

THEY DIDN'T KNOW  
WE WERE  
SEEDS.



ROOTS INTERNATIONAL ACADEMY

2016-17 Measure G1 Commission Presentation

# ROOTS 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.



# SCHOOL DATA - GOALS

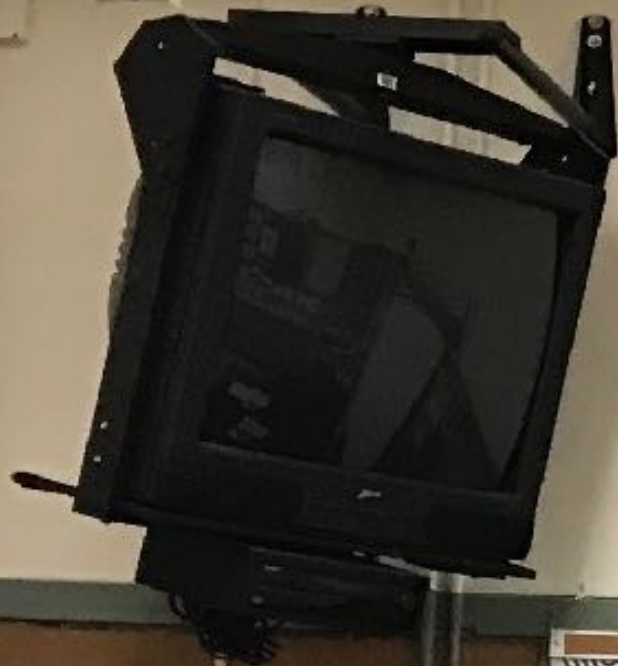


- First Returning Administration of 3+ years in a decade
- Current Offering of Music, Visual Art, Dance,
- Dynamic use of personnel to offer additional electives: Mixed Martial Arts, Computer Science, and other electives
- Partnership with ACOE for Arts Integration across all classrooms
- Hit and exceeded enrollment projections 2 years in a row
- 60% Reduction in Out of School Suspensions
- 100% Retention of core teaching staff from 2015-16 to 2016-17
- Increased Family Engagement through Project Based Learning

# SCHOOL DATA - GROWS



- Declining Family Engagement and School Apathy
- Suspensions 45 from 101 this time last year
  - Supporting specific tiers & behaviors
  - 700 Referrals
  - 50% from 6th Grade
- 20.8% Chronic Absence consistent throughout the year
- Teacher & staff turnover in 2017-2018
- Elective and enrichment classes need more support (high transfer/referral rate)



SCIENTIST CODE OF CONDUCT

WE GROW!

