



School:	Alliance Academy	Principal	Stacey Wyatt
School Address	1800 98th Avenue	Principal Email:	stacey.wyatt@ousd.org
School Phone	510-639-2893	Principal Phone:	510-639-2893
2017-18 Enrollment (6-8)	325	Anticipated Grant Amount*:	\$73,478

**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
51%	49%	93%	6.7%	2%	38%	99%

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
23%	1%	3%	65%	1%	3%	2%	0

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

Name	Role
Stacey Wyatt	Principal
Faris Jabbar	Assistant Principal
Elyse Hatschek	Culture Teacher Lead
Tiffany Chan	Instructional Teacher Lead
Mariah Landers	Arts Integration Partner

School Vision:

All Alliance Academy scholars will be college and career bound visionaries, empowered through the arts and technology to conquer inequities, advocate for themselves, and become a voice in this ever-changing 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.

Music (Rubric Score)		Art (Visual Arts, Theater, and Dance)	
Access and Equitable Opportunity	Choir: Entry	Access and Equitable Opportunity	Visual Arts: Entry Drama:Entry Dance: Entry
Instructional Program	Choir: Entry	Instructional Program	Visual Arts: Entry Drama:Entry Dance: Entry
Staffing	Choir: Entry	Staffing	Visual Arts: Entry Drama: Entry Dance: Entry
Facilities	Choir: Entry	Facilities	Visual Arts: Basic Drama:Entry Dance: Entry
Equipment and Materials	Choir: Entry	Equipment and Materials	Visual Arts: Basic Drama:Entry Dance: Entry
Teacher Professional Learning	Choir: Entry	Teacher Professional Learning	Visual Arts: Basic Drama:Entry Dance: Entry
World Language (Rubric)			
Content and Course Offerings	Choir: Entry		
Communication	Choir: Entry		
Real world learning and Global competence	Choir: Entry		

Measure G1 Data Analysis

Alliance Academy is in it's 3rd year of partnership with the Alameda County Office of Education's Integrated Learning Specialist Program. While we will initiate our official Year 1 as an Integrated Learning school, during the 17-18 school year, we have been learning, building and designing for for the last three years. Since the 14-15 school year we have been taking intentional steps to develop an understanding of Studio Habits of Mind in our teachers. This has been done with the training of 100% of our current teachers in all or portions of the Integrated

Learning Specialist Program. Now that our teachers have more definitive understanding of Integrated Learning, we have spent the past year with the development of exemplary classrooms. These teachers have incorporated Agency By Design training with their ILSP work to produce classrooms that have dramatically changed their grade level communities. The resulting academic growth can be best seen with a beginning and end of the year Scholastic Reading Inventory (SRI) comparison.

SRI Proficiency Summary 2016-17 Breakdown by GL:

	6th Grade		7th Grade		8th Grade	
	Fall '16	Spring '17	Fall '16	Spring '17	Fall '16	Spring '17
At/Above GL	8%	13%	15%	16%	17%	22%
1 Yr Below	19%	20%	5%	9%	6%	6%
Mult Yrs Below	72%	67%	79%	81%	77%	71%

A Culture & Climate Overview:

Year	Overall Absence Rate	Chronic Absenteeism	Suspension Incidences	Suspension Student %	Referrals
2013-2014	6.8%	22.9%	78	13.4%	N/A
2014-2015	7.3%	18.2%	97	12.3%	653
2015-2016	4.9%	11.0%	147	18.2%	658
2016-2017	4.3%	11.6%	52	8.0%	182

Our Restorative & Reflective journey of Integrated Learning began in the 2014-15 school year; we took on this challenge after Alliance had experienced at least 5 years of continuous annual upheaval of its administration and teachers. It was known as a school of high trauma and instability. We met with the few committed community stakeholders we had and all agreed that Integrated Learning and Technology would allow for the students in our community to utilize natural cultural tendencies for creative inquiry and design thinking to better access a rigorous curriculum and to build a foundation of Social Justice aligned agency in our students. Our data shows a general trend of improvement.

