making	Jazz Band (drum set, saxophone, trumpet, bass guitar)
3/8/2017 10:05:45 print making	Jazz Band (drum set, saxophone, trumpet, bass guitar)
sculpting, photography/video, print making, how to make crazy	
3/8/2017 10:06:08 stuff	Rock Band (drum set, guitar, singing, bass guitar)
3/8/2017 10:07:10 print making	Jazz Band (drum set, saxophone, trumpet, bass guitar)
3/8/2017 12:44:53	Guitar class
3/8/2017 12:45:01 drawing, painting	Rock Band (drum set, guitar, singing, bass guitar)
3/8/2017 12:45:10 drawing	
3/8/2017 12:45:10 drawing, painting, sculpting, photography/video	Rock Band (drum set, guitar, singing, bass guitar)
3/8/2017 12:45:44 painting	Guitar class
3/8/2017 12:46:03 painting, photography/video	R&B muic
3/8/2017 12:46:11 drawing, painting	hip hop
3/8/2017 12:46:21 photography/video	Jazz Band (drum set, saxophone, trumpet, bass guitar)
3/8/2017 12:46:44 drawing	
3/8/2017 12:47:15 drawing, painting, sculpting, photography/video, print making	Jazz Band (drum set, saxophone, trumpet, bass guitar)

3/8/2017 12:47:46 drawing, painting, print making

more drumming

3/8/2017 12:48:12 drawing, painting, scuplting

orchestra (violin, cello, Bass)

3/8/2017 12:48:14 painting

orchestra (violin, cello, Bass)

3/8/2017 12:49:19 painting

Guitar class

3/14/2017 11:49:16 drawing

more drumming

3/14/2017 11:49:32 drawing, painting

more drumming

3/14/2017 11:49:54 drawing, painting, scuplting, print making, animation
drawing, painting, scuplting, photography/video, print making,

Jazz Band (drum set, saxophone, trumpet, bass guitar)

3/14/2017 11:50:08 animation

orchestra (violin, cello, Bass)

3/14/2017 11:50:17 drawing, photography/video

Rock Band (drum set, guitar, singing, bass guitar)

3/14/2017 11:50:45 drawing, painting, scuplting

IDK

3/14/2017 11:50:58 drawing

Guitar class

What languages would you like to learn? Check all that apply.

French
Mandarin Chinese, French, Arabic, Japanese
Spanish (class for Native and non-Native speakers)
Spanish (class for Native and non-Native speakers), Japanese
Spanish (class for Native and non-Native speakers), French
Spanish (class for Native and non-Native speakers)
Mandarin Chinese, French, Arabic
French, Arabic, Japanese
Mandarin Chinese, Spanish (class for Native and non-Native speakers),
Japanese
english
French, Japanese
Arabic, Japanese, france
Arabic
english and spanish
French, Japanese

Spanish (class for Native and non-Native speakers), French

Mandarin Chinese, French, Japanese
Spanish (class for Native and non-Native speakers), Arabic, Japanese
english and spanish

Mandarin Chinese, French, Japanese, korean and latin
Spanish (class for Native and non-Native speakers), Arabic, Japanese
Spanish (class for Native and non-Native speakers)

French, Japanese, russian
Spanish (class for Native and non-Native speakers)
French
Spanish (class for Native and non-Native speakers)
Spanish (class for Native and non-Native speakers)
Spanish (class for Native and non-Native speakers), French, Japanese
French, Arabic, Greek
French, Japanese
French, Italian
French
French
Mandarin Chinese, Spanish (class for Native and non-Native speakers),
French, Arabic, Japanese
Mandarin Chinese, French, Arabic, Japanese

What other electives would you be interested in? Check all that apply!

