



**Measure G1
Grant Application
2018-19- Charters**

Due: March 15, 2018

Revised: May 14, 2108

School	North Oakland Community Charter School	Contact *	David Bond
School Address	1000 42nd Street	Contact Email	david.bond@noccs.org
Interim Co-Principals	Ms. Annette de la Llana Dr. Lehi Dickey	Principal Email	annette.delallana@noccs.org lehi.dickey@noccs.org
School Phone	510-655-0540	Recommended Grant Amount**	\$6,857
Actual 2017-18 Enrollment (6-8) (20 day count)	74	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	24

*Measure G1 Communications will be sent to individual listed as the Contact for the organization. Please include principal's information as well, if they are not the same.

**Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected tax 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>		Budget Amount
1	Prepare classroom for use as Music Maker Studio (such as installing soundproofing and providing seating and instrument storage).	\$1,686
2	Increase Art materials budget to \$15/student.	\$1,000
3	Purchase Spanish Curriculum, including textbooks, workbooks, online access and teacher guide.	\$1,000
	Budget Total	\$3,686

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

2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i>		Budget Amount
1	Teacher Training for Equity professional development, such as offered by Zaretta Hammond, author of <i>Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students</i> .	\$2,500

2	Year-long staff development focus to create and implement the NOCCS Restorative Justice Model (with meetings at least once per month devoted to the topic), including a 4-6 hour staff training, such as by offered by David Yusem, using the <i>OUSD Restorative Justice Implementation Guide, A Whole School Approach</i> .	\$1,500
3	Build our musical instrument collection: <ul style="list-style-type: none"> - 1 Cajon = \$300 - 10 Djembe drums = \$500 - 36 pair drumsticks = \$300 - 10 pairs Clave sticks = \$50 - 2 kick drum heads = \$100 - 5 pack snare drum head = \$150 - 1 set Remo Sound Shapes = \$100 - 3 Shekere = \$150 - 30 5-gallon buckets (for drumming) = \$350 - Taxes, shipping, misc. = \$357 	\$2,357
4	Provide art instructor with a least one professional workshop and release time to meet with an experienced, highly regarded Art Teacher at another other school.	\$500
Budget Total		\$6,857

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
53%	47%	45%	11%	11%	9%	92%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
28%	.5%	10%	12%	.5%	1%	29%	20%

Measure G1 Lead Team:

Name	Role
Annette de la Llana	Interim Co-Head of School & Middle School Lead Teacher
Lehi Dickey	Interim Co-Head of School
Cori Belew	Grade 4/5 Lead Teacher & K-8 SPED Education Specialist
David Bond	Operations and Enrollment
Mirela Stanke	Current Middle School Parent

School Vision: From *Vision 2020* (NOCCS Strategic Plan): NOCCS is an equitable, excellent, artfully innovative school as measured by multiple outputs. Our entire school community shares, holds, and “walks the talk” of Equity – it is an integral part of our school culture. We have leveraged and adapted our model, curriculum, and systems to best serve our most vulnerable learners. Additionally, and particularly relevant to Measure G1 Goals, our Graduate Profile articulates what we expect all NOCCS students to know and be able to demonstrate upon graduation. Among its four key expectations is that our students will “Communicate powerfully, and express their understanding in multiple forms (visual arts, poetry, song, dramatic performances, formal presentations, debates, etc.).”

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)	2016-17 (last yr)	2017-18 (this yr)	Art (Visual Arts, Theater, and Dance)	2016-17 (last yr)	2017-18 (this yr)
Access and Equitable Opportunity	Basic	Entry	Access and Equitable Opportunity	Quality	Basic
Instructional Program	Entry	Entry	Instructional Program	Basic	Basic
Staffing	Entry	Entry	Staffing	Basic	Basic
Facilities	Entry	Entry	Facilities	Basic	Basic
Equipment and Materials	Entry	Entry	Equipment and Materials	Entry	Entry
Teacher Professional Learning	Entry	Entry	Teacher Professional Learning	Basic	Entry
World Language (Rubric)	2016-17 (last yr)	2017-18 (this yr)			
Content and Course Offerings	Developing	Emerging			
Communication	Emerging	Emerging			
Real world learning and Global competence	Emerging	Emerging			