2013-14: This year was the year before Alliance began its Integrated Arts work, although the school was helmed by a trusted veteran administrator from the community and experienced an incredible jump in chronic absenteeism (up from 14.8%) the previous year. During this year Alliance experienced some of its greatest challenges culturally.

2014-15: We began our Integrated Learning work with teachers, hoping they would simply bring an understanding of "Art" and "Technology" as tools of access. Teachers began implementing various technology

based/centered strategies to support students. This included, but was not limited to: Google Classroom, Khan Academy, and Accelerated Reader. Arts Integrated coaches began to visit the school and meet with teachers to help them examine their own understanding of art as a creative inquiry process. While there was a small drop in chronic absenteeism and the percentage of students suspended, we had an enormous amount of teacher initiated student referrals. These referrals generally put students out of the classroom for various forms of disruptive, disrespectful, even violent behavior. The summer of 2015, Alliance educators began the ISLP coursework. Much of the schoolwide focus on culture was dedicated to observation and evaluation of teachers who shared the burgeoning vision and mission of the “new” Alliance. Many found that the challenge was too much for them and chose or were asked to move on from Alliance. A major movement to initiate “eldership” and responsibility for Culture and Community from the adults in the school was begun this year. We also began our “Alliance Challenge” series this year. This concept is to utilize motivational challenges to meet students in culturally responsive ways, understanding that students this age like contests, competition, and opportunities to help others. These culturally responsive strategies focused primarily on encouraging students to enjoy school. As the sole administrator for much of this year, Principal Wyatt also made an open and direct promise to the students and families to never allow sub par teachers to stay in the classrooms. This promise was kept when, similar to years past, the school experienced a high number of teacher absences and found itself interacting with a myriad of substitute teachers. Principal Wyatt closely monitored substitutes and teachers and **listened** to students. Many times sub par substitutes were asked to leave immediately. This along with the other efforts helped to build trust in the school. This trust is substantiated by the significant decrease in 3 of the 5 data points.

2015-16: We began this school year with most of our staff having completed 2 of the 3 required courses and having done some incredibly reflective work as a team and as future practitioners of Studio Habits of Mind. We used many articles on understanding creative inquiry to help support teacher development and move their practice. Teachers began implementing practices they had learned through their coursework: *Throughlines*, *Inquiry Questions*, *Accordion Books*, and *Makerspace/work*. This year saw a dramatic decrease in our absence rate, this was proof that our students wanted to be in school. To further support this assertion, our chronic absenteeism rate dropped 7.2% from the year before. This data proved that even students who were historically truant, wanted to be at school. Along with the Integrated Learning work, we were doing a high level of demanding culture and climate work. We were establishing culture and climate expectations with students who had had very little consistency in expectations. Expectedly, we saw an increase in student pushback as well as in teacher struggle in maintaining expectations. This resulting in a contrasting spike in all of our behavior data points. We wrapped this year with a school-wide teacher showcase of how teachers used creative inquiry to *make learning visible*. This showcase showed the development of both student and teacher, it also proved to us that by using creative inquiry, students are able to understand where they are in a lesson as well as the expected mastery of that lesson.

2016-17: Our current year began with strong contingency of teachers familiar with the Integrated Learning Framework. We also began with moderate cadre of new teachers to the school, adding a new challenge to our work. But our teachers were familiar with Arts Integration and we were able to add additional components to the student and teacher experience. We began to add creative inquiry into our parent data and literacy nights. We established two pilot “maker classrooms”, where the teachers were trained in design thinking and directly implemented their learning into the classrooms. This year also brought the added enrichment of several artistic elective endeavors, that worked as introductory courses that scaffolded our students’ artistic perspective and bravery. Students became more proactively outspoken. A therapeutic arts inspired reflection room was established. This room allowed students to have a place to refocus from both adult and peer conflicts, using therapeutic art inspired strategies. The result of this next level of Integrated Arts was an incredible drop in all behavioral data points. Our overall attendance data fluctuates, but has stayed fairly steady and low. Our chronic absenteeism rate is low in comparison to other years, but has stayed fairly stable, as the students identified as chronically absent are in a general state of crisis that we are working to address and support. In short, this data generally represents the same students.