VALUE EVERY PERSON

BE KIND

TRY HARD AND KEEP TRYING

BE BRAVE

WORK COLLABORATIVELY

ASK QUESTIONS

LISTEN TO LEARN



Rhinos      Rattlesnakes

Marking Period 4 Graded Work

Cheetah Article

The Comeback Article

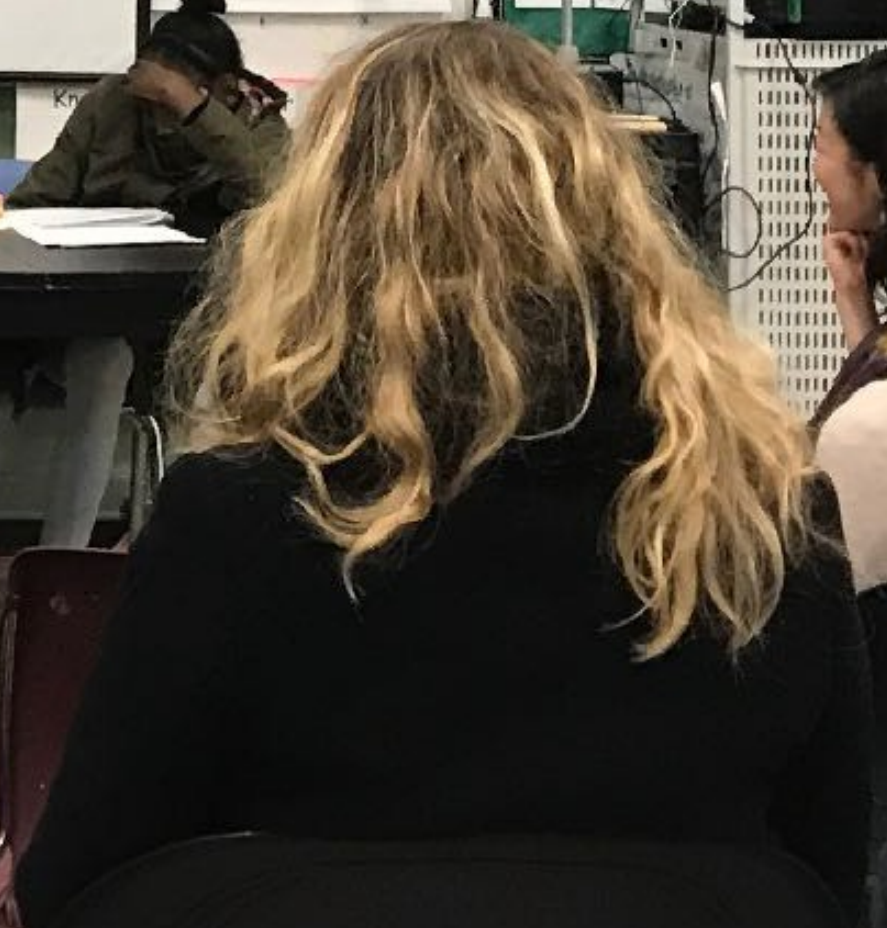
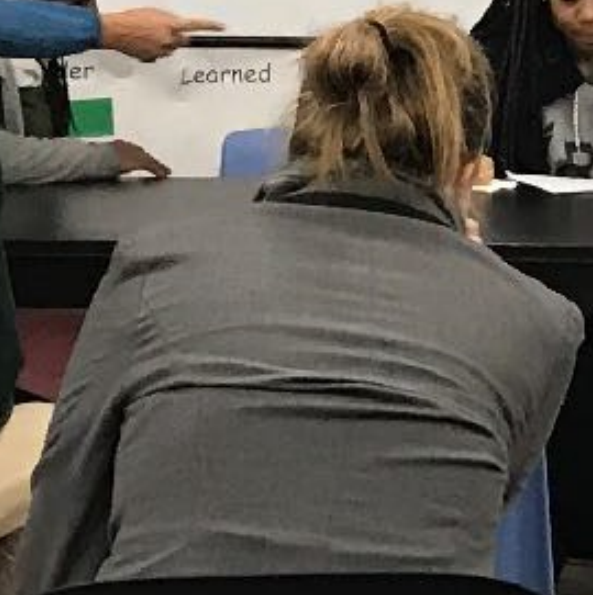
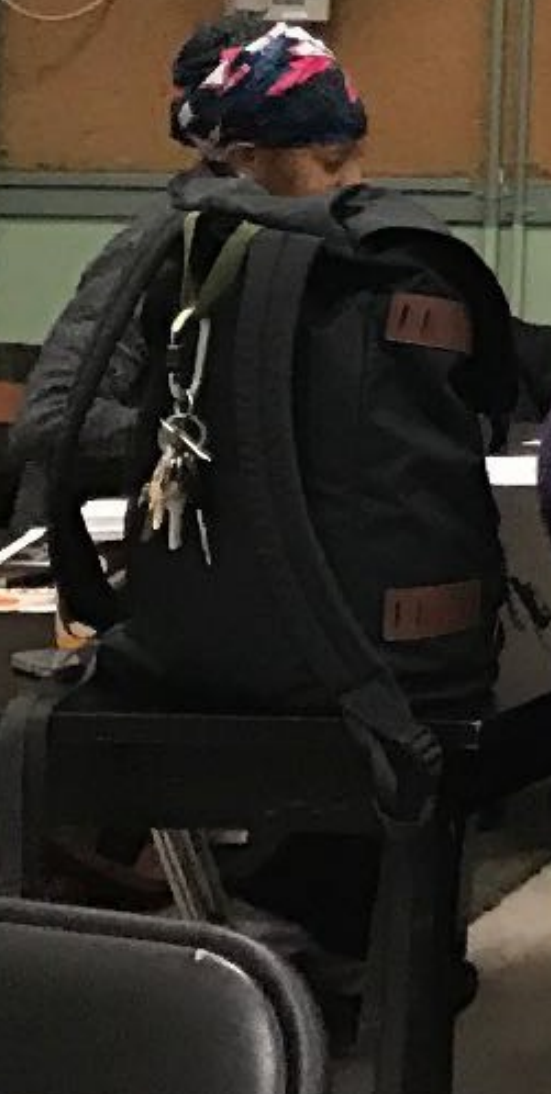
The Call of the Wild Article

SCIENCE WORD WALL

|              |           |            |           |
|--------------|-----------|------------|-----------|
| Ecology      | Abiotic   | Hypothesis | Inclusion |
| Biodiversity | Biotic    | Adaptation | Stagnant  |
| Leopards     | Diversity | Resilience | Survival  |
| Biome        |           |            |           |

ACADEMIC DIS

1. Walk about text
2. Track the speaker
3. Give Me
4. Show Me
5. Be Ready to
6. Perceive



Date

Do Now

LT (Last Thursday)

MT (Monday)

ET (Every Thursday)

THIS IS HOW WE DO NOW!