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)	59% return rate, 5th to 6th	63% return rate, 5th to 6th	Suspension	1	6
ES Outreach Strategy Actions	Parent/guardian tour, student tour	Parent/guardian tour, student tour	Chronic Absence	5	8
Programs to support ES students transition to MS	Student visit morning, Gr 6-8 Orientation	Student visit morning, Gr 6-8 Orientation	CHKS data (district only)	N/A	N/A

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

Community Engagement Meeting(s)	
Community Group	Date
NOCCS Town Hall Meeting (parents, board members, admin)	Thursday, April 19, 2018

Staff Engagement Meeting(s)	
Staff Group	Date
Upper School (Grades 6-7-8) Weekly Staff Meeting	Wednesday, April 18, 2018

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 total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric		
<p>Our <i>temporary</i> outfitting of a Music Maker space and the use of loaned instruments this school year has confirmed the value in continuing to plan to make this space <i>permanent</i>, including the installation of soundproofing and instrument storage (using 17-18 funds this fall), followed by the acquisition instruments (using 18-19 funds). We plan to continue our partnership with Get Empowered, a non-profit youth arts organization that provides us with one/several professional musicians to teach our music classes. Our overall goal continues to be the creation of a comprehensive and sustainable middle school music program, over a period of several years.</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>
\$2,000	<p>Build our musical instrument collection:</p> <ol style="list-style-type: none"> 1. 1 Cajon = \$300 2. 10 Djembe drums = \$500 3. 36 pair drumsticks = \$300 4. 10 pairs Clave sticks = \$50 5. 2 kick drum heads = \$100 6. 5 pack snare drum head = \$150 7. 1 set Remo Sound Shapes = \$100 8. 3 Shekere = \$150 9. 30 5-gallon buckets (for drumming) = \$350 10. Taxes, shipping, misc. = \$357 <p><i>Budget estimates from musiciansfriend.com and amazon.com</i></p>	<ol style="list-style-type: none"> 11. Every middle school student will participate in at least one trimester-long music class. 12. Enough instruments will be purchased so that each student will be able to play and learn at least one type. 13. Every middle school student will demonstrate their learning through one or more schoolwide performances.

2. Art Program

Programmatic Narrative Based on Rubric
Weekly visual art classes have continued to be a relatively strong aspect of our middle school program, including

instruction and practice in specific techniques and use of materials, as well as collaborative projects that integrate with core academic subjects. As planned, we will spend 17-18 G1 funds this fall to augment the per-pupil art materials budget. We will then allocate 18-19 funds to provide our Art Teacher with tailored professional development opportunities; specifically, access to best practices in Art teaching and curriculum design and development.

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>
\$500	Provide art instructor with a least one professional workshop and release time to meet with an experienced, highly regarded Art Teacher at another school.	Every middle school student will do at least one <i>new</i> in-depth project in art class (at least 1 mo. / 4 class sessions), based on the art instructor's professional development.

3. World Language Program

Programmatic Narrative Based on Rubric

From 17-18 funds, this fall we will complete the purchase of a comprehensive Spanish Curriculum, including textbooks, workbooks, online access and a teacher guide. We do not anticipate additional expenditures for 18-19 that qualify for G1 funding.

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>
\$0		

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
<p>Based on staff and parent community feedback, we believe the most productive use of our G1 funds is to focus directly on improving the school culture of the middle school (see next area) as well as enrichment programs, particularly music. As these aspects of our middle school improve, we believe that this will lead to more students and families wanting to re-enroll for grade 6.</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>
\$0		