An Academic Overview:

Year	SBAC ELA	SBAC Math	SMI	SRI (multiple years below)	SRI a. 1-yr below level b. at grade level c. above grade level	CELDT Reclassification	Early Warning (None) Spring a. MP #1 b. MP #2 c. MP #3
2013-2014	N/A (CBEST)	N/A (CBEST)	N/A (Not in use)	61.8% (Spring)	a. 3.4% b. 2.4% c. 8.4%	8.5%	N/A
2014-2015	73.4% (Not Met)	73.6% (Not Met)	N/A	69.1% (Spring)	a. 5.3% b. 6.3% c. 14.7%	14.0%	a. 65.4% b. 61.2% c. 71.9%
2015-2016	61.7% (Not Met)	74.9% (Not Met)	79.1% (3+ years below, Fall)	65.0% (Spring)	a. 7.7% b. 6.6% c. 10.7%	14.0%	a. 77.8% b. 73.7% c. 79.1%
2016-2017	Not available yet	Not available yet	62.6% (3+ years below, Fall) mid-year not taken yet	65.7% (Spring)	a. 9.4% b. 3.9% c. 12.3%	Not available yet	a. 74.4% b. unavail. c. unavail.

Although a large majority of our transformation efforts were centered around culture and climate, the groundwork for academic progress has consistently been in motion. The **2013-2014** assessment data points contain only one existing point (SRI) and one that began the following year (Early Warning), so only the SRI will be used from this year for analysis. The academic efforts at Alliance were informed heavily from data and teacher lesson delivery and culturally responsive practices. Even so, because of the years of instability experienced by the Alliance community, focus on academic growth had to be scaffolded for both the students and teachers. This data shows the incredible potential of our school. There are moments of exciting growth, as well as sobering reminders of how much growth is needed. But, we are growing!

2014-2015: Much of this year focused academically on building student buy-in around the Scholastic Reading Inventory (SRI) and the teacher practice and use of Academic Conversation. Teachers participated in professional development around academic conversation for much of the school year. The goal was to engage in the use of teacher talk moves to increase student access to the curriculum. This engagement was quickly stalled by several major issues:

- New teachers struggled with the curriculum, and with supporting students who are performing multiple years below grade level.
- Students struggled with the steep increase in academic expectations and asks for a culture of scholarship.
- Academic supports that were attempted were unclear and solidly supported or directed by administration.

To initiate and maintain a semblance of continuity, we focused on three major components of teacher practice:

- Consistent Blackboard Configuration in all classrooms.
- Weekly classroom walkthroughs to provide feedback and support to teachers.
- Positive teacher/student interaction and motivation.

We ended the year with what seemed like mixed messages, and unsure of what our SBAC scores from this year would bring. While our SRI scores showed an increase in the number of students who were multiple years below from the previous school year; yet growth in the number of students who were 1 year below, at grade level, and

those above grade level. A reasonable explanation for any SBAC decline could be that this year was the first year for the SBAC. The test was new for all involved and it was delivered almost entirely online, introducing a new twist on preparation for both students and teachers. The growth in multiple students below grade level on the SRI quite likely connected to transitional change, incoming 6th graders, exiting 8th graders, and the general transitional nature of our community. This transition had an effect on our overall numbers for this year. The end of 2014-15 found Alliance with a surprising 6.5% growth in CELDT Reclassification from the previous year (2013-14).