# OVERARCHING VISION FOR GI FUNDS



One component missing from our improving conditions for learning is a space to hold transitions of students entering from 5th grade and leaving 8th grade. A partnership with **OUSD's Future Center** offers our school a hub to design and implement a cohesive 6-8 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 and opportunities.

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. The Future Center will support and align with the following outcomes:

- *Moving On Up* Experiences for rising 5th graders and 8th Graders
  - 2 Engagements for 5th
  - 2 Engagements for 8th Graders
- Recruitment of incoming 6th Grade Students
- Family Middle School Orientation for 6th Grade Students
- Family A-G Presentation for 8th Grade
- High School Decision Day
- 1 College Tour per Grade Level
- High School Mentors (2x a year)



# GROUNDED SCHOOL WIDE ROOT-CAUSE ANALYSIS

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## PRIMARY BARRIERS TO ADDRESS

- Recruitment & Attendance
- Family Engagement
- Move from Entry to Basic/Quality

Successes: What are some implementation successes you will be looking for in 2017-2018

- Attendance:
  - Cutting Chronic Attendance from 20.9% to below 13%
  - Increasing First Chooser Rate from 30% to 50%
- Family Engagement:
  - 4 Events with at least 70% attendance or more



# 2017-18 MEASURE G1 BUDGET ALLOCATIONS

| <b>Expense</b> | <b>Description</b>                          | <b>Rationale</b> |
|----------------|---|------------------|
| 40             | Contract with MOCHA                         |                  |
| 25             | Contract with Future Center                 |                  |
| 9              | Materials and Supplies for Arts Programming |                  |





|                          |                                 |                           |                   |
|--------------------------|---------------------------------|---------------------------|-------------------|
| School:                  | Roots International Academy     | Principal                 | Geoff vu          |
| School Address           | 1390 66th Ave Oakland, CA 94621 | Principal Email:          | geoff.vu@ousd.org |
| School Phone             | 510.639.3226                    | Principal Phone:          | 425.802.5821      |
| 2017-18 Enrollment (6-8) | 319                             | Anticipated Grant Amount* | \$74,909          |

\*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 |
|------|--------|--------|------------|----------------------|--------------------|---------------------|
| 46.8 | 53.2   | 91.6   | 13.9       | 6%                   | 39.9%              | 323                 |

**Student Body Ethnic Composition**

| African-American | American Indian/Alaskan Native | Asian | Hispanic/Latino | Filipino | Pacific/Islander | Caucasian | Multiracial |
|------------------|--------------------------------|-------|-----------------|----------|------------------|-----------|-------------|
| 30.4             | 0                              | 3.3   | 60.5            | .3       | .6               | 1.8       | .5          |

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

| Name         | Role           |
|--------------|----------------|
| Geoff Vu     | Principal      |
| Shawna Myers | CCTL           |
| Kevin Goines | AP             |
| SSC          | Family Council |

**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.

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

**Measure G1 Data Analysis**

| <b>5th - 6th Grade Enrollment/Retention (SPF/SPSA/Enrollment )</b> |  | <b>Safe and Positive School Culture (SPF/SPSA)</b> |  |
|--|--|--|--|
| <b>2016-17 Enrollment Data (projection vs. 20 day)</b>             | 315 Projected<br>319 Enrolled  | <b>SPF - Suspension</b>                            | 2.25                                   |
| <b>ES Outreach Strategy Actions</b>                                | Confirmation calls to all families. School visits to neighboring elementary sites. School options fair presence. | <b>SPF - Chronic Absence</b>                       | 1.0                                    |
| <b>Programs to support ES students transition to MS</b>            | Summer bridge program. Core classes in 6th grade.  | <b>CHKS data</b>                                   | C&C Parent - 6.0<br>C&C Student - 2.88 |

