



Measure G1 Commission Middle School Proposal Rubric

School Name:

Commissioner:

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

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



Guidelines for Teacher Retention & Middle School Improvement Act Measure G1

Measure G1 – 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

Unallowable Expenses:

- Core Classroom teachers (except art, music, or world language class)
- Clerical Positions
- Copier Contract
- Medical Supplies
- Meals

NOTE: Pre-existing services, programs, staff or materials that meet the Measure G1 goals above are NOT allowable expenses. *The exception being if a site can demonstrate that funds used for a pre-existing program have been eliminated through budget allocation reductions and that no alternative funding source exists.*

Proposal Process Timeline:

Measure G1 allocations presented with 1-pagers (for planning)	February 10, 2017
Measure G1 self-assessment for each of the goal categories	February 10-28, 2017
MS Sites (including any site with a 6-8 grade configuration) develop Measure G1 grant proposals	February 10-28, 2017
Measure G1 Commission establishment by Board of Education	February 22, 2017
Submit Measure G1 grant proposals Network team for approval prior to Lock-in Session	February 28, 2017
Sites include recommended G1 Grant proposal expenditures in BDT during lock-in sessions	March 1 – 13, 2017



Site Grant proposals presentation to Measure G1 Commission	April 17 - 21, 2017
G1 Commission notifies MS Network of proposals being recommended to Board	May 5, 2017
Approved Measure G1 grant funding loaded in site budgets	July 1, 2017

Sites must complete a diagnostic self-assessment of the school's curricular and safety needs, including an assessment of community demand for arts, music, and language education. Use of G1 funds should prioritize gaps in the categories identified as a result of the self-assessment.

The following types of data will need to be provided as evidence along with the proposal for services and programs:

- Art - Self assessment
- Music - Self assessment
- World Language - Self assessment
- Elementary to Middle School retention - Enrollment data and analysis
- Safe and Positive School Culture - Culture SPF data: URF, Suspensions, CHKS

Decisions to eliminate funding for existing services, staff, programs or materials in order use Measure G1 funds is considered supplanting and are not allowable.

- During Lock-in session your FA will load your proposed 2017-18 Measure G1 budget into the Budget Development Tool and lock-in with the proposed budget;
- Measure G1 Commission will review grant proposals and make a recommendation to the Board for approval;
- IF APPROVED: Proposed Measure G1 budget will be locked-in and adopted in the 2017-18 budget.
- IF NOT APPROVED: Measure G1 budgets will be reallocated to surplus (4399) and adopted in the 2017-18 budget. Adjustment to the Measure G1 budget will not be allowed in 2017-18 until after the Measure G1 Commission approves the site's grant proposal.

If you have additional questions please contact Mark Triplett mark.triplett@ousd.org or Linda Pulido-Esquivel linda.esquivel@ousd.org.



Charter Guidelines for Teacher Retention & Middle School Improvement Act Measure G1

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- Copier Contract
- Medical Supplies
- Meals

NOTE: Pre-existing services, programs, staff or materials that meet the Measure G1 goals above are NOT allowable expenses. *The exception being if a site can demonstrate that funds used for a pre-existing program have been eliminated through budget allocation reductions and that no alternative funding source exists.*

Proposal Process Timeline:

Measure G1 Commission establishment by Board of Education	February 22, 2017
Sites create G1 Grant proposals with their community and site teams	March 1 – 31, 2017
Site Grant proposals presentation to Measure G1 Commission	April 17 - 21, 2017
G1 Commission notifies sites being recommended for Board approval	May 5, 2017
Approved Measure G1 grant funding loaded in site budgets	July 1, 2017

Sites must complete a diagnostic self-assessment of the school's curricular and safety needs, including an assessment of community demand for arts, music, and language education. Use of G1 funds should prioritize gaps in the categories identified as a result of the



self-assessment.

The following types of data will need to be provided as evidence along with the proposal for services and programs:

Art - Self assessment
Music - Self assessment
World Language - Self assessment
Elementary to Middle School retention - Enrollment data and analysis
Safe and Positive School Culture - Culture data: office referrals, suspensions, surveys

Decisions to eliminate funding for existing services, staff, programs or materials in order use Measure G1 funds is considered supplanting and are not allowable.