2015-16: After reviewing the struggles from the previous year, hearing feedback from teachers, and following the newly introduced district guidelines/expectations for cycles of inquiry, we entered this year with a data-driven focus. Upon receiving our SBAC results, we were ecstatic to see the amazing decrease in the number of students not meeting standards in our SBAC ELA scores, an amazing 11.7% decrease. This wasn't the only area of growth for us. Our numbers of students reading multiple years below, dropped 4.1%, while the numbers of students reading 1 year below and at grade level both nearly doubled. This was incredible validation of our belief-that Alliance students were capable of scholarly success. We also noted that our students continued to struggle in math and that our CELDT Reclassification scores had flatlined at 14% for the second year in a row.

As we began to discuss the data, we realized our teachers didn't quite understand how to interpret and act on the data they were receiving. So much of this year went into guiding and developing teacher capacity to analyze data and make instructional decisions regarding that data via a detailed and supported cycle of inquiry process. This process asked professional learning communities to examine data, consider strategies to improve the data, and then evaluate for growth. Teachers took very intentional steps, selecting focus students, talking with one another, checking in with students, and identifying key areas of struggle within the curriculum for students. Much of this work was tedious and difficult. Through much of this work, teachers did not always feel it was beneficial.

During this time, we also began our larger push to have teachers utilize the Integrated Learning strategies they had been introduced to over the past year. Teachers were asked to have data walls in their classrooms as well as in the teachers' lounge. By making data visible in as many places around the school, teachers were able to see one another's success and failures with students. Much more conversation between teachers emerged. This year saw teachers readily sharing ideas and concepts that were practiced schoolwide like, *the stoplight tracker*, *making learning visible*, and *teacher developed rubrics*. Teachers prepared for and shared their learnings in a Teacher Expo towards the end of the year. These efforts allowed teachers to clearly see data as a useful tool to challenge themselves and their students.

We excitedly ended this year with the largest number of students showing **no** Early Warning Signs for dropping out of high school. This data point has four key areas that have a direct correlation to High School dropout rates: **failing grade in Math, failing grade in English, low attendance, and suspensions**. 2015-16 ended with 79.1% of Alliance students with **no** Early Warning Signs.

This year ended a palpable excitement throughout Alliance. We were clearly on our way and now needed to push ourselves and our students beyond our comfort zones.

2016-17: Our current year opened with the exciting Scholastic Math Inventory results. A 16.5% decrease in the number of students 3 years below, as of the Fall results. This year also began a commitment to focusing directly on supports for ELL students, increasing our Integrated Learning work, and increasing the expectations of PLC's. All of these focus areas can stretch the capacity of both students and teachers. Our PLC's have decided on key ELL focused strategies to improve Literacy Across the Curriculum. The strategies can be very beneficial to all students. We have also began a reading acceleration program called Lightsail in order provided our students within these classes with a more structured format for the support of reading growth. Arts Integration Coaches are partnering with specific teachers to support them in engaging their lessons/units with an integrated lens.

Currently all teachers are participating in Culturally Responsive Teaching PD's with Zaretta Hammond's *Culturally Responsive Teaching & The Brain*. Some immediate learnings from this year are in regards to initiating some work early on, limiting our areas of focus, and clarity of goals for the year. Even so, our expectation is for continued growth.

5th - 6th Grade Enrollment/Retention (SPF/SPSA/Enrollment)		Safe and Positive School Culture (SPF/SPSA)	
2016-17 Enrollment Data (projection vs. 20 day)	-318	SPF - Suspension	7.7%
ES Outreach Strategy Actions	-Elementary Partnership, Reading Partners & Student RJ Leaders. -Principal visits to feeder schools. -Annual Health Fair, ES Invited -Bimonthly Food Bank, ES invited -Halloween Fair, ES invited -School safety collaboration	SPF - Chronic Absence	9.1%
Programs to support ES students transition to MS	-Cored 6th grade classes to minimize transitions. -Academic Mentor -Parent Outreach/Relationship Building Events -Partnership with EOYDC-The Bridge -Summer Bridge Program -Mandatory 6th grade participation in afterschool program	CHKS data	