**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             | 2.7.17 |
| School Site Council             | 3.29   |

| Staff Engagement Meeting(s) |        |
|-----------------------------|--------|
| Staff Group                 | Date   |
| All staff                   | 3.7.17 |
| Elective Staff              | 3.9.17 |

### ***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**

| <b>Programmatic Narrative Based on Rubric</b>  |                           |                            |
|--|---------------------------|----------------------------|
| <p>Roots currently has a part time music teacher. Our current music program is limited primarily by space and facilities. We have a plethora of instruments and A/V equipment, however, we do not happen to have a space that accommodate the sound production, or number of students per elective. That being said, Roots is creatively utilizing library, stage, and classroom spaces to engage in digital music production and practice in certain string and piano instruments. Given the major limitations in a room outfitted for music production, music has not had as much emphasis as visual arts and drama.</p> |                           |                            |
| <b>Budget</b>  | <b>2017-18 Activities</b> | <b>Anticipated Outcome</b> |
| 0  | -                         | -                          |
|  |                           |                            |
|  |                           |                            |

**2. Art Program**

| <b>Programmatic Narrative Based on Rubric</b>  |  |  |
|--|--|--|
| <p>Roots International Academy will use G1 funds to increase our students’ access to high quality performing arts programming. Currently, we offer 3 periods of Visual Arts and 3 periods of Hip Hop Dance daily. Our current level of programming is entry level for staffing, instruction and materials and basic for all other indicators on the self-assessment rubric. G1 funds will allow us to move our current level of arts offering from entry and basic to quality. G1 funds will be used in the 2017-2018 school year to:</p> <ul style="list-style-type: none"> <li>● Enhance current offerings by creating an additional performing arts elective choice for students</li> <li>● Ensuring instructors are highly-trained specialists of performing arts education</li> <li>● Expanding students’ access to a variety of materials and resources to support their learning expression.</li> </ul> |  |  |
| <b>Budget</b>  | <b>2017-18 Activities</b>                  | <b>Anticipated Outcome</b>   |
| 65,000   | 1.0 Drama/Arts Teacher                     | 60-70 students will receive instruction based around theater and drama, with an emphasis on  |
| 40,000   | Contract with MOCHA or Attitudinal Healing | <p>60-70 Students will participate in high-quality visual and/or performing 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> <p>Students will show their artwork or perform for their families and the larger school community in twice annual</p> |

|        |  |   |
|--------|--|---|
|        |  | electives showcases.  |
| 20,000 | Full Time Maker Americorps VISTA   | <p>Maker VISTA will work in partnership with school leadership to develop a dedicated makerspace at Roots, provide professional development for core content teachers and to secure funding to ensure the sustainability of maker programming.</p> <p>60-70 Students will participate in high-quality STEAM and entrepreneurship 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> <p>Students will show their maker creations for their families and the larger school community in twice annual electives showcases.</p> |
| 9,000  | Supplies for Performing Arts and Maker Programming                       | Students participating in arts programming will have access to a variety of supplies and materials needed to support their creative expression.   |
| 8,000  | Arts Instructor Professional Development and Collaborative Planning Time | Arts programming instructors will have paid time to meet in an elective PLC to support collaboration and deepen their practice.   |

### 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 | 2017-18 Activities | Anticipated Outcome |
|--------|--------------------|---------------------|
| -      | -                  | -                   |
|        |                    |                     |
|        |                    |                     |

## 2. 5th to 6th Grade Enrollment Retention

### Programmatic Narrative Based on Data Analysis

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 also looks like engaging families early in school wide activities and events pre 6th grade. In addition, Roots hopes to invest in the college future center to work towards retaining 6th graders in a streamlined experience and vision for middle school.

| Budget    | 2017-18 Activity | Anticipated Outcome |
|-----------|------------------|---------------------|
| See Below | See Below        | See Below           |
|           |                  |                     |
|           |                  |                     |

## 3. Safe and Positive School Culture

### Programmatic Narrative Based on Data Analysis

Though suspension rates took a dramatic shift towards the positive in 16-17, much of the work of Roots C&C can 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. One thing that is missing 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.