- Measure G1 Commission will review grant proposals and make a recommendation to the Board for approval;
- IF APPROVED: Proposed Measure G1 budget will be locked-in and adopted in the 2017-18 budget.



School:		Principal	
School Address		Principal Email:	
School Phone		Principal Phone:	
2017-18 Enrollment (6-8)		Anticipated Grant Amount*:	

**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

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial

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

Name	Role

School Vision:

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		Access and Equitable Opportunity	
Instructional Program		Instructional Program	
Staffing		Staffing	
Facilities		Facilities	
Equipment and Materials		Equipment and Materials	
Teacher Professional Learning		Teacher Professional Learning	
World Language (Rubric)			
Content and Course Offerings			
Communication			
Real world learning and Global competence			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPF/SPSA/Enrollment)		Safe and Positive School Culture (SPF/SPSA)	
2016-17 Enrollment Data (projection vs. 20 day)		SPF - Suspension	
ES Outreach Strategy Actions		SPF - Chronic Absence	
Programs to support ES students transition to MS		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

Staff Engagement Meeting(s)	
Staff Group	Date

Budget Justification and Narrative

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

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

The Goals of the Measure

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

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis.

3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
4. Add additional lines if you would like to add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric		
]		
Budget	2017-18 Activities	Anticipated Outcome

2. Art Program

Programmatic Narrative Based on Rubric		
Budget	2017-18 Activities	Anticipated Outcome

3. World Language Program

Programmatic Narrative Based on Rubric		
[Required: Please reflect on self assessment here]		
Budget	2017-18 Activities	Anticipated Outcome

2. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on school enrollment data here]

Budget	2017-18 Activity	Anticipated Outcome

3. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on school culture data here]

Budget	2017-18 Activity	Anticipated Outcome



School:		Principal	
School Address		Principal Email:	
School Phone		Principal Phone:	
2017-18 Enrollment (6-8)		Anticipated Grant Amount*:	

**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 actual enrollment in fall (exact date TBD).*

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial

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

Name	Role

School Vision:

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Middle School Measure G1 Self- Assessment:

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Instructional Program		Instructional Program	
Staffing		Staffing	
Facilities		Facilities	
Equipment and Materials		Equipment and Materials	
Teacher Professional Learning		Teacher Professional Learning	
World Language (Rubric)			
Content and Course Offerings			
Communication			
Real world learning and Global competence			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (Culture Data/Site Plan Data/Enrollment)		Safe and Positive School Culture	
2016-17 Enrollment Data (projection vs. actual)		Culture data - Suspension	

Elementary School (ES) Outreach Strategy Actions		Culture data - Chronic Absence	
Programs to support ES students transition to MS		Survey data - families, students, teachers	

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

Community Engagement Meeting(s)	
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Budget Justification and Narrative

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1. Music Program

Programmatic Narrative Based on Rubric

[Required: Please reflect on self assessment here]

Budget	2017-18 Activities	Anticipated Outcome

2. Art Program

Programmatic Narrative Based on Rubric

[Required: Please reflect on self assessment here]

Budget	2017-18 Activities	Anticipated Outcome

3. World Language Program

Programmatic Narrative Based on Rubric

[Required: Please reflect on self assessment here]

Budget	2017-18 Activities	Anticipated Outcome

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on school enrollment data here]

Budget	2017-18 Activity	Anticipated Outcome

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on school culture data here]

Budget	2017-18 Activity	Anticipated Outcome

Middle School Dance Recommendations

The middle school dance program expands elementary school learning and experiences through broader explorations and deeper study. Students acquire more extensive knowledge of dance, develop dance skills, and expand their creative potential. By attending regular dance classes and participating in other dance education programs, including before or after-school programs, auxiliary periods, daytime standards-based curriculum, community dance artist residencies, summer school, or intersessions, students advance in knowledge and skills. Dance can also be taught through the PE program (Dance is included in PE standards at all grade levels). Teaching Dance in PE can be accomplished through a qualified instructor, dance professional development, or partnering with a community organization.

Through their own dance compositions and expressions, students explore the creative process, translating ideas, thoughts, and feelings into original pieces of choreography. They also study dance forms from many cultures and time periods in cultural and historical context. By performing and attending the performances of professional dancers and dance companies, they develop the skills needed for making aesthetic judgments and engaging in thoughtful discussions of their reasoning in the classroom. Because young adolescents often participate in describing an artistic problem, the teacher can focus on the student's interests, inspiring them and giving them the confidence to continue their study of dance. These experiences can make them aware of the many career opportunities in and related to dance.

