



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	American Indian Public Charter School II	Principal	Peter Holmquist
School Address	171 12th St. Oakland, CA 94607	Principal Email:	Peter.holmquist@aimschools.org
School Phone	510-893-8701	Grant Amount*	\$53,368
2017-18 Projected Enrollment (6-8)	311	Actual 2017-18 Enrollment (6-8) (20 day count)	297

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

Programmatic Narrative Based on Rubric		
<p>We have a very limited music program. We rated our program as entry level. We have 20 violins and students can only take the class during elective time on Fridays for 90 minutes. The class is limited to 20 students between American Indian Public Charter School and American Indian Public Charter School II. Only a few students can participate and it is based on self-selection. Only one level of music is taught by a core classroom teacher. With the Measure G1 grant funds we want to provide all students an opportunity to learn how to play a musical instrument. We want to increase our number of instruments of violins, guitars and keyboards. With this funding, our goal of educating our students holistically can be reached. We plan to have a music program with options for the students. With 50% funding we will purchase a number of electronic keyboards and guitars, and increase the number of violins. At this level of funding, we had 12 students participate in music before, but would be able to offer to more than 101 middle school students.</p>		
Budget	2017-18 Activities	Anticipated Outcome
\$6,000	Purchase and maintain 35 acoustic guitars.	Artistic Perception 1.6 describe larger music forms, Creative Expression 2.3 perform on an instrument (level of difficulty 1-2 (up to 6)), Connections & Applications 5.1 (6-7th grade) music connections to learning including common terms in various arts, and other subject areas

\$6,000	Purchase and maintain 35 additional violins.	Artistic Perception 1.4 sight read melodies in treble clef, 1.6 describe larger music forms, Creative Expression 2.3 perform on an instrument (level of difficulty 1-2 (up to 6)), Connections & Applications 5.1 (6-7th grade) music connections to learning including common terms in various arts, and other subject areas
\$5,000	Purchase and maintain 22 keyboards.	Artistic Perception 1.4 sight read melodies in treble or bass clef, 1.6 describe larger music forms, Creative Expression 2.3 perform on an instrument (level of difficulty 1-2 (up to 6)), Connections & Applications 5.1 (6-7th grade) music connections to learning including common terms in various arts, and other subject areas

### ***Mid-Year Reflection: Music Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

Due to a misunderstanding about availability and dispersal of funds, we did not spend funds and then pursue reimbursement. We are pricing the musical instruments, to see if they are still available for the prices we found when applying for the grant.

Schedules are being developed to ensure that students have meaningful time with the instruments. Of concern is that task of maximizing time with new equipment, while not being able to afford new staff. That is why schedule management is a highlighted concern.

This year we have offered violin class to 24 students and musical theater to 37 students.

## **2. Art Program (PRELOADED)**

#### **Programmatic Narrative Based on Rubric**

We have a small art program for our middle school students. We rated our program as entry level. The art class is offered during elective time, which is on Fridays for a period of 90 minutes. There is only one art class during elective therefore, only a few students can participate and it is based on self-selection. Only one level of art is taught by a core classroom teacher. We are unable to offer an advanced art class. The art program will have a mixture of classical and new-age design. The art program curriculum will consist of drawing, painting, graphic design, photoshop. We will purchase art supplies along with ipads for Computer Aided Design. With a 50% funding level, we will not only purchase cameras and software for photographic work, we can begin to offer a more diverse and larger set of options for students. We will also purchase art

supplies to continue to grow the possibilities, beyond entry level art. At this level of funding, the number of students participating in art will increase from 25 to 101.  
 With 100% of funding we will partially compensate a part time art teacher. Art program will be offered two days per week for one hour session. At this level of funding, 100% of middle school students will participate in and develop art skills.

Budget	2017-18 Activities	Anticipated Outcome
\$6,000	Purchase art supplies	Offer two art classes per week. Students will be able to use the supplies to draw, paint and create art works. (CA Art Stds. 2.1,3,4)
\$12,000	23 iPads+covers+SD card readers, as well as a secure iPad charging cart, and native iPad software application for producing pictures and videos	Secure dedicated equipment for these art activities will allow students to create their artwork (CA Art Stds. 2.4)
\$2000	Art exhibit/Photography Exhibit - quarterly printing of photos, and annual collaborative exhibit space rental	Students will make connections and applications selecting and presenting artwork for exhibition to other students and the community (CA Art Std. 5.5)
\$6,000	Purchase and maintain 30 cameras for photography class	Students will learn photography, photo editing, creating increasingly complex works of art, being conscious of personal choices & increasing technical skill (CA Art Std. 2.4)
\$3,000	Purchase materials for photography class - color printing of photographs, mattes, & framing	Students will progress in Visual and Performing Arts Stds. 2.1,3 & 2.4 (6-7 grade) & 5.5 (see above examples)

### **Mid-Year Reflection: Art Program**

#### **Narrative: Progress Towards Anticipated Outcomes**

Due to a misunderstanding about availability and dispersal of funds, we did not spend funds and then pursue reimbursement. We are pricing iPads and cameras, to see if they are still available for the prices we found when applying for the grant.

Schedules are being developed to ensure that students have meaningful time with the instruments.

Of concern is that task of maximizing time with new equipment, while not being able to afford new staff. That is why schedule management is a highlighted concern.

Already this year, we have continued to offer drawing classes to 38 students.

### 3. *World Language Program (PRELOADED)*

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

#### *Mid-Year Reflection: World Language Program*

Narrative: Progress Towards Anticipated Outcomes
Our World Language program became stronger in one language this year, Mandarin. We offer two hours per week (plus tutoring opportunities after school) of Mandarin to all middle school students.

### 4. *5th to 6th Grade Enrollment Retention (PRELOADED)*

Programmatic Narrative Based on Data Analysis		
Data shows that about 10-15% of students that accept admission for 6th grade do not remain in the school. One of the reasons is due to the lack of music and art programs at our school. With this grant we will be able to reach out to more families and to create a better transition period from elementary to middle school.		
Budget	2017-18 Activity	Anticipated Outcome
\$1368	Create recruitment flyers and video which will be used at the orientations such as the one for incoming 6th grade families. Provide beverages and snacks to all families and daycare. Orientations will be offered throughout the school year and in multiple languages.	Increase enrollment and retention 5th-8th grade.

#### *Mid-Year Reflection: 5th to 6th Grade Enrollment Retention*

Narrative: Progress Towards Anticipated Outcomes
<p>For the 2017-2018 school year we have had one 6<sup>th</sup> grader transfer from our school. This is a 1.07% decrease in 6<sup>th</sup> grade enrollment. We continue to work with families to ensure they remain at our school.</p> <p>This year we participated In the Open Enrollment program among Oakland charter schools. We tabled two events and “got the word out” about our school to new families who were looking at the over 36 different schools involved in the one application program. In preparation for that event we produced tri-fold CD-size brochures marketing our school information.</p> <p>As part of National School Choice Week, we had an open house that was attended by families already enrolled from that one application. Although it was a dark and stormy night, about 100 families came up to</p>

the second floor of our school to hear about the middle school (others remained on first floor to hear about the K-5). A native speaker helped Chinese speakers participate more fully in the event.

A continuing challenge this year is the diverse student language backgrounds of an increasingly large portion of our student body. We mainly have English as second language

## 5. Safe and Positive School Culture (PRELOADED)

### Programmatic Narrative Based on Data Analysis

With the Measure G1 funding, we plan to develop an extensive art and music program that will serve all students from grades 6-8. Our school has always focused on academics. We are a school known for top scores. However, we have always lacked in art and music. With this funding, our goal of educating our students holistically can be reached. We will work with staff to receive training in restorative justice practices to be implemented in the classroom. In addition, we will create an anti-bullying campaign to reduce bullying incidents. Staff and students will be trained to create a safe and positive school culture. Budget 2017-18

Activity Anticipated Outcome

Budget	2017-18 Activity	Anticipated Outcome
\$3,000	Restorative Justice - Purchase materials to teach students about life lessons \$500 - Restorative Justice - Guest speakers \$2000 - Professional Development - Guest speakers \$500	All students and staff will be able to understand the practices of restorative justice and will use those practices in the classrooms, in interactions around the school, and have them as tools to use in other parts of their lives.  85% of middle school students would indicate that they feel physically and emotionally safe at school.
\$1000	Anti-bullying campaign - Anti-bullying curriculum \$150 - Anti-bullying - Guest speakers \$600 - Anti-bullying - Professional Development \$250 - Common Sense Education Digital Citizenship	Decrease bullying incidents and create a safe atmosphere for all students.  Middle school students will participate in a survey regarding bullying incidents at least twice a year. The survey should show a decrease in bullying incidents.
\$2000	Cultural Awareness Event - Hosting a culminating potluck event - Art supplies and curriculum that supports students in expressing and describing their culture - Cultural Display	Students will be comfortable sharing their culture with other students, parents and staff.  At AIMS we are a family. During the potluck we will be able to share food

		which is a family practice.

***Mid-Year Reflection: Safe and Positive School Culture***

**Narrative: Progress Towards Anticipated Outcomes**

At the beginning of this year, we designated a person to help us begin to implement Restorative Justice school-wide. We had only begun this move K-8 near the end of 2016-17. Our RJ Coordinator has begun leading Restorative Practice circles in individual classrooms. At least 12 middle school classrooms have had more than one circle this year already.

We began the school year with a “digital citizenship” program that all the middle school worked through. Our Restorative Practices in circles have discussed culture and equity and bullying, as well as classroom specific dynamics which have arisen. We have been working with our whole district to deliver support and awareness about what bullying is.

***Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org))***



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School:	American Indian Public Charter School	Principal	Peter Holmquist
School Address	171 12th St. Oakland, CA 94607	Principal Email:	Peter.holmquist@aimschools.org
School Phone	510-893-8701	Grant Amount*	\$26,684
2017-18 Projected Enrollment (6-8)	153	Actual 2017-18 Enrollment (6-8) (20 day count)	146

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

Programmatic Narrative Based on Rubric		
<p>We have a very limited music program. We rated our program as entry level. We have 20 violins and students can only take the class during elective time on Fridays for 90 minutes. The class is limited to 20 students between American Indian Public Charter School and American Indian Public Charter School II. Only a few students can participate and it is based on self-selection. Only one level of music is taught by a core classroom teacher. With the Measure G1 grant funds we want to provide all students an opportunity to learn how to play a musical instrument. We want to increase our number of instruments of violins, guitars and keyboards. With this funding, our goal of educating our students holistically can be reached. We plan to have a music program with options for the students. With 50% funding we will purchase a number of electronic keyboards and guitars, and increase the number of violins. At this level of funding, we had 12 students participate in music before, but would be able to offer to more than 101 middle school students.</p>		
Budget	2017-18 Activities	Anticipated Outcome
\$2,250	Purchase and maintain 12 acoustic guitars	Artistic Perception 1.6 describe larger music forms, Creative Expression 2.3 perform on an instrument (level of difficulty 1-2 (up to 6)), Connections & Applications 5.1 (6-7th grade) music connections to learning including common terms in various arts, and other subject areas
\$2,250	Purchase and maintain 12 additional violins	Artistic Perception 1.4 sight read

		melodies in treble clef, 1.6 describe larger music forms, Creative Expression 2.3 perform on an instrument (level of difficulty 1-2 (up to 6)), Connections & Applications 5.1 (6-7th grade) music connections to learning including common terms in various arts, and other subject areas
\$2500	Purchase and maintain to 10 keyboards	Artistic Perception 1.4 sight read melodies in treble or bass clef, 1.6 describe larger music forms, Creative Expression 2.3 perform on an instrument (level of difficulty 1-2 (up to 6)), Connections & Applications 5.1 (6-7th grade) music connections to learning including common terms in various arts, and other subject areas

### ***Mid-Year Reflection: Music Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

Due to a misunderstanding about availability and dispersal of funds, we did not spend funds and then pursue reimbursement. We are pricing the musical instruments, to see if they are still available for the prices we found when applying for the grant.

Schedules are being developed to insure that students have meaningful time with the instruments. Of concern is that task of maximizing time with new equipment, while not being able to afford new staff. That is why schedule management is a highlighted concern.

This year we have offered violin class to 20 students and musical theater to 25 students.

## **2. Art Program (PRELOADED)**

#### **Programmatic Narrative Based on Rubric**

We have a small art program for our middle school students. We rated our program as entry level. The art class is offered during elective time, which is on Fridays for a period of 90 minutes. There is only one art class during elective therefore, only a few students can participate and it is based on self-selection. Only one level of art is taught by a core classroom teacher. We are unable to offer an advanced art class.

The art program will have a mixture of classical and new-age design. The art program curriculum will consist of drawing, painting, graphic design, photoshop. We will purchase art supplies along with ipads for Computer Aided Design. With a 50% funding level, we will not only purchase cameras and software for photographic work, we can begin to offer a more diverse and larger set of options for students. We will also purchase art supplies to continue to grow the possibilities, beyond entry level art. At this level of funding, the number of students participating in art will increase from 25 to 101.

With 100% of funding we will partially compensate a part time art teacher. Art program will be offered two days per week for one hour session. At this level of funding, 100% of middle school students will participate in and develop art skills.



Budget	2017-18 Activities	Anticipated Outcome
\$3,000	Purchase art supplies Offer two art classes per week.	Students will be able to use the supplies to draw, paint and create art works. (CA Art Stds. 2.1,3,4)
\$6,000	12 iPads+covers+SD card readers, and native iPad software application for producing pictures and videos	Secure dedicated equipment for these art activities will allow students to create their artwork (CA Art Stds. 2.4)
\$1000	Art exhibit/Photography Exhibit - quarterly printing of photos, and annual collaborative exhibit space rental	Students will make connections and applications selecting and presenting artwork for exhibition to other students and the community (CA Art Std. 5.5)
\$3000	Purchase and maintain 10 cameras for photography class	Students will learn photography, photo editing, creating increasingly complex works of art, being conscious of personal choices & increasing technical skill (CA Art Std. 2.4)
\$1500	Purchase materials for photography class - color printing of photographs, mattes, & framing	Students will progress in Visual and Performing Arts Stds. 2.1,3 & 2.4 (6-7 grade) & 5.5 (see above examples)

### ***Mid-Year Reflection: Art Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

Due to a misunderstanding about availability and dispersal of funds, we did not spend funds and then pursue reimbursement. We are pricing iPads and cameras, to see if they are still available for the prices we found when applying for the grant.

Schedules are being developed to ensure that students have meaningful time with the instruments.

Of concern is that task of maximizing time with new equipment, while not being able to afford new staff. That is why schedule management is a highlighted concern.

Already this year, we have continued to offer drawing classes to 12 students.

### **3. World Language Program (PRELOADED)**

#### **Programmatic Narrative Based on Rubric**

N/A

Budget	2017-18 Activities	Anticipated Outcome

### ***Mid-Year Reflection: World Language Program***

**Narrative: Progress Towards Anticipated Outcomes**

Our World Language program became stronger in one language this year, Mandarin. We offer two hours per week (plus tutoring opportunities after school) of Mandarin to all middle school students.

**4. 5th to 6th Grade Enrollment Retention (PRELOADED)****Programmatic Narrative Based on Data Analysis**

Data shows that about 10-15% of students that accept admission for 6th grade do not remain in the school. One of the reasons is due to the lack of music and art programs at our school. With this grant we will be able to reach out to more families and to create a better transition period from elementary to middle school.

Budget	2017-18 Activity	Anticipated Outcome
\$1,934	Create recruitment flyers and video which will be used at the orientations such as the one for incoming 6th grade families. Provide beverages and snacks to all families and daycare. Orientations will be offered	Increase enrollment and retention 5th-8th grade throughout the school year and in multiple languages.

**Mid-Year Reflection: 5th to 6th Grade Enrollment Retention****Narrative: Progress Towards Anticipated Outcomes**

For the 2017-2018 school year we have had three 6<sup>th</sup> graders transfer from our school. This is a 6.1% decrease in 6<sup>th</sup> grade enrollment. We continue work with families to ensure they remain at our school.

This year we participated in the Open Enrollment program among Oakland charter schools. We tabled two events and “got the word out” about our school to new families who were looking at the over 36 different schools involved in the one application program. In preparation for that event we produced tri-fold CD-size brochures marketing our school information.

As part of National School Choice Week, we had an open house that was attended by families already enrolled from that one application. Although it was a dark and stormy night, about 100 families came up to the second floor of our school to hear about the middle school (others remained on first floor to hear about the K-5). A native speaker helped Chinese speakers participate more fully in the event.

A continuing challenge this year is the diverse student language backgrounds of an increasingly large portion of our student body. We mainly have English as second language

**5. Safe and Positive School Culture (PRELOADED)****Programmatic Narrative Based on Data Analysis**

With the Measure G1 funding, we plan to develop an extensive art and music program that will serve all students from grades 6-8. Our school has always focused on academics. We are a school known for top scores. However, we have always lacked in art and music. With this funding, our goal of educating our students holistically can be reached. We will work with staff to receive training in restorative justice practices to be implemented in the classroom. In addition, we will create an anti-bullying campaign to reduce bullying incidents. Staff and students will be trained to create a safe and positive school culture. Budget 2017-18 Activity Anticipated Outcome

Budget	2017-18 Activity	Anticipated Outcome
\$1000	Restorative Justice - Purchase materials to teach students about life lessons \$200 - Restorative Justice - Guest speakers - \$400 - Professional Development - Guest speakers - \$400	All students and staff will be able to understand the practices of restorative justice and will use those practices in the classrooms, in interactions around the school, and have them as tools to use in other parts of their lives. 85% of middle school students would indicate that they feel physically and emotionally safe at school.
\$1250	Anti-bullying campaign - Anti-bullying curriculum - \$150 - Anti-bullying - Guest speakers \$850 - Anti-bullying - Professional Development -\$250 - Common Sense Education Digital Citizenship	Decrease bullying incidents and create a safe atmosphere for all students. Middle school students will participate in a survey regarding bullying incidents at least twice a year. The survey should show a decrease in bullying incidents
\$1000 .	Cultural Awareness Event - Hosting a culminating potluck event - Art supplies and curriculum that supports students in expressing and describing their culture - Cultural Display	Students will be comfortable sharing their culture with other students, parents and staff. At AIMS we are a family. During the potluck we will be able to share food which is a family practice.

#### **Mid-Year Reflection: Safe and Positive School Culture**

##### **Narrative: Progress Towards Anticipated Outcomes**

At the beginning of this year, we designated a person to help us begin to implement Restorative Justice school-wide. We had only begun this move K-8 near the end of 2016-17. Our RJ Coordinator has begun leading Restorative Practice circles in individual classrooms. At least 12 middle school classrooms have had more than one circle this year already.

We began the school year with a “digital citizenship” program that all the middle school worked through. Our Restorative Practices in circles have discussed culture and equity and bullying, as well as classroom specific dynamics which have arisen. We have been working with our whole district to deliver support and awareness about what bullying is.

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# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## Measure G1 Mid-Year Reflection 2017-18 Due January 26, 2018

School:	Alliance Academy Middle School	Principal	Stacey Wyatt
School Address	1800 98 <sup>th</sup> Avenue Oakland, CA 94612	Principal Email:	Stacey.Wyatt@ousd.org
School Phone	510-639-2893	Grant Amount*	\$73,478
2017-18 Projected Enrollment (6-8)	325	Actual 2017-18 Enrollment (6-8) (20 day count)	

\*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.

### Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

#### 1. Music Program (PRELOADED)

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

#### Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

#### 2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric
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..

Budget	2017-18 Activities	Anticipated Outcome
\$39,000 (including salary and benefits)	.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.	-Increase in focus of student voice via student presentations, increase in students in Oratorical Festival. -Increase in student performance on presentation rubrics used in content areas. -Support in the increase of student Scholastic Reading Inventory. As students express more effectively, they will engage more effectively.
\$26,000	.5 FTE contract. This person will at times offer experiences in their artistic art form, but will primarily help to develop and facilitate our maker space, 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.  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.	-Students and teacher will experience the full experience of Arts Integrated Learning -An increase in Inquiry and Assessment via the arts. -An increase in student academic achievement, as shown by the Early Drop Warning Signs (ELA & Math Grades, Attendance, and Suspensions)

### **Mid-Year Reflection: Art Program**

#### **Narrative: Progress Towards Anticipated Outcomes**

Both of these positions were intending to be positions that offered student introductory artistic experiences and to serve as a bridge to creative inquiry into the classroom. They are foundational in the implementation of our Integrated Learning Framework. The positions are two-fold, in that they offer direct introductory artistic experiences that teach foundational Integrated Learning Framework (ILF) concepts to students and teachers. They also serve as living labs for content teachers to examine the implementation of the

components of Integrated Learning Framework are implemented:

- Studio Thinking: *Studio Habits & Studio Habits of Mind*
- Making Learning Visible
- Teaching for Understanding

Because we were initially unsure of whether or not this position would be funded due to district level budget issues and impending Measure G1 disbursement decisions, students weren't able to self select these electives. They were placed based on two primary considerations:

1. If they **didn't** need reading or math support classes.
2. Experiential option for Newcomer and Special Education students. (Newcomers are non-English speaking students who have been in the country 15 months or less.

## **.6 Performing Arts Teacher:**

The class Inquiry question/throughline: How can we create community through drama across linguistic differences?

So far, the experience has been fruitful and fateful.

The year began slowly, as we put the necessary steps for a successful program in place. The teacher needed support and direction around starting a performing arts component of Integrated Learning. She has been provided with:

1. Direct coaching from Alameda County Office of Education's School Transformation Through the Arts grant (Final year). This support is to help the teacher clearly identify use of the ILF in her classroom and ensure fidelity of practice. It is also a step to prepare her for collaboration with other teachers on campus to support their use of the performing arts in the classroom.
2. Partnership and peer support from a veteran drama teacher with a comprehensive Performing Arts program (Oakland Technical High School).
3. Participation in most recent Agency By Design cohort. This program supports teachers in creating hands on/ "maker" practices in their classrooms.

### ***Within The Classroom:***

#### **Instructional Goals:**

1. To Increase student voice via student presentations, and an increase of students involved in the Oratorical Festival.
2. Increase in student performance on presentation rubrics used in content areas.
3. Support in the increase of student Scholastic Reading Inventory, helping students express more effectively and they will in turn engage more effectively.

#### ***#1-To increase student voice via student presentations, and an increase of students involved in the Oratorical Festival.***

The class has provided students with lessons in *Scene study, partner scenes, improvisation, and monologues*. Since the classroom has a high number of Newcomer students, the teacher provides all work in English and Spanish, so that students understand what they are reading/performing, but students are



required to memorize the theatrical piece in English. Pieces are relevant to inner city adolescent experiences, many have a social justice focus. Two major pieces learned were:

- Angela Davis' 2017 Women's March speech
- Fire the Boys by Gabriel Davis

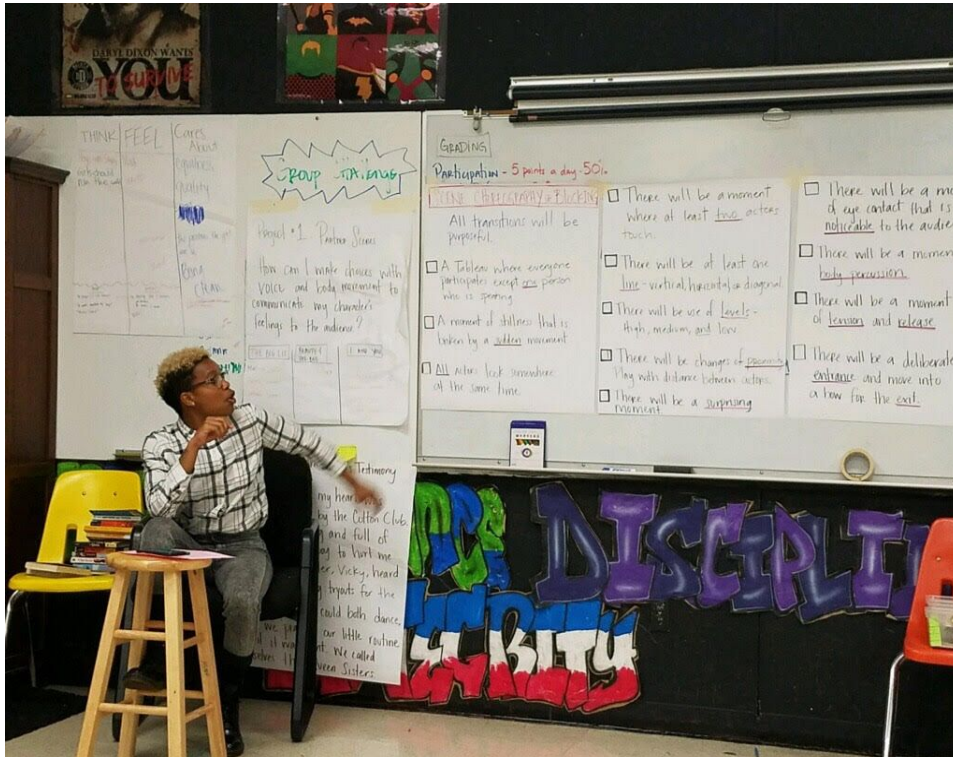
Before building up to performances outside of the classroom, the teacher implemented several ILF practices. A primary tool used was a thinking routine called *Think, Feel, Care* to analyze monologues. Students are provided prompts, but are able to make decisions in their delivery by using the drama strategy of "element of surprise". Lastly, the teacher utilizes intentional pairing. She places a Newcomer with an English speaker (this student could be and ELL or English Only students) to partner in class.

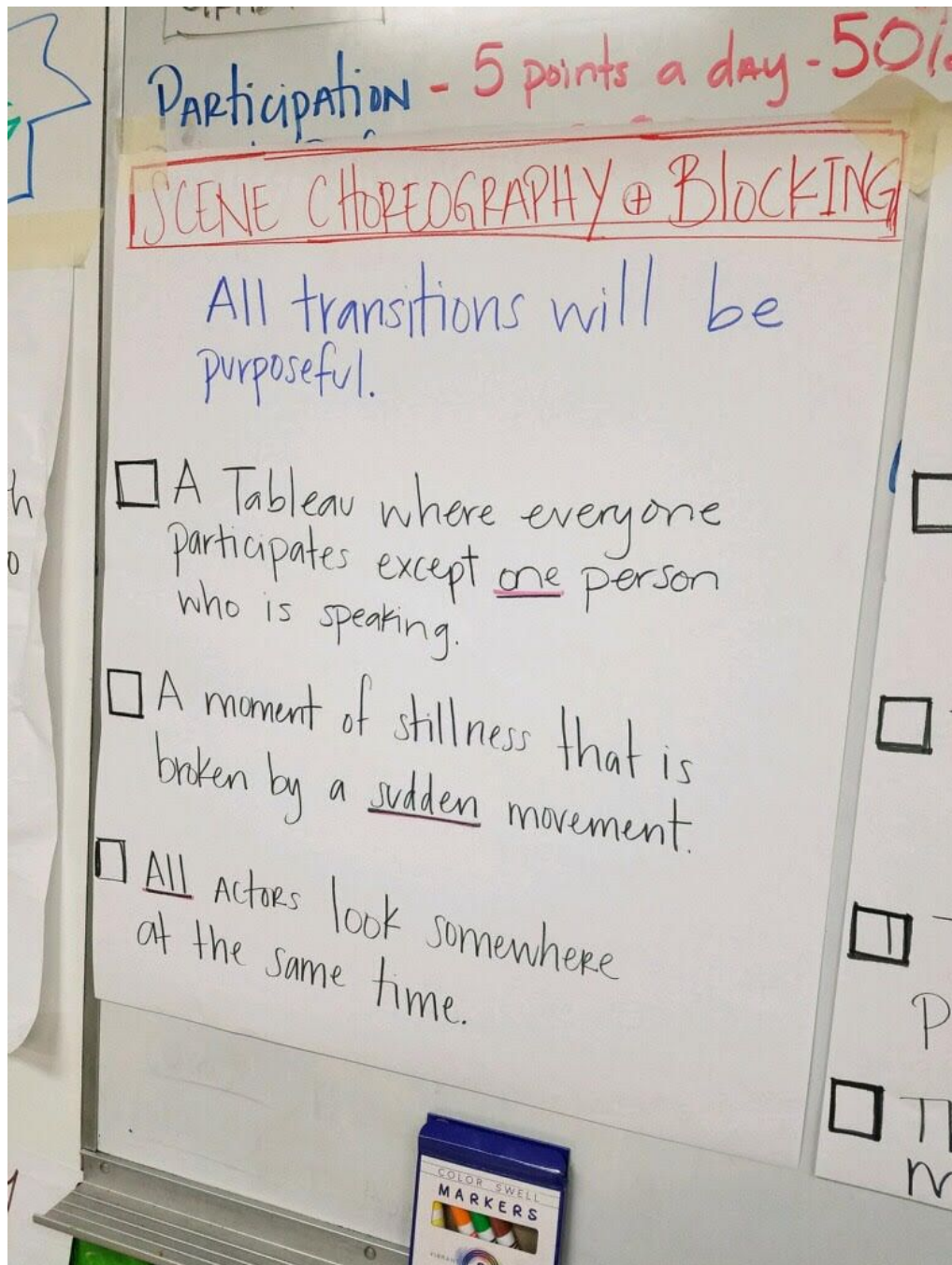
## ***#2-Increase in student performance on presentation rubrics used in content areas.***

During the first semester, students have practiced engagement of one another, understanding words and how they work to move people or help us to express ourselves. Towards the middle of the semester, students began to prepare for two key performances:

- **The Royal Showcase:** The schoolwide Fall talent show. Students were able to perform individually, but also as a class. This was a huge step for most students as they had not spoken English to a larger crowd. For many of our English speakers, it was their first dramatic performance.
- **OUSD's MLK Oratorical Festival:** The teacher is the schoolwide facilitator, students in the class are encouraged to perform, but not limited. The teacher utilizes the same techniques and strategies from the classroom to support students competing for an oratorical spot to represent the school. Any interested student in the school can come to try out. Before tryouts, the Performing Arts teacher helps student to select a poem, provides coaching, and then manages the audition process to send students to the district level. **2016-17 participants: 4, 2017-18 participants: 10, a 250% increase of students participating at the site level.** The original goal was to increase the number of students sent to the district level, but the district has limit to the number of students that can be sent.