5. Safe and Positive School Culture

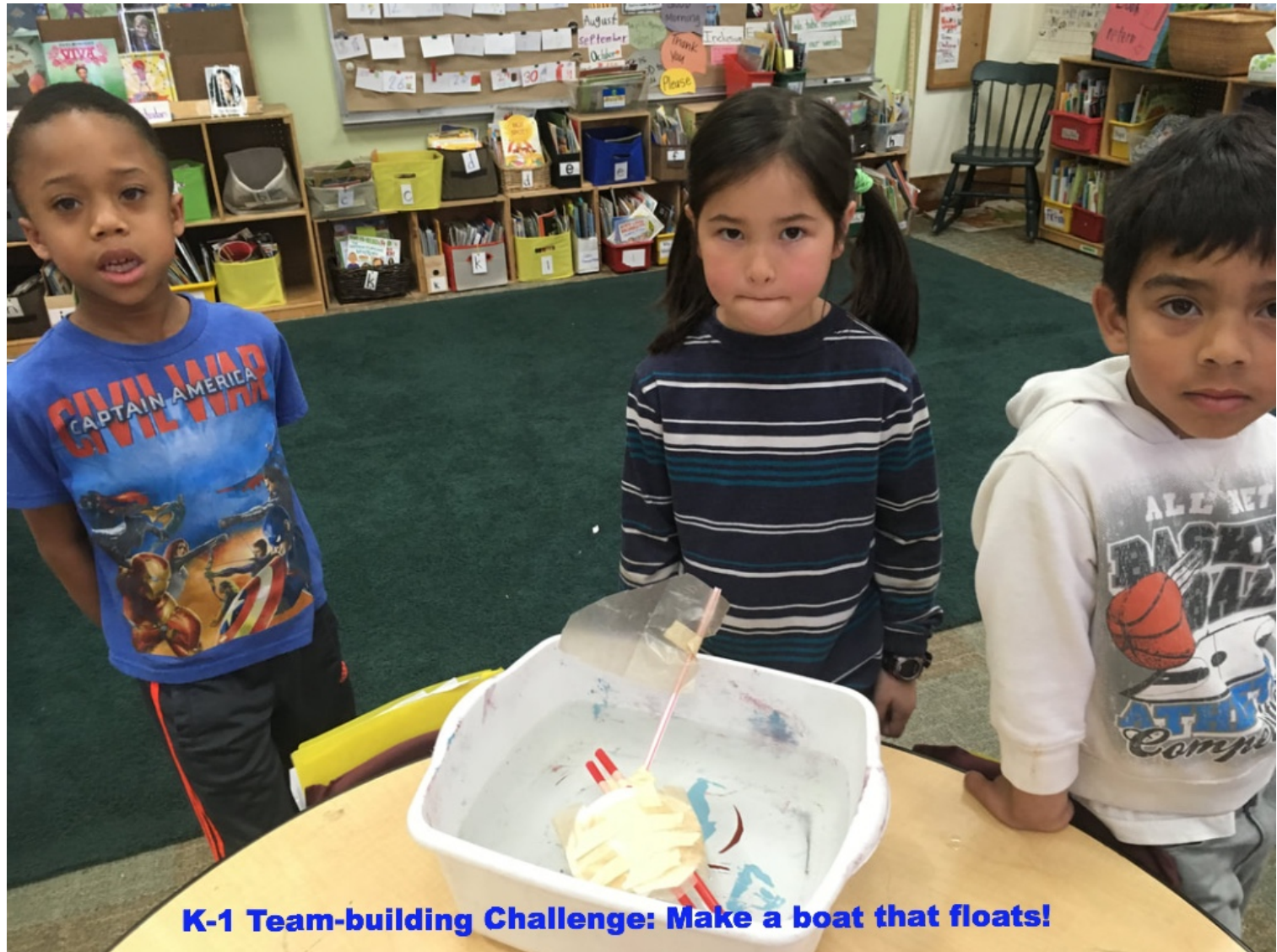
Programmatic Narrative Based on Data Analysis		
<p>Improving the culture and climate of the middle school has emerged as <i>the</i> top priority from our stakeholder engagement meetings and G1 self-assessments. Parent surveys reveal relative strengths in the areas of students being respected for their differences and having diverse friendships. The biggest challenges are a lack of clear expectations and consistency in the school's discipline policy, and that students are not learning ways to successfully resolve conflict. Given shifts in our enrollment demographics, it is clear that we need to a) Create a Teacher Training for Equity professional development program that incorporates aspects such as culturally responsive teaching and trauma-informed practices; and b) Develop a pro-active, equitable NOCCS Restorative Justice Model that is consistent with our Mission and Core Principles, to be used by students and teachers and throughout the community to resolve conflicts and address discipline issues. We plan to implement each of these programs by... (see budget for more details)</p> <ul style="list-style-type: none"> a) Holding one whole-staff professional training at NOCCS for each area, and b) Reading one or more common resources together as a middle school staff, and c) Meeting at least monthly to discuss, plan and implement our new programs in these two areas. <p>The educators and published book and guide listed in the budget below are intended to demonstrate the kind and level of programming we seek to develop with the support of G1 funds. Plans will be finalized by our new Head of School (beginning July 1, 2018) using the same or a similar caliber of professional support.</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>
\$2,500	Teacher Training for Equity professional development, such as offered by Zaretta Hammond, author of <i>Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students</i> .	Students will be in their classrooms and participating in learning more consistently, with at least a 50% reduction in outside-of-class time / referrals to the school office.