Equipment and instructional materials for dance classes may include some or all of the following:

- **Instructional equipment and materials.** The dance program should have access to instructional and presentation equipment and materials, including video cameras and A/V equipment, prints, photographs, rhythm instruments, body mats, and literature appropriate for each grade level.
- **Musical instruments.** Percussion instruments (small hand drums), essential to any creative movement class, are used for rhythmic training, locomotor activities, and dance composition. Instruments having a pleasing timbre and played by hand, such as bongo or plastic drums, are excellent choices.
- **Other percussion sound sources** and instruments provide accompanying sounds varying in tone, timbre, duration, and intensity. In most dance studios students can find a piano as standard equipment and use it effectively when working on movement qualities, rhythmic materials, and phrasing. Small sound system should be available to play a variety of media types - videos, digital audio players, CDs, etc.
- **Costumes and props.** Materials for composition work may include scarves, streamers, balls, balloons, paper bags, newspapers, ropes, elastics, a variety of costume items, pieces of fabric, and masks.
- **Access to contemporary media.** Study of the history and culture of dance and aesthetic valuing require access to new media and electronic technology, including the Internet and audiovisual resources. Students use the Internet to do research in dance,

computer programs to develop choreography, and video cameras to record their performances for the critique process.

Suggested Facilities Implementing a dance program requires adherence to safety regulations. Adequate open floor space must be provided for students to participate in creative expression. At the middle school and high school levels, use of a resilient wood floor is highly recommended because injuries commonly occur on hard surfaces. To accommodate partnering work at the secondary level, such as occurs when one partner lifts the other overhead, the teacher must ensure that the ceiling is high enough to prevent injuries.

In addition, the

should require a room that is well ventilated and equipped with adjustable heating and cooling systems. If the room contains folding or collapsible benches, they can be pushed back so that the space can be used for demonstrations and performances. Storage space is needed for materials and equipment, and, at the secondary level, dressing rooms should also be provided. To meet higher dance standards, students need access to proper performance and theatre technology. As students progress in dance from elementary school to high school, they require more complex and flexible equipment.

Dance facilities for

- Small and large dance studios;
- Barres & Mirrors
- Dry erase boards on wheels
- Sprung floors with wood or Marley covering that can be placed over an existing floor, providing an adequate surface for dancing;
- Clean dry floors (suitable for bare feet, floor work)
- Theatre or performance space;
- Theatrical lighting;
- Sound systems;
- Costume shops;
- Room fan for warm weather
- Technology labs for editing and recording.

Sources: California Visual and Performing Arts Framework

Middle School Theatre

Exploration is the hallmark of middle school theatre. Instruction inspires students to become self-confident, empathetic individuals and competent group members. As they identify with a group in meeting common goals, they develop a strong sense of camaraderie. And they become more adventurous in acting and production as they encounter materials from varied sources, periods, and styles of theatre. Texts might include scripts, magazines, news articles, books, lyrics, and personal experiences. (*Note:* Scripted materials for middle school students should be age appropriate.)

The school's schedule should include a variety of electives in theatre to meet students' interests and educational needs. Standards-based instruction provides students with more advanced training and deeper study of the five strands. In addition to discrete instruction, theatre activities may be applied or related to instruction in other content areas.

Equipment and Instructional Materials

- Although theatre has been performed with a minimal amount of equipment and facilities, students in the school's theatre program will benefit from the use of proper theatre technology (lighting, sound) to meet theatre arts standards. As students progress from elementary school to high school, the equipment appropriate for each level increases in complexity and capability.
- Equipment for the theatre program at the middle school levels may include audio player/recorders, video cameras, video monitors, and computers for research, design, and word processing. Other resources recommended for a school theatre space, especially for middle schools, include the following:
- An adequate sound system to allow the actors' voices, sound effects, and mood music to be heard comfortably by the audience. The system should include microphones, speakers, sound mixers, and required cables. An appropriate number of assistive hearing devices and audio describers should also be provided to ensure equal access.
- A theatrical lighting system that at least illuminates the stage, actors, and sets and at best creates mood and special effects. To be included are lighting instruments, a lighting control board, cables, dimmer packs, a power supply, c
- Stagecraft capabilities that are age appropriate and allow for increasing sophistication in constructing sets and props, using costumes and makeup, and operating, for example, power tools, sewing machines, painting equipment, air brushes, glue guns, and staple guns. Other items might include hand tools and basic construction tools, cutting tables, and irons. Although lower-grade students may have minimal involvement with design and construction, they must, to meet the standards, be taught the elements of stagecraft.
- Computers and computer software for producing video programs. In middle schools and high schools, camcorders, and A/V editing software should be available for video productions.
- Videos of master plays, documentaries, educational lectures, and examples of master works in films and demonstrations. Also enhancing instruction would be a library of CDs, DVDs, and audiotapes of sound effects; music, plays, and screenplays; and resources for researching aspects of theatre (dialects, costumes, historical events or periods, music, plays, and literature).