Coding and computer science
Coding and computer science
Coding and computer science
Coding and computer science, Dance
Dance
Coding and computer science
Dance
Coding and computer science
Coding and computer science
Coding and computer science
Coding and computer science
Coding and computer science, Dance
Coding and computer science
Dance
Coding and computer science
Coding and computer science, Ethnic Studies (the interdisciplinary study
of difference— race, ethnicity, sexuality, gendered
Coding and computer science, Ethnic Studies (the interdisciplinary study
of difference— race, ethnicity, sexuality, gendered
Coding and computer science
Dance
Ethnic Studies (the interdisciplinary study of difference— race, ethnicity,
sexuality, gendered, Dance
Coding and computer science
Dance
Ethnic Studies (the interdisciplinary study of difference— race, ethnicity,
sexuality, gendered

Coding and computer science
Dance
Dance
Coding and computer science
Coding and computer science
Coding and computer science
Coding and computer science
Coding and computer science
Coding and computer science
Dance
Coding and computer science, Dance

French, Arabic, Japanese	Coding and computer science
French, Arabic	Dance
korean	Coding and computer science
Spanish (class for Native and non-Native speakers)	Dance
Mandarin Chinese, French, Arabic, Japanese	
Spanish (class for Native and non-Native speakers), Japanese	Coding and computer science
French	Coding and computer science
French	
Mandarin Chinese, Spanish (class for Native and non-Native speakers), French	Coding and computer science, Dance
Arabic	Coding and computer science
French, Arabic, Japanese, German	Coding and computer science, Dance
Mandarin Chinese, Spanish (class for Native and non-Native speakers), French, Japanese	Ethnic Studies (the interdisciplinary study of difference— race, ethnicity, sexuality, gendered, Dance
Spanish (class for Native and non-Native speakers), French	Dance
	Ethnic Studies (the interdisciplinary study of difference— race, ethnicity, sexuality, gendered, Dance
French, Arabic	Coding and computer science
none	Dance
Spanish (class for Native and non-Native speakers), French, Japanese	Ethnic Studies (the interdisciplinary study of difference— race, ethnicity, sexuality, gendered, Dance
French	Coding and computer science, Dance
Arabic, Japanese	Dance
Mandarin Chinese, French	Dance
French, Japanese	Dance
Spanish (class for Native and non-Native speakers), French, Japanese	Coding and computer science
Mandarin Chinese	Dance
French	Dance
French	Ethnic Studies (the interdisciplinary study of difference— race, ethnicity, sexuality, gendered
Arabic	Coding and computer science, Ethnic Studies (the interdisciplinary study of difference— race, ethnicity, sexuality, gendered
Mandarin Chinese, Spanish (class for Native and non-Native speakers), Japanese	Coding and computer science, Ethnic Studies (the interdisciplinary study of difference— race, ethnicity, sexuality, gendered
	Coding and computer science, Ethnic Studies (the interdisciplinary study of difference— race, ethnicity, sexuality, gendered, Dance
Mandarin Chinese, French, Japanese	Coding and computer science, Dance
	Ethnic Studies (the interdisciplinary study of difference— race, ethnicity, sexuality, gendered
Arabic	Coding and computer science
Spanish (class for Native and non-Native speakers), Arabic	Ethnic Studies (the interdisciplinary study of difference— race, ethnicity, sexuality, gendered
	Coding and computer science
French, Japanese	Ethnic Studies (the interdisciplinary study of difference— race, ethnicity, sexuality, gendered
Spanish (class for Native and non-Native speakers), sign languages	Coding and computer science
	Ethnic Studies (the interdisciplinary study of difference— race, ethnicity, sexuality, gendered
French, Japanese, German	Dance
Spanish (class for Native and non-Native speakers), Sin Lenguge	Dance
Spanish (class for Native and non-Native speakers), Sin languages	Dance
French	
Spanish (class for Native and non-Native speakers), French, Japanese, sign languages	Dance
French, Arabic, Japanese	Coding and computer science, Dance
French	Dance