\$1,500	Year-long staff development focus to create and implement the NOCCS Restorative Justice Model (with meetings at least once per month devoted to the topic), including a 4-6 hour staff training, such as by offered by David Yusem, using the <i>OUSD Restorative Justice Implementation Guide, A Whole School Approach</i> .	<ol style="list-style-type: none"> 1. At least 80% of students will respond that they understand the process for resolving conflicts at school (with a similar percentage of parents responding, as well). 2. At least 80% of students who use the Restorative Justice Model will identify the process as somewhat to mostly fair and somewhat to mostly effective in resolving conflict and improving safety and the learning environment at school.

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



weekly blast!



K-1 Team-building Challenge: Make a boat that floats!

Come to the
**TOWN HALL
MEETING**



**6 - 8 PM
THIS THURSDAY**
in the Atrium

SCHOOL NEWS

Town Hall Meeting THIS THURSDAY 6 - 8 PM on April 19

The agenda will include the following:

- Trauma-Informed Practices
- Head of School Search Update
- The School Budget
- Measure G1 Grant (Upper School Enrichment)

Share Your Priorities for Upper School Enrichment Provide your assessment of current 6-7-8 art, music and world language programs and tell us how you would like to see local Measure G1 funds used. Come to the Town Hall Meeting on 4/19 and/or contact [Mr. Bond](#).

*The NOCCS Board of Directors & Family Teacher Organization
invite you to join the next*

NOCCS TOWN HALL

Get updated on the latest developments.
Ask your questions.
Share priorities for Upper School enrichment
funding via Measure G1.
Be part of the community that keeps NOCCS
strong and moving forward.

**Thursday, April 19th
NOCCS Atrium
6pm-8pm**

Childcare & pizza for kids will be provided by the FTO.



North Oakland Community Charter School

NOCCS Meeting Sign-In

TOPIC: Measure G1 Self-Assessment DATE: 4/19/18 TIME: 6 PM

Please write your First and Last Name, and your Job Title or Role at the School, thanks!

1. Stephanie Montero, parent
2. Hanna Flores, parent
3. AINDRILA MUKHOPADHYAY, PARENT
4. Misela Stanke, Parent
5. Jo Anderson, parent
6. Wendy Barry-Cover, alumna/parent
7. LIN MAYR PARENT
8. KEVIN DUNN, staff - K-1 After school instructor / Instructional Aide
9. Mira Betz Parent
10. Alesha REAVES, parent & staff
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

NOCCS Meeting Sign-In

TOPIC: Measure G1 Self-Assessment

DATE: 4/19/18 TIME: 6 PM

Please write your First and Last Name, and your Job Title or Role at the School, thanks!

1. Cara Dellaquila - parent of a 2nd grader
2. Imad Abuelgasim parent 1st & 4th Graders.
3. Christine Walk parent (4 grader) (7th grader)
4. Kelley Lamsens - parent (6 grade)
5. Shaonna Muhammad parent of 3rd grader
6. Claire Chase parent of 1st grader
7. JASON DRISKER parent of 1st grader
8. Yvette Renee parent of 1st + 5th grader
9. Kelly Ording Parent of 4th grader
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

MEASURE G1

Please complete BOTH sides and return to David Bond by Monday, April 23 latest

THANKS!

Teacher Retention & Middle School Improvement Act

Allowable and Unallowable Expenses: Important note: G1 funds should be used to supplement, not supplant additional services, staff, programs or materials the site would not otherwise have within the following goal areas:

Goals	Allowable Expenses (some examples of expenses)
Increase access to courses in arts, music, and world languages in grades 6-8	Staff (art, music, world language) Instruments Art supplies Language software and teaching aids Professional development
Improve student retention during the transition from elementary to middle school.	Staffing and other resources that will not supplant pre-existing services
Create a more positive and safe middle school learning environment.	Staffing and other resources that will not supplant pre-existing services

➔ **Middle School Measure G1 Self-Assessment:** Please use attached Rubrics to score current Gr 6-7-8 programs in the following areas:

1. Music "Entry", "Basic", or "Quality"		2. Art -Visual Arts, Theater, and Dance "Entry", "Basic", or "Quality"	
Access and Equitable Opportunity	Q B E E E E B B E B B E E	Access and Equitable Opportunity	E B R B Q B E B B Q E Q B E B Q
Instructional Program	R E E E E E E E E B B E E	Instructional Program	B E E E E Q B E B E B E R Q E B Q
Staffing	B E E E E E E E E E B E E E	Staffing	B B B E Q B B B B E Q E E B B
Facilities	E E E E B E E E E E E E B E E	Facilities	B B B B B E B B E E B B E B B
Equipment and Materials	E E E E B E E B E B E E E E E E	Equipment and Materials	E E E E B E E E E E B E B
Teacher Professional Learning	E E E E E E E E B E E	Teacher Professional Learning	E B Q E E E E E E B E E
3. World Language "Emerging", "Developing", "Sustaining" or "Thriving"		4. Creating a more positive and safe middle school learning environment.	
Content and Course Offerings	E E E E E E E E E E E E E E E	Please ^{also} complete the brief survey (6 multiple-choice questions) on the reverse.	
Communication and Recognition	E E E E E E E E E E E E E E E		
Real world learning and Global competence	E E E E E E E E E E E E E E E		
		Thank You!	

MEASURE G1

A. My child feels physically safe at school.

Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree
 || |||| || ||| |

B. My child's teacher(s) successfully creates a sense of community in his/her/ their class(rooms).

Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree
 ||| || || ||| |

C. My child is respected at school for his/her differences (for example: gender, physical appearance, race, ethnicity, family structure, culture...)

Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree
 || ||| || || |

D. It is evident from student behavior that there are clear expectations and consistency in the discipline policy.

Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree
 || | | ||| ||| |

E. Students at NOCCS learn ways to resolve disagreements so that everyone can be satisfied with the outcome.

Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree
 | | || ||| ||

F. My child has good friendships with a diverse group of friends at NOCCS.

Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree
 ||| ||| | | |

G. (Optional) Please share any ideas or resources—such as curriculum, teacher professional development programs, etc.—that you may be aware of related to creating a more positive and safe grades 6-7-8 learning environment:

Playworks
 Integrated Learning Specialist Program (ILSP)
 Shavakky Hallie - Culturally Responsive Teaching Trainer
 Restorative Justice practices
 Pro-Active Community Building not reactive discipline policies
 Reinfit NoCCS Core Values, incl. Teaching for Understanding
 Peacemaking nbs to be revamped + become core pieces.
 Trauma-based practices training

MTSS Professional Development

Summary of Measure G1 NOCCS Parent Meeting Discussion

(see also pg. 2 parent notes)

The majority of the discussion and feedback focused on improving the culture and climate of the NOCCS middle school, mainly to benefit those students and their learning directly, and also because:

- the older kids are role-models for the elementary kids
- a safer and more respectful middle school will help us to retain more 5th graders into 6th grade.

In terms of how to do this, there was general consensus that while the existing NOCCS peacemaking model appears to be working well for the K-5, it has not been adapted as effectively to suit 6-8 (admittedly newer grades at the school) and should be made a central focus of the middle schoolers' educations, along with academic instruction.

Terms and suggestions that were shared included:

- Restorative Justice
- Trauma-informed practices
- Culturally-responsive / competent teaching
- Keeping and incorporating the 10 NOCCS Core Values

There was some divided and strong opinions about how—on the one hand—we value proactive, community-based inclusive practices; and yet we also need clear expectations for how students treat each other and greater shared understanding of what happens if and when they don't. There was some hope expressed that an explicit restorative justice model could help unify us in these areas.

NOCCS G1 MTG, PARENT NOTES

Training in restorative justice practices
trauma informed practices
~~Culturally~~ cultural competence

Peace making approach needs to be revamped
and become core piece in children's education.

bigger art budget
funds for trauma based
practices training

-
- Revist the NOCCS "10 Core Values"
 - Teaching for Understanding

-
1. Playworks for a positive recess → leads to better climate & more focused learning
 2. Teacher training in ILSP (Integrated Learning Specialist Program), since an engaging, culturally responsive curriculum fosters a safe climate
 3. Sharokky Holle-training in culturally responsive teaching
 4. Restorative Justice practices
 5. Focus on proactive community-building, not reactive "discipline" policies

From: Annette de la Llana annette.delallana@noccs.org
Subject: [Staff] Staff PD today Room 9
Date: April 18, 2018 at 9:29 AM
To: NOCCS Staff - Work Accounts staff@noccs.org



Hi team,

Please meet in Room 9 today for our professional development session with Dr. Davidson.

Upper school team will meet with David Bond to discuss Measure G1 Funding at 3:30pm in Room 9.