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

Community Engagement Meeting(s)	
Community Group	Date

School Site Council	11/16/16 (Meeting minutes); (Agenda), 3/6/17 (Meeting minutes), 5/25/17 (Meeting Minutes); Agenda
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Staff Engagement Meeting(s)	
Staff Group	Date
Staff Meeting	2/13 Related Agenda
End of Year Retreat	6/5-6/6/17

Budget Justification and Narrative

The Alliance G1 Team is a combination of our ILT and our School Transformation Committee. This team consists of parents, administrators, teachers, and a grant partner. Fortunately, Alliance Academy is currently at the beginning of school transformation process. During this process, our team engages the data surrounding our school and works to make academic, climate and culture decisions to create a stronger Alliance. This decision making process includes designs for all of the key components/goals of Measure G.

We are **Alliance Social Justice Academy: *Through Creative Inquiry & Design Thinking, We Make Social Justice A Reality***. Our current efforts to introduce and support our students in their ability to advocate and change themselves and the world around them have been a labor of love. We can clearly see our efforts taking root. We have been able to provide our students with various introductory artistic and project based learning experiences. We knew that the Arts, through Creative Inquiry & Design Thinking, was a revolutionary idea for our community. Not because students in our community have severely limited access to elective options in school, although this is true. But, because it is a revolutionary thought to teach students of color using their indigenous cultural systems of creativity, exploration, and learning. It is a revolutionary thought to not only believe these same students can be more than consumers but can explore and challenge the world around them and then themselves become producers of local and global ideas.

Because our students have experienced the varying aspects of low income neighborhoods: community, faith, resilience, gaps in education, lack of access, and institutional racism, it is understood that the journey we are taking them on must be scaffolded. The past two years have been a series of scaffolds intended to build student and teacher capacity around inquiry, design and creation. With the help of Measure G1, we can actually provide our students with full arts and language options within safe environment.

Goal #1: Increase access to courses in arts, music, and world languages in grades 6-8.

1. Art Program

Programmatic Narrative Based on Rubric

50% Funding Narrative:

Through Arts Integrated Learning, our students are able to engage in the academic process using creative inquiry and design thinking. But to truly do this we must actively integrate art throughout our curriculum. During our last two years of planning we have sent nearly 90% of our staff through the Integrated Learning Specialist Program offered by The Alameda County Office of Education. This program prepares teachers to recognize Arts Integration as more than an opportunity to attach “art projects” to curriculum, but to instead push inquiry and assessment through and with the arts. Measure G1 will allow us to move past the introductory stages of integrated learning. Alliance will be able to move towards a fuller incorporation of our artistic programs into our academic program.

We are attempting to establish an initial layer of direct arts instruction. We’ve introduced exploratory options for artistic expression, but have not been able to offer a consistent, defined elective option. As an Arts Integration School, our electives are not solely stand-alone, nor are they specifically for the purposes of performing. All of our elective/arts educators are expected to collaborate with teachers and assist with helping that teacher provide more creative and culturally responsive access to curriculum.

Currently Alliance offers the following courses as an experiential option for students. The Performing Arts teacher will work to develop ways integrate the Studio Habits of MInd as well the experience of performing, within the elective classroom as in the content area classes.

This doesn’t mean these courses will no longer be offered, instead, they will be greatly extended, going throughout the content areas. The overall goal is for every artistic course offering to become full Arts elective courses that are guided by Common Core Standards. Our current artistic offerings are introductory/exploratory courses that are provided by classroom teachers or small contractors.

Current Artistic Courses:

Dance/PE: An introductory class that allows students to try the latest dance craze and see how it relates to established dance styles; provided by a staff member in partnership with the PE teacher

Exploratory Visual Arts: Is currently offered to a limited number of students as a chance to try different aspects of visual arts. Teaching Artists are invited to share their art with students. This course is as an exploratory by any available and interested credential staff member.