Spanish (class for Native and non-Native speakers)	Coding and computer science, Dance
Mandarin Chinese, French, Arabic, Japanese, Russian	Coding and computer science
French, Arabic	Coding and computer science
Spanish (class for Native and non-Native speakers), Arabic	Coding and computer science
Spanish (class for Native and non-Native speakers)	Coding and computer science
Spanish (class for Native and non-Native speakers), Arabic	Coding and computer science, Dance
Spanish (class for Native and non-Native speakers)	
Spanish (class for Native and non-Native speakers), Arabic	Coding and computer science, Dance
Spanish (class for Native and non-Native speakers), Arabic	Coding and computer science, Dance
Spanish (class for Native and non-Native speakers), Arabic	Coding and computer science, Dance
French, sign language	Dance
French, Japanese, sign language	Coding and computer science, Dance
Spanish (class for Native and non-Native speakers), Arabic	Coding and computer science, Dance
	Ethnic Studies (the interdisciplinary study of difference— race, ethnicity, sexuality, gendered)
French	Dance
French	Coding and computer science
Japanese	Coding and computer science
Japanese	Coding and computer science
Spanish (class for Native and non-Native speakers)	Coding and computer science
Mandarin Chinese, Spanish (class for Native and non-Native speakers),	Coding and computer science, Ethnic Studies (the interdisciplinary study
French, Arabic, Japanese	of difference— race, ethnicity, sexuality, gendered, Dance
sign language	Dance
French, Arabic	Coding and computer science
Spanish (class for Native and non-Native speakers), French	Coding and computer science
Mandarin Chinese, Spanish (class for Native and non-Native speakers),	
French, Japanese	Dance
French, Arabic	Dance
French, Portuguese, Italian	Coding and computer science, Dance
Mandarin Chinese, French, Khmer	Coding and computer science, Dance
French, Portuguese and Italian	Coding and computer science, Dance
French	Dance
Spanish (class for Native and non-Native speakers)	Coding and computer science
French	Dance
Mandarin Chinese, French, Khmer	Dance
Spanish (class for Native and non-Native speakers)	Coding and computer science
French, roman	Dance
	Ethnic Studies (the interdisciplinary study of difference— race, ethnicity, sexuality, gendered)
Tagalog/pangasinan	Dance
sign language	Dance
Japanese	Coding and computer science, Ethnic Studies (the interdisciplinary study
	of difference— race, ethnicity, sexuality, gendered
Spanish (class for Native and non-Native speakers), French	Coding and computer science, Ethnic Studies (the interdisciplinary study
	of difference— race, ethnicity, sexuality, gendered
Mandarin Chinese, French, Arabic, Japanese	Dance
more English	Coding and computer science
Spanish (class for Native and non-Native speakers)	Dance
more English	Coding and computer science
Spanish (class for Native and non-Native speakers)	
Mandarin Chinese, Spanish (class for Native and non-Native speakers),	
French	Coding and computer science