The second component of this goal, performances scored with the presentation rubric, hasn't been introduced yet. The goal for introduction is second semester. the first semester was focused on building student capacity for performance.





**#3--Support in the increase of student Scholastic Reading Inventory. As students express more effectively, they will engage more effectively.**

Students have taken three School Reading Inventories so far this year. The last assessment was just completed on 1/26/18, so the data has not been analyzed at this time.

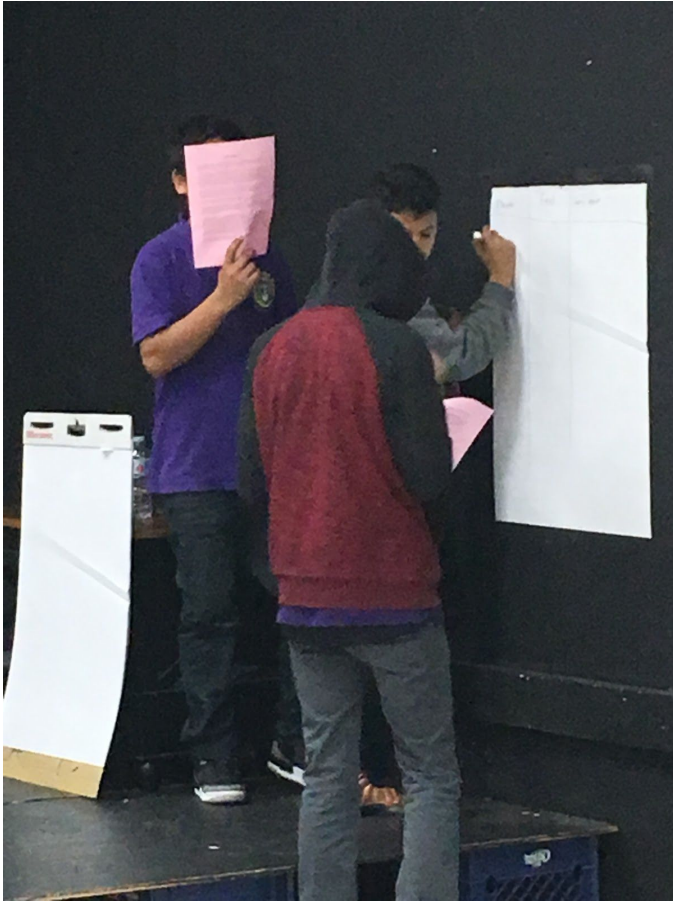
**Successes:**

- Royal Showcase performance
- 7th grade Newcomer female student-went from whisper to performing strongly, independently and in English during class.

- Showcase performance was co-inspired and co-created by students.
- Newcomers speaking in English in front of peers.
- Students being able to refer back to performance exercises when they are working on their own.
- Great community building moments. Leadership building because 8th grade students translate.
- Educator: Visits/partners with experienced program (Oakland tech drama department),
- Support and coaching.

### **Challenges:**

- Communication: Balance where everyone feels included and the learning and the exercises is meaningful---language barrier.
  - Ex: Improv was fun, but when it progressed, language barrier became very clear. Partner scenes, bilingual and non English speaker. Students experience frustration, and impatience with one another.
  - Providing Newcomers with fewer, least complex lines, often caused larger gaps between them and their partner.
- Holding English speakers accountable to staying engaged because of the supports in place for Newcomers, can lead to English speakers checking out.
- Resources limited, much of the curriculum being created, mostly pulled from online by teacher.
- Space issues, not big enough for all that can/should happen.
- Limited planning time because position is shared between two schools with different needs.
- Not enough deep thought around scheduling before school starts.
- No shared prep time with other elective teachers.



## **.5 Arts Integration Teacher**

This class and instructor offers a direct experience with the Integrated Learning Framework. This semester has been an intentional focus on the use of Studio Thinking. Within the classroom, the teacher and students use the Studio Habits of Mind to guide their work and classroom practices. The instructor has also been involved in several schoolwide arts centered actions, including direct arts integrated support with a teacher.

***#1-Students and teacher will experience the full experience of Arts Integrated Learning -An increase in Inquiry and Assessment via the arts.***

### ***Within the classroom/makerspace:***

The classroom/makerspace inquiry/throughline: How can we through the exploration of our own identities create meaningful art?

The Teaching Artist is using visual arts activities to help students explore themselves through specific branches: Identity, Interests, Culture and how these branches can splinter and connect with larger branches. The makerspace has been integral in the spread of art and artistic habits of mind throughout the school. Some major projects the makerspace has worked on include:

- Dia de los Muertos altar: Students created shadow boxes with pictures of family members, ancestors, and other important symbols. This work is one of a series of upcoming installations of student art.



- Medicine shield: As students began to study Native Americans and indigenous cultures throughout the different grade levels, the instructor introduced the historical reason and use of medicine shields. Using Studio Thinking and pushing students to examine their own personality traits and identify their power animal.
- Performance Decorations: Students create decorations and signage for all school events. Two have been completed so far this year, with one other long term project in progress.
  - Decorations for Winter Dance
  - Decorations and art display for Royal Showcase
  - Preparation for Spring Theatrical Performance of *The Wiz* in May 2018, students will design and create the set and props.

#### *Historical Story:*

*Native Americans made medicine shields and brought with them on hunts. Shields were blessed by a shaman. They shield would also have the warriors power animal on it. If you dreamed of an animal more than three times, then that was your power animal and it was in your nature to represent aspects of the animals.*

#### **#2-An increase in student academic achievement, as shown by the Early Drop Warning Signs (ELA & Math Grades, Attendance, and Suspensions)**

Goal number two has not been formally correlated or analyzed. Data will be disaggregated after marking period 5.





***Integration Time Outside of the Class/Makerspace (work with content teachers):***

In the 2016-17 school year, there was no onsite arts integration partnership with teachers. All arts integration work was done from off site supports that had minimal regular experience with the site and/or deeper personal relationship with teachers. This past semester has presented several clear opportunities of Integrated Learning Teachers Collaboration, during first semester:

- *Color Theory Lesson, with Math8/Algebra teacher*
- *Planning with Vocal Music Teacher: Spring Piece*
- *Decorations, Set Design/Creation, Artistic Consultation for Royal Showcase (Jan/2018) and Spring Musical (May/2018)*



#### Successful:

- Personal growth and transformation of instructor
- Increased growth of students, hiring level of motivation to work and complete projects connected to larger school events and classroom teaching.
- Increased communication and collaboration with teachers. 2016-17: zero, 2017-18: 6 at end of semester one.

#### Challenge:

Neither Instructor or students feel there are any challenges outside of the need for more time to fully expand on work. This time issue may be in connection with the fact that this position is shared and limits the time the instructor can work with students and teachers.

### 3. World Language Program (PRELOADED)

#### Programmatic Narrative Based on Rubric

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



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**Mid-Year Reflection: World Language Program**

**Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**4. 5th to 6th Grade Enrollment Retention (PRELOADED)**

**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
\$8,478 .	.4-.5 Youth Development Mentor, works with an	-Increase in percentage of 6th grade

	<p>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.</p> <p>This is a contracted position and does not need to be a credentialed position.</p>	<p>students that return in 7th grade.</p> <p>-Increase in 6th grade attendance and passing grades.</p> <p>-Increase in assemblies celebrating students.</p>

#### ***Mid-Year Reflection: 5th to 6th Grade Enrollment Retention***

##### **Narrative: Progress Towards Anticipated Outcomes**

***District required Mid-year Budget Adjustments have prevented the immediate hiring and implementation of this position. The plan will be to hire and implement in the final 10-12 weeks of school, depending on what timeframe can be financially covered,***

#### **5. Safe and Positive School Culture (PRELOADED)**

##### **Programmatic Narrative Based on Data Analysis**

[Required: Please reflect on school culture data here]

N/A

<b>Budget</b>	<b>2017-18 Activity</b>	<b>Anticipated Outcome</b>

#### ***Mid-Year Reflection: Safe and Positive School Culture***

##### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

***Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## Measure G1 Mid-Year Reflection 2017-18 Due January 26, 2018

School:	Ascend K-8	Principal	Morgan Alconcher
School Address	3709 East 12th Street	Principal Email:	malconcher@efcps.net
School Phone	510-879-3140	Grant Amount*	\$29,000
2017-18 Projected Enrollment (6-8)	154	Actual 2017-18 Enrollment (6-8) (20 day count)	157

\*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.

### Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

#### 1. Music Program (PRELOADED)

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

#### Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]
N/A

#### 2. Art Program (PRELOADED)

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

#### Mid-Year Reflection: Art Program

**Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

N/A

**3. World Language Program (PRELOADED)****Programmatic Narrative Based on Rubric**

N/A

Budget	2017-18 Activities	Anticipated Outcome
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**Mid-Year Reflection: World Language Program****Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

N/A

**2. 5th to 6th Grade Enrollment Retention (PRELOADED)****Programmatic Narrative Based on Data Analysis**

N/A

Budget	2017-18 Activity	Anticipated Outcome
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**Mid-Year Reflection: 5th to 6th Grade Enrollment Retention****Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

N/A

**3. Safe and Positive School Culture (PRELOADED)****Programmatic Narrative Based on Data Analysis**

Overall, ASCEND does not have some of the cultural challenges of much larger middle school programs with incredibly low suspension rates and chronic absenteeism. That said, ASCEND serves a fairly high poverty community and some of ASCEND's students have had significant trauma in their lives. This past year, ASCEND had an unusually high number of 5150s at the middle school level, saw an increase in middle school students in juvenile hall, and generally observed an increase in high risk teen behavior outside of the school. ASCEND has partnered with Seneca Family of Agencies and La Clinica de la Raza to provide

therapy and support to their struggling students. As part of that partnership, Seneca secured a federal Invest in Innovation grant to provide an Unconditional Education coach for the past three years. The grant is in its third and final year, and it is clear that this partnership with Seneca has been pivotal in managing the crises named above, facilitating a low suspension and chronic absenteeism rate, and facilitating a powerful support system at ASCEND for all students. The partnership led to coordination of the overall cultural plan for ASCEND, the Multi-Tiered System of Support, Positive Behavioral Interventions Systems (PBIS), Restorative

Justice, and family support to ensure strong systems and procedures are developed at tiers 1, 2 and 3. This enabled the design and implementation of an advisory/crew structure, enabling greater personal safety for students and a stronger sense of community and belonging. Now that this grant has concluded and Seneca will NOT be providing that support as the formal I3 partnership is over. ASCEND is seeking to leverage G1 dollars to resource a new position - the Director of School Culture and Systems Support, who will take responsibility for managing the advisory/crew system for middle school, facilitating the PBIS, RJ, and MTSS systems at ASCEND that facilitate social emotional support for our most struggling middle school youth.

Specifically, the position will:

- Collaborate with EFC MTSS lead and site admin in designing and facilitating implementation of academic, social-emotional, behavioral, health, and family interventions at tiers 2 and 3
- Lead the implementation of the COST process (Coordination of Services Team) and coordinate with external agencies providing services on site - scheduling, communications with staff and families, monitoring effectiveness and implementation
- Work with site administration to design the PBIS systems at the school, codify those systems, train teachers in the systems, and collect data and communicate effectiveness of the systems
- Train staff and students in Restorative Justice practices; train middle school student leaders in facilitating conflict mediation and oversee that program
- Outreach to and manage relationships with external agencies
- Conduct case management of students and families with extreme needs - where coordination of multiple services/agencies is required
- Collect data and monitor effectiveness of interventions in MTSS system

Budget	2017-18 Activity	Anticipated Outcome
\$29,000	Resource a .25FTE allocation (1 FTE = \$116,463) of a Director of School Culture and Systems Support position at ASCEND for the 2017-18 school year.	Increase in student experience/ engagement/ safety at school from 3.6 to 4.0 on SCAI survey Suspension rate of <3% and a chronic absenteeism rate <5%.

### ***Mid-Year Reflection: Safe and Positive School Culture***

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

ASCEND did secure a Director of School Culture and Systems for this school year. She was a former Seneca employee who helped facilitate the former I3 grant on MTSS. In her new role as an EFC director she has fine-tuned the COST system, lead the implementation of COST, PBIS, Crew (Advisory), student discipline systems, family support, crisis management, and Special Education. As part of her work, she led the development of systems to acknowledge students demonstrating ASCEND HOWLs and families

demonstrating leadership. ASCEND has received several students with significant trauma and health issues, and she has led the work of ensuring our most struggling students at ASCEND experience effective services and families are integrated into those services. ASCEND's suspension rate is currently at 2.5% though chronic absenteeism has dramatically increased to 10%, and we are evaluating the circumstances around this dramatic increase which is focused on a few struggling families. Office referrals are down 50% from last year at the same time. Truancy was potentially impacted by a shooting threat ASCEND received in December which shut the school down for two days and frightened many families from sending children back to school for many more days. ASCEND attendance data should improve once those two days are recouped in June, but the trauma of the shooting threat did have a negative impact on student and teacher attendance during that week.

***Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org))***



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## Measure G1 Mid-Year Reflection 2017-18 Due January 26, 2018

School:	Aspire Berkley Maynard Academy	Principal	Jay Stack
School Address	6200 San Pablo Ave, Oakland, CA 94608	Principal Email:	Jay.Stack@aspirepublicschools.org
School Phone	510-658-2900	Grant Amount*	\$27,981
2017-18 Projected Enrollment (6-8)	148	Actual 2017-18 Enrollment (6-8) (20 day count)	148

\*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.

### Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

#### 1. Music Program

Programmatic Narrative Based on Rubric		
<p>The proposed programmatic strategy will increase access to high quality courses in music in grades 6-8. Our current music program includes comprehensive electives for middle school students to choose from. Our music instructor is a highly qualified educator with a music education from Yale. She attends yearly conferences, personally paying for the costs herself, to enhance her K-8 teaching instruction and curriculum. Our students have learned to write music in the primary grades and choose electives including choir and rock band in middle school. Our music educator also purchases instruments through grants such as Donors Choose which has enabled her to purchase a class set of Ukuleles. Our priorities for the future of our music program include educator professional development and purchasing new equipment. According to the self-assessment rubric, the two areas with the greatest need for growth are Instructional Program and Equipment and Materials. For this reason, we have prioritized G1 expenditures on the purchase of equipment and materials, and investment in professional development and leadership development aimed at improving the instructional program.</p>		
Budget	2017-18 Activities	Anticipated Outcome
Priority 4 for Funding \$2600 (20@\$130)	Purchase Music Equipment previously not available to our students such as: Electronic Keyboards (includes stand, stool, and headphones).	Equipment and Material: Increase the number of musical technologies and begin creation of a keyboard lab in order to change ratio of keyboards to students to 2:1.
Priority 7 for	Conferences - Yearly Attendance to the	Professional Development: Opportunities to

Funding \$1144	National Conference – Organization of American Kodály Educators & Required Curriculum	attend conferences, outside district PD sessions in order to expand curricular resources and improve student engagement as measured on the teaching rubric.
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### ***Mid-Year Reflection: Music Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

Our Music Teacher has expressed positivity around the impact of Measure G1 funding on her programmatic vision for a comprehensive 6-8 Music experience. Through the purchasing of an electronic keyboard and rock band equipment such as music stands, guitars, amplifiers, and drums, our middle school had it's first ever rock band. Our music teacher will be attending the National Conference – Organization of American Kodály Educators (OAKE) professional development in March this year which she is excited to learn more for further implementation in her music program. A challenge has a shift in focus to multiple instruments for the creation of a band rather than an emphasis on a singular instrument.

## **2. Art Program**

#### **Programmatic Narrative Based on Rubric**

The proposed programmatic strategy will increase access to high quality courses in visual arts in grades 6-8. Our art program has created robust partnerships with community resources for the past 3 years. Our art teacher, in partnership with Expressions gallery and other community resources, has introduced the elective community art which focuses on beautifying our Oakland neighborhood through art projects. Our art teacher also attends a yearly conference which he personally pays for himself, to learn about engaging middle school students and to present his work. The current art room lacks a sink and other resources necessary for teaching robust arts education. Natural light and adequate floor space are also a barrier that we hope to work through with this arts funding opportunity.

According to the self-assessment rubric, the two areas with the greatest need for growth are Facilities and Equipment and Materials. For this reason, we have prioritized G1 expenditures on the purchase of equipment and materials, and investment facilities aimed at providing adequate space for transitions.

<b>Budget</b>	<b>2017-18 Activities</b>	<b>Anticipated Outcome</b>
Priority 5 for Funding \$4296	Develop robust materials & supplies, currently not available to our students, that can ensure more diverse course offerings beyond community art for next year. Materials will introduce students to a wide variety of media including brushes, oils, pastels, etc.	Equipment and Materials/ Instructional Program: Increase money:student ratio from \$20:1 student to \$40:1 student on materials and supplies necessary for art development and programming.
Priority 6 for Funding \$1200	Improve facilities to ensure tables that provide adequate space for transitions.	Facilities: Facilities provide transitional floor space to limit congestion and improve conditions for creating art in order to improve teacher management as evaluated by observations on our teaching rubric by 1 level.



### **Mid-Year Reflection: Art Program**

#### **Narrative: Progress Towards Anticipated Outcomes**

Our art room was previously a cluttered mess in which the teacher did not have access to the materials and resources essential to implementation of an impactful middle school art program. Over the summer, we have been able to repurpose a room to be our art room and ensure our students had art tables (rather than desks) for art projects. Further, our art teacher invested in materials and supplies that have allowed for a middle school fashion elective in which our students designed hats. The access to adequate space and consistent materials and supplies has drastically enhanced our art program.

