



**OAKLAND UNIFIED
SCHOOL DISTRICT**

**Measure G1
Grant Application
2018-19**

Due Date: February 13, 2018

File ID Number: 18-0310
Introduction Date: 2-22-18 *Goals, Thriving Students*
Enactment Number: 18-0937
Enactment Date: 3-14-18
By: [Signature]

School	Roots International Academy Middle School	Principal	Geoff Vu
School Address	1390 66 th Avenue Oakland, CA 94621	Principal Email	Geoff.Vu@ousd.org
School Phone	510-639-3226	Recommended Grant Amount*	\$63,729
Actual 2017-18 Enrollment (6-8) (20 day count)	313	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	307

**Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected revenue, and 20 day LCFF enrollment of Oakland residents. All recommended grant amounts are subject to Measure G1 Commission and School Board approval.*

Summary of Approved Expenditures from 2017-18 ([link to 2017-18 full approved proposal](#))

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Contract with MOCHA or Attitudinal Healing	\$40,000
2	Supplies for Performing Arts and Maker Programming	9,000
3	Open a Future Center to support College-bound atmosphere and culture, 8th grade preparation for High School, and 6th and 7th grade counseling /academic support	\$25,000
Budget Total (must add up to Current Grant Amount)		\$74,909

Summary of Proposed Expenditures for 2018-19 (listed in order of priority)

2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Contract with MOCHA or Attitudinal Healing	\$40,000
2	Maintain a Future Center to support College-bound atmosphere and culture, 8th grade preparation for High School, and 6th and 7th grade counseling /academic support	\$25,000
3		
5		

	Budget Total (must add up to Anticipated Grant Amount) \$65,000
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School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
54.4%	45.6%	95.1%	9%	3%	42%	100%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
28.8%		5.2%	59.5%	.6%		3.6%	

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

Name	Role
Geoff Vu	Principal
Joya Brandon	TSA
Elizabeth Chardak	Teacher
Jomar Ventura	Teacher

School Vision (insert here):

We support the development of whole, happy people who are college ready critical thinkers and positive changemakers in our community and world.



Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

<u>Music</u> (Rubric Score)	2016-17 (last yr)	2017-18 (this yr)	Art (<u>Visual Arts</u> , <u>Theater</u> , and <u>Dance</u>)	2016-17 (last yr)	2017-18 (this yr)
Access and Equitable Opportunity	basic	basic	Access and Equitable Opportunity	Basic	Basic
Instructional Program	entry	basic	Instructional Program	Entry	Basic
Staffing	entry	basic	Staffing	Entry	Basic
Facilities	basic	basic	Facilities	Basic	Entry
Equipment and Materials	basic	basic	Equipment and Materials	Entry	Entry
Teacher Professional Learning	basic	basic	Teacher Professional Learning	Basic	Basic
<u>World Language</u> (Rubric)	2016-17 (last yr)	2017-18 (this yr)			
Content and Course Offerings	basic	basic			
Communication	basic	basic			

Real world learning and Global competence	basic	basic	
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Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2016-17 (last yr)	2017-18 (this yr)	Safe and Positive School Culture (SPSA)	2016-17 (last yr)	2017-18 (this yr)
2017-18 Enrollment Data (20 day)	319	206	Suspension	2.25	4.50
ES Outreach Strategy Actions	Confirmation calls to all families. School visits to neighboring elementary sites. School options fair presence.	Student Visits, Student shadows, Future Center Orientation: In addition to Confirmation calls to all families. School visits to neighboring elementary sites. School options fair presence.	Chronic Absence	1.0	1.0
Programs to support ES students transition to MS	Summer bridge program. Core classes in 6th grade.	Mentorship between MS and ES reading students. Summer bridge program. Core classes in 6th grade.	CHKS data (district only)		

REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the engagement meetings with this application. The application will NOT be considered without this documentation of engagements.

Community Engagement Meeting(s)

Community Group	Date
Family SSC	11/15/17

Staff Engagement Meeting(s)	
Staff Group	Date
Roots ILT	2/5/18

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team’s plan to address the following:

The Goals of the Measure

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2017-18 school year.
2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. All budget items should total up to the recommended grant amount based on actual 2017-18 LCFF 20 day enrollment.