Spanish (class for Native and non-Native speakers)	Coding and computer science
Japanese	Coding and computer science
French	Coding and computer science
Spanish (class for Native and non-Native speakers), Arabic	Coding and computer science
Mandarin Chinese, Spanish (class for Native and non-Native speakers), French, Arabic, Japanese, portuguss	Ethnic Studies (the interdisciplinary study of difference— race, ethnicity, sexuality, gendered, Dance
French	Coding and computer science
French	Dance
Spanish (class for Native and non-Native speakers)	Coding and computer science
French	Dance
French	Coding and computer science
Spanish (class for Native and non-Native speakers), Japanese	Coding and computer science
	Ethnic Studies (the interdisciplinary study of difference— race, ethnicity, sexuality, gendered
Spanish (class for Native and non-Native speakers)	Dance
French	Coding and computer science
Arabic	Coding and computer science
Japanese	Coding and computer science, Dance
Mandarin Chinese, French, Arabic, Japanese	Coding and computer science, Dance
French, Italian	Coding and computer science
Mandarin Chinese, French, Japanese	Coding and computer science, Dance
English	Coding and computer science
French	Coding and computer science
Japanese	Coding and computer science, Dance
Inglish	Coding and computer science, Dance
French, Japanese	
Spanish (class for Native and non-Native speakers)	Coding and computer science
Spanish (class for Native and non-Native speakers)	Coding and computer science
Japanese	Coding and computer science
French, English	Dance
French, english	Dance
English	Coding and computer science, Dance
Spanish (class for Native and non-Native speakers)	Coding and computer science
Spanish (class for Native and non-Native speakers)	Coding and computer science
	Coding and computer science, Ethnic Studies (the interdisciplinary study of difference— race, ethnicity, sexuality, gendered, Dance
French, Japanese	Coding and computer science
Spanish (class for Native and non-Native speakers)	Ethnic Studies (the interdisciplinary study of difference— race, ethnicity, sexuality, gendered, Dance
	Dance
Spanish (class for Native and non-Native speakers), French	Ethnic Studies (the interdisciplinary study of difference— race, ethnicity, sexuality, gendered, Dance
Mandarin Chinese, Spanish (class for Native and non-Native speakers), French, Arabic, Japanese, all	
	Dance
Spanish (class for Native and non-Native speakers)	Ethnic Studies (the interdisciplinary study of difference— race, ethnicity, sexuality, gendered
French, Arabic	Dance
Mandarin Chinese, Spanish (class for Native and non-Native speakers), French, Arabic, Japanese, all	
	Dance
Spanish (class for Native and non-Native speakers), Japanese	Ethnic Studies (the interdisciplinary study of difference— race, ethnicity, sexuality, gendered, Dance
French, Arabic	Coding and computer science, Dance
French	Coding and computer science
Spanish (class for Native and non-Native speakers)	Coding and computer science
French, Arabic	Coding and computer science

Spanish (class for Native and non-Native speakers)

Mandarin Chinese, French, Japanese

Mandarin Chinese, French, Japanese

French

French

French

French, Japanese

French, Japanese

French, Japanese

Spanish (class for Native and non-Native speakers)

French

Dance

Coding and computer science, Ethnic Studies (the interdisciplinary study of difference— race, ethnicity, sexuality, gendered, Dance

Coding and computer science, Ethnic Studies (the interdisciplinary study of difference— race, ethnicity, sexuality, gendered, Dance

Dance

Coding and computer science

Coding and computer science

Coding and computer science

Coding and computer science, Dance

Coding and computer science

Ethnic Studies (the interdisciplinary study of difference— race, ethnicity, sexuality, gendered

Coding and computer science

Measure G1 Commission Middle School Proposal Rubric



School Name:

Commissioner:

	Area of Focus	Score	Notes
1.	Proposal keeps equity at the forefront		
2.	Includes all required components		
3.	Proposed use of funds is aligned to the intent of the measure		
4.	Supplementing existing program, not supplanting		
5.	Proposal accurately assesses strengths and growth areas in the domains		
6.	Clear alignment between self-assessments and proposed actions		
7.	Clear, measurable outcomes are articulated for each use of funds		
8.	Clear documentation of staff engagement in the planning process (agenda & notes from meetings)		
9.	Clear documentation of community engagement in the planning process (agenda & notes from community meetings)		
<i>For the five lines below, only score the components that apply to a given proposal.</i>			
10.	Plan for providing quality art programming is clearly articulated		
11.	Plan for providing quality music programming to students is clearly articulated.		
12.	Plan for providing quality world language programming is clearly articulated.		
13.	Plan for supporting 5th to 6th grade recruitment and retention of students is clearly articulated		
14.	Plan for promoting positive school culture and safety is clearly articulated		
	Final Score (sum total /number of scored line items)		

1= Far below the requirement, 2=Did not meet requirement, 3= Nearly met requirement, 4= Met requirement, 5= Exceeded requirement