The Future Center will support and align with the following outcomes:

- Moving On Up Experiences for rising 5th graders and 8th Graders
  - 2 Engagements for 5th
  - 2 Engagements for 8th Graders
- Recruitment of incoming 6th Grade Students
- Family Middle School Orientation 6th Grade
- Family A-G Presentation 8th Grade
- High School Decision Day
- 1 College Tour per Grade Level
- MS 6th Grade Orientation
- High School Mentors (2x a year)

| Budget   | 2017-18 Activity  | Anticipated Outcome  |
|----------|---|--|
| \$25,000 | 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 | 330 students will have a more coherent college-oriented experience that's streamlined with a resource center, FTE to hold A-G education, academic habits, and host college visits. |
|          |   |  |
|          |   |  |



### **SSC Meeting**

**Tuesday, 2.7.17**

**4-5pm**

#### **Objectives:**

- To update our families regarding: Attendance, School District Proposal to Consolidate Schools, G1 Grant

#### **Agenda:**

1. Icebreaker – What motivated you to come to school?
2. Share attendance achievements
3. Announce G1 Implications – What's your wish?

## Present

### Family:

1. Maria Mojica
2. Tameika Stone
3. Tiesha Anderson
4. Juan Hernandez
5. Renonda Henderson
6. Jada Martin

### Teachers:

1. Shannon Bennett
2. Emma DeGuzman
3. Rose Chardak
4. Thirkell Debellotte

### Other Staff:

1. Shawna Myers

### Principal:

1. Geoff Vu

#### **1. What motivated you to come to school?**

- a. **Nothing! That's why I'm doing something for my daughter that my family didn't do for me?**
- b. **Wanting to be better.**
- c. **Mom didn't know how to read.**
- d. **When I get home...my favorite part of my day is ART**
- e. **Finishing middle school motivated me**
- f. **My friends and girls motivated me**
- g. **I had a good relationship with my assistant principal**
- h. **Grandparents – transportation. Wanted to prove that she could do it**
- i. **My parents – and my dad. Can't take away my education**

#### **2. Mr. G discusses G1 and the stipulations for G1. Mr. G breaks families up into groups of 3 and provides poster paper to begin brainstorming. Where could our money go far? What are our current needs?**

ELD Support, More Art and creative classes, Family outreach support





# ROOTS ILT AGENDA 3.7

**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:** Teachers and teams will report that PLC's were essential in supporting them to improve their instructional practice, implement high-leverage strategies, develop trusting relationships with colleagues, refine their reflective capacities, and improve student outcomes.

PLC Leads will feel effective, empowered, and proud of their work. They will describe a year of rigorous learning (for themselves) and will express that they felt supported in their work by their own PLC. They will be able to trace their work as coaches to improved student outcomes.

**ILT T.O.A.:** If we build and support the regular practice of Professional Learning Communities targeting key strategic school-wide goals, we will observe marked growth across ALL metrics of the School Performance Framework and thus, student achievement.

**2016-2017 Instructional Goals:**

- 22.2% ELA on SBAC
- 14% Math on SBAC
- 10% Growth on SRI

**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 "Learning Orientation"
- Speak our Truths Compassionately
- Channel our best-selves

**Roles:**

Facilitator: G and S  
 Timekeeper: KG  
 Process Checker: Bennett

**From Last Meeting:**

- ILT Feedback Session
- Data Review C&C

**Outcomes for this Meeting:**

- We can calendar key SBAC dates and items to prepare for PLC/PD Mini Cycle
- We can schedule TGDS short and long observations across ILT
- We can review options for G1 Grant



# ROOTS ILT AGENDA 3.7

| Time        | Agenda Item  | What/how                | Why  | Notes  |
|-------------|--|-------------------------|--|--|
| 3:50 - 4:00 | <b>Opening</b>   | Whole Group             | <i>To become present and ground us in the work of the day</i>  | Ice cream flavor?  |
| 4:05-4:15   | <b>What's Working/What can be improved?</b>  | Using Pros/Cons T-Chart | <i>To refresh our brains around SBAC Summit Day</i>            | Pros: We are doing most of these things. - Evidence is still the most central. - We know it's a literacy test. -Students can refer to text<br>Cons: -Its a literacy test -students have to decode complicated questions with unique vocabulary (not always the same) |
| 4:20-4:35   | <b>Planning Ahead</b><br><br><ol style="list-style-type: none"> <li>1. Reviewing Data from Illuminate Assessments (Patterns, trends, misconceptions)</li> <li>2. What do you predict? What are things we could look for in our assessment data that could impact how we approach or re-approach instruction?</li> <li>3. Planning for Corrective Instruction (small group v. whole group)</li> <li>4. 80% + how do you deepen? Plan for re-assessment</li> </ol> | In Pairs                | <i>To align around our end objectives. Where are we going?</i> | 1. Teachers bring in a test prompt or question that resembles sbac<br>2. Teachers create illuminate question<br>3. Teachers share and consult with others  |
| 4:35 - 5:15 | <b>G1 Options and Overview</b>   | As a group              | <i>To build out our agenda for next PD.</i>                    | We're receiving lots of money for:<br><b>Electives C&amp;C</b><br>- Almost \$175.  |