### **3. Safe and Positive School Culture**

#### **Programmatic Narrative Based on Data Analysis**

The proposed programmatic strategy will create a more positive and safe middle school learning environment. For the past three years, our school has included a safe and positive school culture goal. As of October 2016, 96% of staff report that they believe our school consistently maintains a safe and positive staff culture. A large reason for this is the hiring of two mental health counselors and an assistant principal of school culture. We introduced the Tier 1 curriculum Toolbox this past year as well as Restorative Practices. Finally, our school has a Behavioral Wellness team that is modeled off our Academic RtI model to ensure students are receiving the interventions and supports they need to thrive and be successful in our school. According to the self-assessment rubric, the two areas with the greatest need for growth are Instructional Program and Equipment and Materials. For this reason, we have prioritized G1 expenditures on the purchase of equipment and materials, and investment in professional development and leadership development aimed at improving the instructional program.

<b>Budget</b>	<b>2017-18 Activity</b>	<b>Anticipated Outcome</b>
Priority 3 for funding \$1415	Bi-Weekly Town Hall Celebrations Equipment and Materials (Awards and Positive Culture Materials such as BMA and College Swag) of Middle School Students through the further development of our Positive Behavior Intervention System.	Equipment and Materials: Support a Positive and Safe Middle School Environment through the purchase of supplies that promote school pride and camaraderie in order to Increase in student survey data around feeling safe at school by 5%.
Priority 2 for funding \$6000 for 3 Educators for 2 Days = \$6,000	Adopt 6-8 RULER Social Emotional Learning Curriculum Through Training for 3 Staff Members who will then train and implement professional development for all 6 of our middle school educators.	Professional Development: Train the trainer model of professional development in order to create a more positive and safe middle school learning environment as measured by a decrease in office referrals/suspensions and an increase of time spent in class in order to Increase in student survey data around feeling safe at school by 5%.
Priority 1 for funding	Teacher and Student Materials and Workbooks for Year 1 of RULER SEL Implementation for all	Equipment and Materials: Support a Positive and Safe Middle School

6 Teacher Packages (\$70 each) + 180 student workbooks (\$60 each) = \$11,220	teachers and students.	Environment through the RULER SEL teacher and student materials necessary for complete implementation as measured by an increase in student survey data around feeling safe at school by 5%.
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***Mid-Year Reflection: Safe and Positive School Culture***

**Narrative: Progress Towards Anticipated Outcomes**

A mid-year survey that we administered to families, students, and staff alike has already revealed positive trends in how all stakeholders believe our school's safety and culture are being felt. We have enrolled multiple leaders, including the Assistant Principal of Culture, our two Mental Health Counselors, and our lead middle school mathematics teacher in implementing and rolling our RULER in our middle school. The impact has been lesson plans and class discussions on social-emotional awareness and intelligence. Our students have a common language for social skills that is having a positive impact on school culture and their work in social groups with our mental health counselors. This positivity is reinforced in our bi-weekly Middle School Townhalls which are celebratory, fun, and honor the hard work of all our students.

***Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org))***



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	Bret Harte Middle School	Principal	Dr. D'Allesandro
School Address	3700 Coolidge Avenue Oakland, CA 94602	Principal Email:	<a href="mailto:Bianca.Dallesandro@ousd.org">Bianca.Dallesandro@ousd.org</a>
School Phone	510-531-6400	Grant Amount*	\$94,949
2017-18 Projected Enrollment (6-8)	718	Actual 2017-18 Enrollment (6-8) (20 day count)	

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

Programmatic Narrative Based on Rubric		
Music thrives at Bret Harte, offering a robust schedule including beginner and advanced sections of jazz, and band, as well as sections of choir and orchestra. The band room is equipped with practice rooms and adequate instruments. Our music director and outside consultants offer specialized instruction at regular intervals. While we would always love to grow our Music program there are other areas that we need to focus on.		
Budget	2017-18 Activities	Anticipated Outcome
\$10,000	0.2 Choir increase	Increase access for high demand choir class

**Mid-Year Reflection: Music Program**

Narrative: Progress Towards Anticipated Outcomes
As expected, we have increased the number of students enrolled in the choir program. Our biggest success has been partnerships with outside organizations such as the Oakland Chorus, which have afforded students performance experiences outside of the regular performances with our school music program. We remain

challenged to continually increase interest in the program by enrolling more students next year as well as increase audience participation at performances . In both scope of offerings and student outcomes, however, we are confident our efforts to expand this program have a positive impact on our student body.

## 2. Art Program (PRELOADED)

### Programmatic Narrative Based on Rubric

In the 2016-2017 school year we increased our Art FTE from .8 to 1.0 offering more sections for students. We have found great success in our arts offering, evidenced by high demand and enrollment of every section offered. With a large population of Newcomer and special education students, Art classes prove to be more accessible and offer alternative ways for students to express themselves. We need to expand our program to attract and engage students and ensure more students who want to can access these classes. Currently we are able to offer 160 students access to an Art class by increasing our FTE we would be able to offer 160 more students engaging art opportunities.

Budget	2017-18 Activities	Anticipated Outcome
\$66,949	1.0 Theater arts	Bi-annual performances in addition to a full elective course offering
\$3,000	Supplies and equipment upgrades	Increased student engagement and access to high quality design and art work.

## Mid-Year Reflection: Art Program

### Narrative: Progress Towards Anticipated Outcomes

So far, we have successfully hired a qualified teacher, and enrolled students in every section offered. We are pleased with the mini performances and improvisation sessions that students have delivered and the teacher is already planning bigger and more involved shows for next year. Showing a slow but steady growth rate is a success.

We anticipated the challenge of enrolling classes to their maximum capacity, though we already see word of mouth enthusiasm from students drumming up higher interest. Also, because the program is still in its rookie year, we have yet to create solid connections to other departments for collaboration. We look forward to incorporating efforts from our maker space and visual art classes for set building and design, our music classes for accompaniment, and our ELA department for cross-curricular connections to flourish. We feel satisfied with the current development of this program and look forward to continuing its growth next year.

## 3. World Language Program (PRELOADED)

### Programmatic Narrative Based on Rubric

N/A

Budget	2017-18 Activities	Anticipated Outcome
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**Mid-Year Reflection: World Language Program**

**Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**4. 2. 5th to 6th Grade Enrollment Retention (PRELOADED)**

**Programmatic Narrative Based on Data Analysis**

N/A

Budget	2017-18 Activity	Anticipated Outcome

**Mid-Year Reflection: 5th to 6th Grade Enrollment Retention**

**Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**5. 3. Safe and Positive School Culture (PRELOADED)**

**Programmatic Narrative Based on Data Analysis**

We would like to continue funding our Joven Nobles Program for Latino Men and Boys which currently serves predominantly Latino, African American and other boys of color in 7th and 8th grade. This intensive support structure is designed to build capacity in these young men increasing academic performance and formalizing a positive male adult-student relationship.

Budget	2017-18 Activity	Anticipated Outcome
\$15,000	0.2 Staff Joven Nobles Program	Improved HS Readiness, GPA, and attendance data for 30 boys who participate.

**Mid-Year Reflection: Safe and Positive School Culture**

**Narrative: Progress Towards Anticipated Outcomes**

We are so pleased to have continued the Joven Nobles program on campus. We feel this program is a success in terms of fostering mentorship, fellowship, and academic support for some of our high needs students. Enrollment is on track, and the COST team is keeping a list of potential candidates for future open

spots. Our JN teacher, who was trained and mentored by our previous JN teacher, continues to build positive relationships with students in and outside of his class roster. Though we have been challenged by the high demand of time and energy from students with limited time of the teacher, we also consider that a success as it demonstrates the confidence students have in the program. The class has a reputation on campus of being a great place for boys to build friendships, cultural pride, and academic strengths.

***Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	Claremont Middle School	Principal	Jonathan Mayer
School Address	5750 College Avenue Oakland, CA 94610	Principal Email:	<a href="mailto:Jonathan.Mayer@ousd.org">Jonathan.Mayer@ousd.org</a>
School Phone	510-654-7337	Grant Amount*	\$54,870
2017-18 Projected Enrollment (6-8)	450	Actual 2017-18 Enrollment (6-8) (20 day count)	

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

<b>Programmatic Narrative Based on Rubric</b>		
N/A		
<b>Budget</b>	<b>2017-18 Activities</b>	<b>Anticipated Outcome</b>

**Mid-Year Reflection: Music Program**

<b>Narrative: Progress Towards Anticipated Outcomes</b>
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**2. Art Program (PRELOADED)**

<b>Programmatic Narrative Based on Rubric</b>
In 2014-15 we had one art class. In 2015-16 we did not have an art class. Due to demand by parents, SSC and teacher input, we added 2 band classes for 2016-17. We would like to use the measure G1 funds to add a third art class. It is one of our more popular classes. The cost of this is 1/5- of the art t which is \$9,000. We will be adding a design thinking class using other site monies. We will also continue to fund Computer animation using existing site monies.

Budget	2017-18 Activities	Anticipated Outcome
\$9000 (That is essentially one fifth of the cost of our AAMA teacher who will add a section of Art)	Three sections of Art Mr. Kimo adding a fifth class.	We will have 25-30 more students enrolled in Art.

### ***Mid-Year Reflection: Art Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

We have added a third section of art this year as a result of the additional G1 funds. At this time, we have 80 students taking art. Last year at this time, we had 50 students taking art. So, as a result of the third section of art, we have been able to provide 30 more students with art this academic year. Art student work is show-cased throughout our hallways and are is one of the favorite electives at Claremont. Additionally, it provides more flexibility for students who may want to transfer out of Computer Animation or Music at the ½ point in the year which really helps our overall master schedule.

### **3. *World Language Program (PRELOADED)***

#### **Programmatic Narrative Based on Rubric**

We currently have no language program. Our PTA, SSC, ILT have all been pressing for us to add a Spanish language program. We did have a program in 2014-15, but had to close it up due to lack of funding. Long term we would like to build this program so it was a two year program. We will start 2017-18 with Spanish 1.