Suggested Facilities Middle schools need flexible classroom areas or large, open indoor spaces for theatre activities and storage for props, costumes, and curriculum materials.

Additionally, middle schools need assembly halls or other large rooms with stages or platforms equipped with lighting, high ceilings to allow for lighting angles, sound equipment, masking curtains, and seating for an audience. Middle schools may also want to consider working with an OUSD high school for performances. Well equipped performance/rehearsal spaces include:

- Stage area, offstage area, wing space, light booth, fly space, wooden (paintable) floor, drapes, curtains, teasers, light grid, pipes, baton, and pin rail, with all areas accessible to those with disabilities.
- Storage area for costumes, props, set pieces, drapes, drops, cycloramas, and makeup.
- Costume construction, with a sewing machine, sink, full-length mirrors, an iron and ironing board, cutting tables, and storage for tools used in sewing and designing
- Separate dressing areas for male and female students with mirrors.

Sources: California Visual and Performing Arts Framework

.World Language Education Self-Assessment

	Emerging	Developing	Sustaining	Thriving
Content & Course Offerings	There are no world language course offerings.	The school offers world language courses in at least one language, however students may not be able to engage in advanced language study.	<p>The school offers world language courses in at least two languages.</p> <p>Students have the opportunity to take increasingly complex language courses while at the school. (i.e., three years of language instruction in middle school and four years of language instruction at high school.)</p>	<p>The school offers world language courses in at least two languages.</p> <p>Students have the opportunity to take increasingly complex language courses while at the school.</p> <p>The school offers core content classes (language arts, social studies, science, etc) in the target language.</p> <p>Some students exit middle school prepared for AP level language courses or exit having already passed an AP language exam.</p>
Communication & Recognition	<p>Students do not have the opportunity to obtain or demonstrate proficiency in a language other than English.</p> <p>No formal system to recognize or celebrate students' home language(s)</p>	<p>Some students students have the opportunity to obtain and/or demonstrate their proficiency in a language other than English.</p> <p>There are limited efforts to recognize or celebrate students' home or new language(s).</p>	<p>All students students have the opportunity to obtain and/or demonstrate their proficiency in a World Language.</p> <p>Some students and families are aware of Seal of Biliteracy / Pathway awards and set goals to earn the seal.</p>	<p>All students are working towards their proficiency in a world language.</p> <p>All students and families are aware of Seal of Biliteracy/ Biliteracy pathway awards, and set goals to earn the seal.</p>

Real world Learning & Global Competence	<p>Students do not have the opportunity to use the target language in a real-world setting</p> <p>There are limited attempts to foster global awareness in students.</p>	<p>There are limited opportunities for students to use the target language in a real-world setting.</p> <p>Learning experiences provide some opportunities to foster global awareness in students.</p>	<p>Some students engage in robust and rigorous learning experiences that provide students with the opportunity for real-world communication in a variety of ways. (examples: internships, service learning, use of technology).</p> <p>Learning experiences strive to foster global awareness and competencies such as empathy, cultural humility, and curiosity about global events.</p>	<p>All students engage in robust and rigorous learning experiences that provide students with the opportunity for real-world communication in a variety of ways. (examples: internships, service learning, use of technology).</p> <p>Learning experiences consistently build global awareness and competencies such as empathy, cultural humility, and curiosity about global events.</p>
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Resources:

[CA World Language Content Standards](#) (2009)

[World Readiness Standards](#) for Language Learners

[Global Competence](#), World Savvy