1. Music Program

Programmatic Narrative Based on Rubric

No current music offering. Searching for .5 FTE more challenging than anticipated.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

2. Art Program

Programmatic Narrative Based on Rubric

Great partnership kickoff with MOCHA Arts! Having a qualified, experienced teacher in Ms. Leticia has elevated this elective offering. In each marking period, more and more requests from students to participate in her class. So far, over 100 students have gone through her program, which now has a waiting list. She is reliable, culturally competent, and artwork is up on the walls!

G1 funds will be used in the 2018-2019 school year to:

- Maintain and enhance current offerings of art elective
- Ensure instructors are highly-trained specialists of arts education
- Expand students' access to a variety of materials and resources to support their learning.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$40,000	Partner with MOCHA arts to support with teacher preparation,	<p>100+ Students will participate in high-quality visual arts instruction daily.</p> <p>Students' will show an increase in engagement, stress reduction strategies and creative self-expression as measured by attendance rates, out of class referrals and classroom observations .</p> <p>Students will consistently rate their art class as being a space that is safe, welcoming, values their identities, and promotes their are learning.</p>

		Students will show their artwork or perform for their families and the larger school community in twice annual electives showcases.

3. World Language Program

Programmatic Narrative Based on Rubric

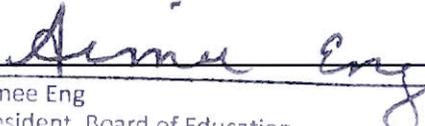
There are no current programs for World Language, though Roots is looking to implement more strategic professional development around ELD to support a growing population of language learners. Long term, Roots would like to make more language offerings, but given monetary constraints, we are focusing more on direct arts instruction.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
<p>Roots has seen solid returns on enrollment projections due to a strong confirmation process held by key members of the office and attendance team. This has also looked like engaging families early in school wide activities and events pre 6th grade. In addition, Roots' investment in the college future center has benefited working with families early on to start discussing high school and college readiness, which includes college visits, guest speakers, and family workshops.</p>		
Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$35,000	Maintain a future center to support College-bound atmosphere and culture, 8th grade preparation for High School, and 6th and 7th grade counseling /academic support	300 students will have a more college-oriented experience that's streamlined with a resource center, FTE to hold A-G education, academic habits, and host college visits.

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
<p>Though suspension rates took a dramatic shift towards the positive in 16-17, we witnessed a significant bump in 17-18 due to various factors (transitioning staff, evolution of behavior plan, etc). Much of the work of Roots C&C in the past could be attributed to the overall retention of teachers, the institutionalization of key C&C expectations and hierarchy, as well as a more healing informed approach to student wellness and practice.</p> <p>One thing that is strengthening our intervention is a space to hold future visioning around college and high-school readiness that presents a cohesive pathway for 6-8 grade students and families. The future center offers our school a hub to design and implement an academic experience that better prepares students and student body for sound study habits, access to resources for scholarships and extended learning around best-fit programs. This will enhance our school culture by providing not only a space, but an adult FTE to hold academic visioning at the center for all students and families.</p>		
Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
	See Above	See Above
	 Aimee Eng President, Board of Education	 Kyla R. Johnson-Trammell Secretary, Board of Education

Please submit your 2018-19 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).



ROOTS ILT AGENDA 2.5.18

SCHOOL VISION: We support the development of whole, happy people who are college- & career-ready critical thinkers and positive change-makers in our community and world.

ILT VISION:

If we intentionally create engaging, supportive, relevant, and impactful professional learning experiences, then our staff, students, community will move in a way that shows love and value.

As a collaborative, caring community, our norm is to rise up to the next level in our understanding of the whole story. Through practice and reflection, each individual steps into their power.

PERSIST CHALLENGE RESPECT WHAT'S THE WHOLE STORY? REFLECT TAKE RISKS COLLABORATE

Outcomes

- Review last PD
- Wednesday PD Planning (Processing and Planning)

Understanding Goals:

- **How can we leverage the conversation around listening and move towards building and/or strengthening the practice in classrooms for and between students?**

Norms:

- Keep students' needs at the center of the work.
- Are Present & Professional
- Assume Positive Intent & Question to Clarify
- Lean into Discomfort & Take Risks in service of growth
- Maintain a Social Justice "Learning Orientation"
- Speak our Truths Compassionately
- Channel our best-selves

Roles:

Facilitator: G
 Timekeeper: KG
 Skeptic: Susan
 Note-Taker: James

From Last Meeting:

- Community Mapping
- "Planning and Processing" in teams



ROOTS ILT AGENDA 2.5.18

Time	Agenda Item	What/how	Why	Notes
4:00 - 4:10	Check-In & Opening	Individually	<i>To set our purpose</i>	
30 min	Feature Teacher & Consultancy - Blakley!	Blakley shares a best instructional Practice	<i>To learn from our staff in order to guide our planning for future PD's and Rally days</i>	
50 min	Wednesday "Process & Plan" - Lets plan some explicit naming or instruction around listening as a first step to talk?	Group	<i>What learning goal, direction and/or sandbox can we provide to support teacher planning?</i>	
30 min	G1 - Review and Analysis			<p>Going well - second year destiny. Ms. Leticia Ms. Scott The idea of music Future Center is shifting conversation</p> <p>Needs improvement - Mr. Antwan and Destiny Kids not getting to truly elect More electives needed</p> <p>Break up into teams to complete self assessment into Application</p> <ul style="list-style-type: none"> - Jomar and Rose - Music and Art - G and Brandon



ROOTS ILT AGENDA 2.5.18

				- World Language
10 min	Closing			

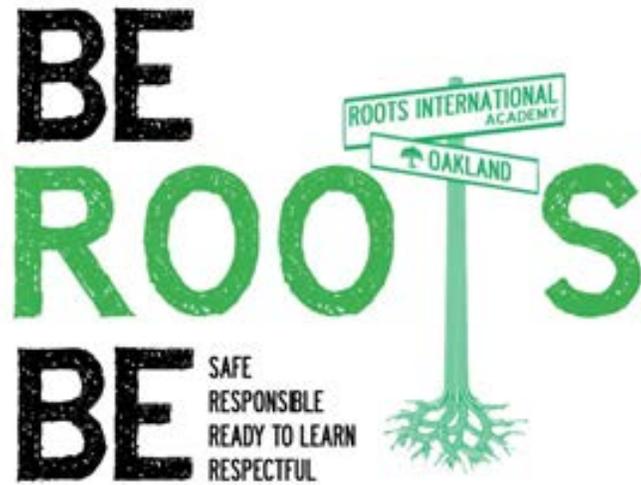
Blakley having students reflect on reading “reciprocal teaching”
Summarizer, clarifier & questioner
Working on listening and speaking skills/text decoding & historical skills
Slow build of utilizing roles, listening, talking, etc.
More emphasis on paraphrasing after Ms. Kait’s PD piece
Practiced roles individually and together
Have you distinguished between paraphrasing and summarizing? Not explicitly

Takeaways

How are we backwards planning?
Highlighting one step of the ladder and allowing teachers to process and plan through
Allows teachers to see the process from storyboard to execution
Blakley shows materials used and gives out blank format to staff, giving team the space to fill out their own ideas based off of what’s been seen in the demo

Paraphrasing translates into the practice of listening being highlighted in our most recent PD’s
Why can’t step (from diagram) be the step Blakley’s on?
“Is paraphrasing a way to measure listening?”

Mariah: SpEd weighing in on paraphrasing, do we all define “paraphrase” the same?



SSC Meeting

Agenda

Wednesday, 11.15.17

5 – 6 pm

Objectives:

- To engage with teachers and family around positive behavior reinforcement (and support a teacher in making a Spanish phone call home!)
- To revisit G1 funding and monitoring

Agenda:

1. Opening
2. Welcome and Reintroductions in Spanish
3. Why PBIS?
4. G1 Update

SSC Minutes

11.15.17

Present

Family:

1. Adelaida Rios
2. Juan Hernandez
3. SilviaOrnelas

Teachers:

1. Rose Chardak
2. Matthew Terrizzi
3. Jomar Ventura
4. Francisca Gatica

Other Staff:

1. Francisca Gatica

Principal:

1. Geoff Vu

1. **Opener – Reintroductions**
2. **WHY PBIS?** Because Positive reinforcement is rational, and often more enduring at creating more internalized behaviors than negative behaviors
 - a. Families go around circle and say one thing they are proud of
3. G1 Update – Dance is serving over 90 students. Art is serving over 90 students. Future Center (hosting the meal) is off to a great start meeting with every 8th grader this year.
 - a. Families share some things students are saying – like to perform
 - b. Families want more music (hard to staff .5 fte)
 - c. Families hope this continues next year so students can try new things