Arts Integration Specialist: We currently have conversation and support from our partnership with our Arts Integration grant from the Alameda County Office of Education. As we head towards our final year of participation in the grant, it is critical to have a person that will directly collaborate with teachers on fully integrating the arts into their work with fidelity. This person will also help to develop and facilitate our makerspace, a final key component to creating an environment of creative inquiry and design thinking. We need to provide students with a way and place to actually create. We also need to provide an additional bridge between the classroom and our new makerspace.

The Arts Integration Specialist position is NOT an actual course. As noted in the strikethrough, this is a description is actually of a component of our Arts Integrated Learning Program we want to incorporate this year. This is NOT something we offered in the 1617 school year.

Measure G1 Application Request:

Performing Arts Teacher: Our request for Measure G1 funds will provide a .4-.6 FTE credentialed teacher (dependent on placement on teacher salary scale) that can offer an elective that offers opportunities to exercise expression, teamwork, and creative design to a student population that has had minimal experience with these areas. Because our other artistic efforts are provided by classroom teachers, it is often difficult to provide experiences with depth. This position will be the first official elective option provided by a skilled, credentialed educator; allowing our students a depth of program. We will also be providing our teachers, through collaboration, with viable example of how focused arts skills can be integrated into their own curriculum.

Application Amendment Items:

Alliance Academy was able to find a Performing Arts Teacher for much less than the costs allotted to the position. While we knew we would be paying only .4-.6 FTE, we didn't know what the actually candidate would cost, so we estimated at the highest cost. We have found a candidate and we are paying .6 FTE, the cost for the candidate leaves a larger excess of funds than expected. These excess funds can now allow Alliance Academy to incorporate more items from the original 100% funding application. Additions include:

A. Arts Integration Specialist: We currently have conversation and support from our partnership with our Arts Integration grant from the Alameda County Office of Education. As we head towards our final year of participation in the grant, it is critical to have a person that will directly collaborate with teachers on fully integrating the arts into their work with fidelity. This person will also help to develop and facilitate our makerspace, a final key component to creating an environment of creative inquiry and design thinking. We need to provide students with a way and place to actually create. We also need to provide an additional bridge between the classroom and the space of a maker.

Detailed funding allotments for amendments are listed below, now that we have a clearer understanding of our available funding, we want to expand on the Measure G1 goals.

Amendment End..

Original (100%) Narrative:

Through Arts Integrated Learning, our students are able to engage in the academic process using creative inquiry and design thinking. But to truly do this we must actively integrate art throughout our curriculum. During our last two years of planning we have sent nearly 90% of our staff through the Integrated Learning Specialist Program offered by The Alameda County Office of Education. This program prepares teachers to recognize Arts Integration as more than an opportunity to attach "art projects" to curriculum, but to instead push inquiry and assessment through and with the arts. Measure G1 will allow us to move past the introductory stage.

Exploratory Movement: An introductory class that allows students to try the latest dance craze and see how it relates to established dance styles; Can now become an actual **Dance Class** that incorporates CA state standards and pushes students to learn the fundamentals of dance, its history, and help develop the choreographer in students. The new dance program would provide beginner to moderate leveled classes that incorporate dance theory and directly link the cultural dance styles of students to styles they are working on in class.

Exploratory Visual Arts: Is currently offered to a limited number of students as a chance to try different aspects of visual arts. We plan to introduce a **Teaching Artist** that will work directly with teachers to assist them in incorporating visual art techniques into their classroom. This artist will also teach themed classes that are connected to the curriculum and intended to build solid foundational skills in our students.

Introduction to Drama: Is currently a small class that is used as a language opportunity class for our Newcomer students as well as a developmental public speaking class for other students assigned to the class. We want this to become the performance component to our Theatre Arts program. Our goal is to have students begin to learn the foundations of character development, play production, and ultimately playwriting. Another key component of this **Theatre Arts Program** would be our **Production Class**. Alliance is the home of a beautiful, state of the art theatre, yet no one currently on staff knows how to use it fully. With Measure G1, we can develop student abilities onstage and backstage.