Please reach out with any questions.

Annette

Annette E. de la Llana
Co-Interim Head of School
North Oakland Community Charter School
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[Oakland, California 94608](https://www.noccs.org)
(office) [\(510\) 655-0540](tel:5106550540)
(mobile) [\(646\) 584-6228](tel:6465846228)
annette.delallana@noccs.org
www.noccs.org

[Please consider supporting NOCCS!](#)

“Revolution is not a one time event.” — Audre Lorde, **Sister Outsider: Essays and Speeches**

NOCCS Meeting Sign-In

TOPIC: Measure G1 Staff Feedback DATE: 4/18/19 TIME: 3:30 PM

Please write your First and Last Name, and your Job Title or Role at the School, thanks!

1. David Bond, Operations and Enrollment
2. Tammara Mercer Art, Technique, Culture
3. Christiana Hart Humanities Teacher (6th Grade)
4. Annette de la Llana 7th/8th grade Humanities Teacher / Co-Interim Head of School
5. Rodrick Stovall 6/7/8 S.T.E.A.M Co-teacher
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

MEASURE G1

Teacher Retention & Middle School Improvement Act

Allowable and Unallowable Expenses: Important note: G1 funds should be used to supplement, not supplant additional services, staff, programs or materials the site would not otherwise have within the following goal areas:

Goals	Allowable Expenses (some examples of expenses)
Increase access to courses in arts, music, and world languages in grades 6-8	Staff (art, music, world language) Instruments Art supplies Language software and teaching aids Professional development
Improve student retention during the transition from elementary to middle school.	Staffing and other resources that will not supplant pre-existing services
Create a more positive and safe middle- school learning environment.	Staffing and other resources that will not supplant pre-existing services

Middle School Measure G1 Self- Assessment: Please use attached Rubrics to score current Gr 6-7-8 programs in the following areas:

1. Music "Entry", "Basic", or "Quality"		2. Art -Visual Arts, Theater, and Dance "Entry", "Basic", or "Quality"	
Access and Equitable Opportunity	N/A	Access and Equitable Opportunity	BASIC
Instructional Program	N/A	Instructional Program	BASIC
Staffing	N/A	Staffing	ENTRY BASIC
Facilities	N/A	Facilities	BASIC
Equipment and Materials	N/A	Equipment and Materials	ENTRY
Teacher Professional Learning	N/A	Teacher Professional Learning	ENTRY
3. World Language "Emerging", "Developing", "Sustaining" or "Thriving"		4. Ideas/budget items to improve 5th to 6th retention: 5. Ideas/budget items to create a more positive + safe middle school. - Continued professional development w/ trauma-informed practices - entry funding MTSS professional development	
Content and Course Offerings	NA		
Communication	MA		
Real world learning and Global competence	N/A		

Rod

MEASURE G1

Teacher Retention & Middle School Improvement Act

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Access and Equitable Opportunity	Basic	Access and Equitable Opportunity	Entry
Instructional Program	Basic	Instructional Program	Entry
Staffing	Entry	Staffing	Entry
Facilities	Basic	Facilities	Entry
Equipment and Materials	Entry	Equipment and Materials	Basic
Teacher Professional Learning	Basic	Teacher Professional Learning	Basic
3. World Language "Emerging", "Developing", "Sustaining" or "Thriving"		4. Ideas/budget items to improve 5th to 6th retention: Entry 5. Ideas/budget items to create a more positive + safe middle school. Entry	
Content and Course Offerings	Emerging		
Communication	Emerging		
Real world learning and Global competence	Emerging		

MEASURE G1

Teacher Retention & Middle School Improvement Act

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Access and Equitable Opportunity	N/A N/A	Access and Equitable Opportunity	Quality
Instructional Program	N/A N/A	Instructional Program	Quality
Staffing	N/A	Staffing	Basic
Facilities	Extr. N/A	Facilities	Basic
Equipment and Materials	N/A	Equipment and Materials	Basic
Teacher Professional Learning	N/A	Teacher Professional Learning	??
3. World Language "Emerging", "Developing", "Sustaining" or "Thriving"		4. Ideas/budget items to improve 5th to 6th retention:	
Content and Course Offerings	Emerging N/A		
Communication	Emerging N/A		
Real world learning and Global competence	Basic Emerging		
		5. Ideas/budget items to create a more positive + safe middle school. continue professional development w/ trauma-informed practices - funding MTSS professional develop.	