# ROOTS ILT AGENDA 3.7

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  | <p>We cannot replace existing programs</p> <p>We can only add/extend</p> <p>Ideas:</p> <ul style="list-style-type: none"> <li>-Family engagement coordinator</li> <li>-Arts partnership</li> <li>-Music Partnership</li> <li>-More dance</li> <li>-Martial Arts</li> </ul> <p>Team breaks into groups to complete self assessments</p> |
|  |  |  |  |  |



**SSC Meeting**

**Tuesday, 3.28.17**

**5 – 6 pm**

**Objectives:**

- To confirm Title 1 spending and G1 Grant Updates

**Agenda:**

1. Icebreaker – What do you wish our ELL's had more of?
2. Review and confirmation of School Site Plan and Appendix A
3. Review and confirmation of G1 Grant and Appendix A

## **Present**

### Family:

1. Maria Mojica
2. Antonio Mojica
3. Celsa Solis
4. Jose Tafoya
5. Hilda Chavez
6. Balbaena Lopez
7. Juan Hernandez

### Teachers:

1. Shannon Bennett
2. Emma DeGuzman
3. Rose Chardak
4. Jomar Ventura
5. Thirkell Debellotte

### Other Staff:

1. Shawna Myers
2. Francisca Gatica

### Principal:

1. Geoff Vu

1. **Opening - Families respond to opener questioner – more options to talk. Smaller class sizes. Simple structures and opportunities to interact**
2. **G shares SPSA and fiscal breakdown, as demonstrated in appendix a. “Based on arts funding, we have more options for students beyond this year. We also have positions that can focus on family engagement, 5/6<sup>th</sup> transition, and college readiness (future center).**
3. **Vote to approve –**

## **2017-2018 SPSA**

### **Review Appendix A for Breakdown of Spending for 2017 – 2018. Open to questions**

1. Q: Is this how teachers are paid? A: Some teachers outside of ‘base’ are paid this way  
**15/15 - APPROVED**

## 2017-2018 Title 1

4. **.6 Music/Arts Position:** Up to 45K---G explains the role of electives on campus and explains that we want to build stronger partnerships  
**15/15 - APPROVED**
  
5. **Books:** Up to \$750 for non-text books to add to new classroom libraries  
**15/15 – APPROVED**
  
6. **Restorative Justice Coordinator**—Mr. Mateo’s current position as student conflict mediator and culture builder—25K  
**15/15 – APPROVED**
  
7. **Language Link** – From Parent Money, option to invest in translation services for communication to SLC, family events  
**15/15 APPROVED**

## 2017-2018 G1 FUNDS

**Review Appendix A with emphasis for G1. Review past SSC wish list (dance, music, family engagement)**

2. G emphasizes the potential for future center FTE who supports college-going culture  
**15/15 - APPROVED**



**SSC Meeting**

**Thursday, 5.18.17**

**5 – 6 pm**

**Objectives:**

- To review and confirm SPSA and SPSA Budget

**Agenda:**

1. Review and confirmation of School Site Plan and Appendix A

## Present

### Family:

1. Maria Mojica
2. Antonio Mojica
3. Jose Tafoya
4. Hilda Chavez
5. Balbaena Lopez
6. Juan Hernandez
7. Pedro Alfaro

### Teachers:

1. Shannon Bennett
2. Emma DeGuzman
3. Rose Chardak
4. Jomar Ventura
5. Thirkell Debellotte

### Other Staff:

1. Shawna Myers
2. Francisca Gatica

### Principal:

1. Geoff Vu
  
1. **G shares SPSA and fiscal breakdown, as demonstrated in appendix a. Last time we discussed the implications of the G1 Bill. Since last time, however, things have changed. We are at risk of all funding being put on hold until next year. Nonetheless, we want to move forward and approve money allocated for teachers and programs.**
2. **G and Francisca hand out SPSA to families for review**

## **2017-2018 SPSA**

**Review Appendix A for Breakdown of Spending for 2017 – 2018. Open to questions**

1. **Motion: Francisca, Second: Shannon Bennett 15/15 - APPROVED**





# 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                                 |       |       |
|  | <b>Final Score (sum total /number of scored line items)</b>  |       |       |

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