Arts Integration Specialist: We currently have conversation and support from our partnership with our Arts Integration grant from the Alameda County Office of Education. As we head towards our final year of participation in the grant, it is critical to have a person that will directly collaborate with teachers on fully integrating the arts into their work with fidelity. This person will also help to develop and facilitate our makerspace, a final key component to creating an environment of creative inquiry and design thinking. We need to provide students with a way and place to actually create. We also need to provide an additional bridge between the classroom and the space of a maker.

Budget	2017-18 Activities	Anticipated Outcome
<p>\$73,478 (including salary and benefits)</p>	<p>A .4-.6 FTE (dependant on placement of teacher on salary scale) teacher for Performing Arts will provide classes that will teach students basic performing skills, acting, production, voice, original student creations. Teacher will also collaborate with content teachers to support building similar skills within their classrooms so that students can benefit even if they don't take the actual performing arts course.</p>	<p>Increase in focus of student voice via student presentations, increase in students in Oratorical Festival.</p> <p>Increase in student performance on presentation rubrics used in content areas.</p> <p>Support in the increase of student Scholastic Reading Inventory. As students express more effectively, they will engage more effectively.</p>
<p>\$39,000 (including salary and benefits)</p>	<p>.6 FTE (dependant on placement of teacher on salary scale) teacher for Performing Arts will provide classes that will teach students basic performing skills, acting, production, voice, original student creations. Teacher will also collaborate with content teachers to support building similar skills within their classrooms so that students can benefit even if they don't take the actual performing arts course.</p>	<p>Increase in focus of student voice via student presentations, increase in students in Oratorical Festival.</p> <p>Increase in student performance on presentation rubrics used in content areas.</p> <p>Support in the increase of student Scholastic Reading Inventory. As students express more effectively, they will engage more effectively.</p>
<p>\$26,000</p>	<p>.5 FTE contract. This person will at times offer experiences in their artistic art form, but will primarily help to develop and facilitate our makerspace, a final key component to creating an environment of creative inquiry and design thinking. Engagement with teachers, the curriculum, and the students to identify ways to utilize our mobile maker carts and to directly instill the components of the Alameda County Office of Education's Integrated Learning Framework into the school.</p> <p>Currently this position is shared with another school, so the Alliance is only responsible for .5. It is also a contracted position and does not require a credential.</p>	<p>-Students and teacher will experience the full experience of Arts Integrated Learning</p> <p>-An increase in Inquiry and Assessment via the arts.</p> <p>-An increase in student academic achievement, as shown by the Early Drop Warning Signs (ELA & Math Grades, Attendance, and Suspensions)</p>

	If this position can grow to a 1.0 FTE, the percentage of coverage will depend on whether or not it continues to be a contracted position or not.	
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Goal #2: Improve student retention during the transition from elementary to middle school

2. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

Alliance Social Justice Academy has made incredible shifts in its culture and climate, resulting in some of the lowest levels of chronic absenteeism and highest approval ratings from students and parents in the school’s history. As we continue change the narrative regarding Alliance, our 6th grade numbers trend low. Our 6th graders are welcomed, and well loved, which has consistently lead to high levels of retention for our 7th grade. This has been primarily due to our strong, consistent 6th grade team. But, we want to students and families to *choose* Alliance and stay because they know what we have to offer and they want to be a part of our community. This can only happen with targeted, strategic efforts.

Targeted Community Engagement: We want to begin targeted relationship building with feeder schools. We currently have students read and mentor in our neighboring schools. The future plan is to complete several **Community Series** in and for elementary schools and for families in the community. These series will range from opportunities for elementary students to see Alliance students as Leaders, Facilitators, and Mentors in their schools. They will also include workshops for parents, specifically designed to help them understand how best to support their middle school student through 6th grade and beyond. This will take funds to provide student and parent training.

Youth Development Mentors: These mentors will be assigned a caseload of students who are in the “middle”, they are capable and able, but continue to be stagnant. The mentor will help them establish goals early on (pre-school year engagement), they help to identify SMARTE Goals, and then help the student meet them. This support will happen in and outside of the classroom.

Differentiated Summer Planning Sessions: Since 6th graders are new to the Alliance community, it is not always possible to prepare for their academic and social emotional support. Teachers need time to plan for their new students. This planning included strategic lesson planning, identification of students who need support, home visits to welcome families, and team-building activities for students (welcoming events, camping etc). This support is also needed for those students transitioning from 6th to 7th grade, as this is most difficult year for many middle schoolers and also a time when we lose many students because of how difficult this transition is.

Application Amendment Items:

A. **Youth Development Mentors:** These mentors will be assigned a caseload of students who are in the “middle”, they are capable and able, but continue to be stagnant. The mentor will help them establish goals early on (pre-school year engagement), they help to identify SMARTE Goals, and then help the student meet them. This support will happen in and outside of the classroom. **This position was stated as a secondary priority in the original presentation to the committee.**

Amendment End...

Budget	2017-18 Activity	Anticipated Outcome
If funds allow: \$8,000 -\$20,000	Youth Development Mentor: These mentors will be assigned a caseload of students who are in the “middle”, they are capable and able, but continue to be stagnant. The mentor will help them establish goals early on	Increased Student support via direct caseload support Higher academic achievement for identified

	(pre-school year engagement), they help to identify SMARTe Goals, and then help the student meet them. This support will happen in and outside of the classroom. This is a 1.0 FTE. Balance will be paid out of separate site funds.	high-needs students. Increased classroom support of high needs and English Language Learners.
\$8,478	.4-.5 Youth Development Mentor, works with an assigned caseload of 6th grade students. Helping students create and maintain an Independent Student Learning Plan, Create SMARTe Goals, Supporting students in class, and supporting grade level teachers in the celebration of student success. The other portion of this position is paid with other grant funds for the 17-18 school year. This is a contracted position and does not need to be a credentialed position.	Increase in percentage of 6th grade students that return in 7th grade. Increase in 6th grade attendance and passing grades. Increase in assemblies celebrating students.

Goal #3: Create a more positive and safe middle school learning environment

3. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

At 100% Funding:

While our students are showing that they want to be at school, through our lower chronic attendance rates and lower Universal Referrals, we continue to struggle with issues of respect. This is a peer to peer and student to teacher issue. We recognize that changing the cultural mindset of struggling community takes the establishment of shared rituals and routines. We ask students to join our community, but rarely take time to build community beyond behavioral expectations. A positive and safe middle school learning environment takes positive and safe relationships.

Strong Advisory Curriculum & Teacher PD: Selection, implementation, and training around an advisory curriculum that can be implemented with fidelity. Currently our students participate in advisory, but much of it is ad-hoc and/or an combination of several strategies. We need a proven curriculum and teachers need time to prepare themselves and the curriculum for the varying abilities and needs of our students.

Ritual, Routine, Resilience: We want to begin to establish ritual for our students via the **Drum Circle**, this circle would be used to train students in traditional drumming styles. We need to begin to build our collection of traditional drums from our varying cultures at Alliance (Congas, Djembe, To'ere, and Ansal Drums). Our Drum Circles can begin to be a daily ceremony opening. We also want to establish grade level **Camping Trips** to increase/strengthen our CROWN values (**C**omunidad, **R**esilience, **O**penness, **W**onder, **N**ia). Much of this would be led by our **CultureKeepers**, these would be adults focused on helping to facilitate the social-emotional development of our students.

CultureKeepers: 1-3 members that help to support students during and in between class. They identify students that need key Tier 1 and Tier 2 support. They would also partner with teachers to celebrate students with community meetings, assemblies, and at teambuilding activities.

Budget	2017-18 Activity	Anticipated Outcome

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.
- 2.
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.