Budget	2017-18 Activities	Anticipated Outcome
\$15,000 (.2FTE)--teach one section of Spanish.	Adding one section of Spanish to our master schedule - serving 25-30 students. We are hiring a new teacher who will .8 FTE of core classes	We would like to enroll at least 25-30 students in Spanish 1 and start a Spanish Language Program. We hope to have a Spanish 1 and 2 class in 2018-19.

### ***Mid-Year Reflection: World Language Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

We were unable to have a spanish class this year. Our Spanish teacher who we found last year took a full time position at another school and we were unable to find a credentialed Spanish teacher who only wanted a .4FTE assignment. So we are currently looking for a Spanish teacher for next year. The challenge is that



there is a shortage of Spanish teachers in general, and to find someone who wants to job share with another site, or who can teach a different subject at our site is quite challenging.

#### **4. 5th to 6th Grade Enrollment Retention (PRELOADED)**

##### **Programmatic Narrative Based on Data Analysis**

N/A

<b>Budget</b>	<b>2017-18 Activity</b>	<b>Anticipated Outcome</b>

#### **Mid-Year Reflection: 5th to 6th Grade Enrollment Retention**

##### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

#### **5. Safe and Positive School Culture (PRELOADED)**

##### **Programmatic Narrative Based on Data Analysis**

Currently we do not have anyone in particular focused on working with staff to support the 5th-6th grade transition and retention; we have no particular staff member to focus specifically on assemblies, field trips, school wide celebrations; Also, we would like the Student advisory role to support the rolling out of Student Led Conferences during advisory periods.

<b>Budget</b>	<b>2017-18 Activity</b>	<b>Anticipated Outcome</b>
\$30K	.3FTE for a Student Advisor position. The TSA will spend roughly 1/3rd his time, based on G1 Funding support, focus in on the Student Advisor Role.  We will use some general funds to pay for the rest of this position.	We will have more grade level assemblies and awards assemblies; school wide celebrations and incentive programs; support with 6th grade transition from elementary schools as well as higher retention of 6th graders assigned to Claremont in the spring and summer.
See Above	Work with RJ coordinator and AP on both student council program, RJ training of student facilitators, work with teachers to provide additional support with the referral process so that we can more successfully build relationships with our most at risk students.	Early identification of students with chronic or at risk attendance and build relationships with students and families.
See Above	Work with school counselor to support student conferences with our students that are most at risk	95% plus of students have Student Led Conferences - up from 80 Percent this year

***Mid-Year Reflection: Safe and Positive School Culture***

**Narrative: Progress Towards Anticipated Outcomes**

Mr. Moore, who is in this position has been providing ongoing support for a very active student council; He has provided RJ and ongoing support as our 7th grade student advisory; Additionally, he is supporting the 7th grade team to have student led conferences with all students who did not have a fall conference. We have developed a new system so that those students who did not have a fall conference (approximately 20% of our 7th graders) will have a student led conference with their advisor and Mr. Moore or another 7th grade teacher.

We are having monthly assemblies to celebrate student successes as well as additional assemblies to re-focus students on schoolwide norms after breaks - such as Thanksgiving week and winter break.

Chronic attendance at Claremont has gone down from 13.5 percent to 9 percent this year as a result of our focus on chronic attendance issues. In gross numbers, that means taht about 21-22 more students are not chronically absent out of our student body of 475 students!

***Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	Coliseum College Prep Academy	Principal	Amy Carozza
School Address	1390 66 <sup>th</sup> Avenue Oakland, CA 94621	Principal Email:	<a href="mailto:Amy.Carozza@ousd.org">Amy.Carozza@ousd.org</a>
School Phone	510-639-3201	Grant Amount*	\$47,236
2017-18 Projected Enrollment (6-8)	201	Actual 2017-18 Enrollment (6-8) (20 day count)	

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

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

**Mid-Year Reflection: Music Program**

Narrative: Progress Towards Anticipated Outcomes
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**2. Art Program (PRELOADED)**

Programmatic Narrative Based on Rubric
We already fund a full 1.0 art teacher to teach 3 middle school sections, which progress through a series of foci, but exist independently to allow students to move in and out without taking the previous course. Sections are currently not

available to all students due to space and schedule constraints. Due to facilities constraints, we will not seek to expand course offerings. The highest leverage place to move the art program is materials, as currently we provide only basic drawing supplies and collage materials

Budget	2017-18 Activities	Anticipated Outcome
\$15,745	.2 FTE, extended contracts or consultant money for teacher to staff the implementation CS Discoveries and Animation and Storyboarding class. The Arts curriculum will be supported by Pixar curriculum and align to the graphic arts sequence that leads into the high school pathway.	All 8th grade students can use a computer to create a digital art and multimedia art projects that support creative expression, art and design thinking.

### ***Mid-Year Reflection: Art Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

8th grade Computer Animation class has focused on building confidence and a foundational understanding of how programming works and allowing students to use computers to create graphics and animation. Students learn, using block based “Java” programming language, how to create an Interactive card and a video game. Through this process, students explore how computers impact every element of our lives and learn how they can use computers to impact their lives and others. Over time, they are learning how computer can be used to create engagement and impact.

So far, implementation has consisted of creating 8 week classes which allows EVERY 8th grader the opportunity to learn computer science and basic skills around using images and animation. Projects have been great. One of our 8th graders (Amanda Diaz) was selected to present her project at a CODE.ORG event which she taught others how to create algorithms that allow student to draw and move objects and shapes. Students use this to create animations and designs. We are currently working on presenting at the Science fair in May at CSU East bay, where our 8th graders will show off their projects and even do tutorials on how to create an Interactive Card.

Below is a link to one of the cards that the 8th grade class created for our Winter Social event at CCPA. The students find the class challenging but very rewarding at the end when they are able to show off the designs and animations they have built.

[Winter Social Interactive Card](#)

### **3. World Language Program (PRELOADED)**

#### **Programmatic Narrative Based on Rubric**

N/A

Budget	2017-18 Activities	Anticipated Outcome

### ***Mid-Year Reflection: World Language Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

### ***4. 5th to 6th Grade Enrollment Retention (PRELOADED)***

#### **Programmatic Narrative Based on Data Analysis**

N/A

Budget	2017-18 Activity	Anticipated Outcome

### ***Mid-Year Reflection: 5th to 6th Grade Enrollment Retention***

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

### ***5. Safe and Positive School Culture (PRELOADED)***

#### **Programmatic Narrative Based on Data Analysis**

On the California Healthy Kids Survey, our students responded to the question “Adults at this school intervene when someone is being bullied” at a less affirmative rate than the district average (40% vs. 50%). The gap was most pronounced at the middle school grades. This highlighted dual issues: a lack of structured spaces to develop student voice as a skill, and the need for deeper relationships with adults at the lower grades. We are therefore focusing on developing a middle school leadership curriculum through two elective courses. Additionally, our students in Special Education report a higher rate of social stress than our students in general education. We are increasing SDC Mild-Moderate inclusion support within middle school electives. We want to purposely have this position overlap with the leadership courses in order to explicitly link the needs of our students in special education to the greater school community. CCPA’s African American student population is less than the demographics of the surrounding community. Over the last five years we have made deliberate efforts to recruit and retain African American students to our school. Part of these efforts has been our division 1 Black Student Union, which only includes 6th and 7th grade. We would like to increase this work to 8th grade students to facilitate the transition to high school, as well as long term build out the work.

Budget	2017-18 Activity	Anticipated Outcome
\$15,000	Extended contracts for teachers and money for consultants to partner with our lead agency Safe Passages to staff the implementation our Black Student Union (8th grade) Second and third priorities that are unfunded:	Increase the percentage of African American students attending CCPA from 13% to 17% or higher. Increase the percentage of affirmative

	<ul style="list-style-type: none"> <li>• Girls leadership group</li> <li>• Inclusion support for students in Special Education</li> </ul>	responses to the question “Adults at this school intervene when someone is being bullied” by 5%.
\$16,491	0.25 FTE for additional MS Boys Leadership group	Increase the percentage of affirmative responses to the question “Adults at this school intervene when someone is being bullied” by 5%.

### ***Mid-Year Reflection: Safe and Positive School Culture***

#### **Narrative: Progress Towards Anticipated Outcomes**

CCPA created an 8th grade BSU space! In this space, students held multiple RJ circles to share their experiences and the importance feeling safe while at school. These conversations led to discussions around allyship, what that looks like, who is included and who students would self-identify as allies for the African American student community at CCPA. 8th grade students selected adults who they feel are allies and were willing to have a forum to discuss what they felt could be done to make themselves and other African American students at CCPA feel safe and also heard by members of the school community who are non-Black. Students grounded the work in exploring “intent v. impact” and how words can hurt people we care about. They shared their insights with adult allies on campus and made suggestions on what action could be taken to increase the feelings of safety and support for African American students at school.

In response to the 8th grade BSU student leadership and advocacy, CCPA created a school wide [hate speech policy](#) that has lead to specific reflection and [professional development](#) of teachers to meet the needs of students.

Moving into the Spring, the BSU will focus our efforts on creating a cross school community for students.

CCPA hoped to create a small boys group modeled on the work we did with a single student in the spring of 2017. However, given major conflicts involving girls (including an expulsion), we decided to create a girls group. Our girls social emotional support group meets bi-weekly. They are using the [Nola Brantley and Nicole Klasey, Psy.D. curriculum WORD ON THE STREET](#). Additionally, the students meet individually and receive support and case management. The group currently serve 10 of our highest need middle school students.

***Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	Community Day Middle School	Principal	Gary Middleton
School Address	4917 Mountain Blvd. Oakland, CA	Principal Email:	<a href="mailto:Gary.Middleton@ousd.org">Gary.Middleton@ousd.org</a>
School Phone	510-531-6800	Grant Amount*	\$1,193
2017-18 Projected Enrollment (6-8)	12	Actual 2017-18 Enrollment (6-8) (20 day count)	

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

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

**Mid-Year Reflection: Music Program**

Narrative: Progress Towards Anticipated Outcomes
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**2. Art Program (PRELOADED)**

Programmatic Narrative Based on Rubric
Students grades 6-8 will be introduced to Digital Media Arts through the use of cameras and video recorders to

photograph/record their time at CDS. Students will work through their Middle School Instructor, Digital Media Pathway Lead, and Multi media Instructor to produce their own portfolio which will be based on the past, present, and future of their educational journey. Final projects will be edited using the latest software and viewed by a school wide audience. All middle school students are expected to participate either through video or photography.

Budget	2017-18 Activities	Anticipated Outcome
800.00	Digital Equipment for Art projects	Students will be able to produce Art projects with the use of digital equipment
393.00	Editing software for projects	Students will learn latest editing techniques to improve their projects.

### ***Mid-Year Reflection: Art Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ] Strengths:

- 1) Students have been enrolled to participate in the program as Re-admission dates approach.
- 2) Students have had initial exposure to Digital Media equipment.
- 3) Students have completed the first course in Digital Media.

Challenges:

- 1) Incorporating Digital Media into the Master Calendar.
- 2) Training the Middle School teacher in Digital Media best practices.
- 3) Due to re-admission students not able to complete the class series.

### **3. World Language Program (PRELOADED)**

#### **Programmatic Narrative Based on Rubric**

N/A

Budget	2017-18 Activities	Anticipated Outcome

### ***Mid-Year Reflection: World Language Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]



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**4. 5th to 6th Grade Enrollment Retention (PRELOADED)**

Programmatic Narrative Based on Data Analysis		
N/A		
Budget	2017-18 Activity	Anticipated Outcome

**Mid-Year Reflection: 5th to 6th Grade Enrollment Retention**

<b>Narrative: Progress Towards Anticipated Outcomes</b>
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**5. Safe and Positive School Culture (PRELOADED)**

Programmatic Narrative Based on Data Analysis		
[Required: Please reflect on school culture data here)		
Budget	2017-18 Activity	Anticipated Outcome
N/A	Monthly Student Engagement Activities to improve attendance and re-investment in school.	Increase Attendance and Investment in school.
	<ul style="list-style-type: none"><li>• Back to Basics Week (9/18 – 9/22)</li><li>• Hispanic Heritage Month Lunch (9/22)</li><li>• Phase Lunch (9/29)</li><li>• Phase Lunch (10/19)</li><li>• Corn Maze Phase Field Trip (10/27)</li><li>• Halloween Social (10/31)</li><li>• Phase Lunch (11/16)</li><li>• Appreciation Lunch (11/17)</li><li>• Bowling Phase Field Trip (11/30)</li><li>• Phase Lunch (12/12)</li><li>• Ice Skating Phase Field Trip (12/21)</li><li>• Holiday Bazaar (12/22)</li><li>• Phase Lunch (1/18)</li><li>• Movies Phase Field Trip (1/24)</li></ul>	

**Mid-Year Reflection: Safe and Positive School Culture**

<b>Narrative: Progress Towards Anticipated Outcomes</b>
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[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

Strengths: The above list of activities has had a positive impact on the school culture in which students work above expectations for some of the rewards CDS is able to provide.

Weaknesses: Attendance has improved although now more emphasis will be placed on staying in class and at school an entire school day.

***Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	Community School for Creative, A Waldorf-Inspired Charter School	Principal	Monique Brinson
School Address	2111 International Blvd., Oakland CA 94606	Principal Email:	moniqueb@communityschoolforcreativeeducation.org
School Phone	510 686 4131	Grant Amount*	\$6,648.50
2017-18 Projected Enrollment (6-8)	60	Actual 2017-18 Enrollment (6-8) (20 day count)	

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

Programmatic Narrative Based on Rubric		
The community reviewed CSCE's music program. The key need identified by the community was for extending music teacher time from one hour a week for each lower school grade (TK – 5) to the upper grades (6-8) to provide every student TK – 8 the opportunity to have one hour of music weekly and to perform at public performances. The need was determined through a student, staff and parent survey (May 2017 for each); parent LCAP meetings (4 times a year) and staff LCAP meetings (4x a year)		
Budget	2017-18 Activities	Anticipated Outcome
\$6,000	Extend staff time in music-and-capoeira from 5 hours a week in our lower school (TK – 5) to another 5 hours a week in our upper school (6-8) in order to provide a music and capoeira experience to all	1 Year – each child will engage for 55 minutes a week in music-and-capoeira and by end of year perform publicly. 3 Years – each child will have performed for 55 minutes a week in music-and-capoeira for three years and will have performed three times publically
\$648.50	Acquire materials for TK – 8 music and capoeira class.	

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### ***Mid-Year Reflection: Music Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

Given the delay in process, our leadership did not feel comfortable implementing as of yet. As of this month, we will begin implementing the program described above. Due to our updated implementation timeline, we now have the opportunity to double the impact of these funds by increasing the amount of music programming provided to the above designated students. For this semester, rather than 55 minutes a week in music-and-capoeira, we can now provide 110 minutes a week through the end of this academic school year. We look forward to updating you on the success of this program at our next reporting benchmark.

### **2. Art Program (PRELOADED)**

#### **Programmatic Narrative Based on Rubric**

N/A

<b>Budget</b>	<b>2017-18 Activities</b>	<b>Anticipated Outcome</b>
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### ***Mid-Year Reflection: Art Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

### **3. World Language Program (PRELOADED)**

#### **Programmatic Narrative Based on Rubric**

N/A

<b>Budget</b>	<b>2017-18 Activities</b>	<b>Anticipated Outcome</b>
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### ***Mid-Year Reflection: World Language Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

### **2. 5th to 6th Grade Enrollment Retention (PRELOADED)**

<b>Programmatic Narrative Based on Data Analysis</b>		
N/A		
<b>Budget</b>	<b>2017-18 Activity</b>	<b>Anticipated Outcome</b>

***Mid-Year Reflection: 5th to 6th Grade Enrollment Retention***

<b>Narrative: Progress Towards Anticipated Outcomes</b>
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

***3. Safe and Positive School Culture (PRELOADED)***

<b>Programmatic Narrative Based on Data Analysis</b>		
N/A		
<b>Budget</b>	<b>2017-18 Activity</b>	<b>Anticipated Outcome</b>

***Mid-Year Reflection: Safe and Positive School Culture***

<b>Narrative: Progress Towards Anticipated Outcomes</b>
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

***Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org))***



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## Measure G1 Mid-Year Reflection 2017-18 Due January 26, 2018

School:	Downtown Charter Academy	Principal	Angela Ortega
School Address	2000 Dennison Street Oakland, CA 94606	Principal Email:	aortega@amethodschools.org
School Phone	(510) 535-1580	Grant Amount*	\$45,100
2017-18 Projected Enrollment (6-8)	300	Actual 2017-18 Enrollment (6-8) (20 day count)	

\*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.

### Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

#### 1. Music Program (PRELOADED)

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

#### Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

#### 2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric
As one of the highest performing public middle schools in Alameda County, Downtown Charter Academy (DCA) prides itself on its commitment to providing students with a structured learning environment that is heavily focused on daily attendance, educator effectiveness, and test-score data. Building off this reputation for academics, the school is hoping to improve access to after-school enrichment activities in the arts (drama, painting, pottery, and dance, specifically) for the 2017-2018 school year,

thereby meeting the demands of our community for such opportunities while simultaneously contributing to a more well- rounded education for our students.

At present, DCA's after-school program offers activities in sports (basketball, volleyball and rugby), music (guitar and band), publishing (newsletter and yearbook) and computer science, in addition to tutoring and homework help. Most our students already speak a second language at home (Mandarin, Cantonese or Spanish), and existing access to extracurriculars in music (listed above) has proven adequate to satisfy student interest. For these reasons, in addition to feedback from former, present and future families, DCA is committed to expanding its after-school curriculum to include offerings in the arts. DCA has contracted with the Museum of Children's Arts (MOCHA) to provide drawing and painting classes in the past but was forced to cut these programs owing to budgetary constraints. Funds allocated by way of Measure G1 would allow DCA to reinstitute such courses, which were enormously popular among our students, next year. In addition, our campus is set to expand in 2017-2018, due to the relocation of a neighboring school with which we share a building, and our students will gain everyday access to a theater, dance studio and kiln. Resources will be necessary to hire and retain educators with specialized expertise in these fields, purchase materials and refit the facilities. Measure G1 funds are DCA's best hope for being able to make full use of these newly acquired spaces. A grant would also allow our school to offer multiple sessions of a given program throughout the week, thereby reducing student-teacher ratios and giving children more consistent access to the activities of their choice.

This year, our school ran two extracurricular, arts-related contests (the first in poetry, the second in design), and both received enormous outpourings in terms of participation. We (the faculty, staff, administration and parents) feel strongly that there is a desire for more offerings in the arts at DCA and that such opportunities will promote personal growth by providing students with outlets to express their creative energies at a period in their lives when they are transitioning from childhood into adolescence. By consulting with parents and students via surveys distributed at the beginning, midpoint and end of each semester, observing instructors, tracking attendance rates and scheduling times for clubs to display their work and perform, DCA's ILT (Ms. Ortega, Site Director; Coach Pentony, Dean of Students; and Mr. Carroll, After-School Coordinator) will regularly evaluate the efficacy of each program, and in doing so, ensure a successful allocation of all Measure G1 funds. Thank you for your consideration, as well as for providing this opportunity to our school.

Budget	2017-18 Activities	Anticipated Outcome
\$10,000	Theater (qualified staff)	Our expectation of this program is that students will participate in improv shows, short skits, and/or theater productions at school and/or community events and demonstrate proficiency in the following outcomes: 1. Delivering audience-appropriate theatrical presentations 2. Using visual, auditory, and/or technological aids in support of oral communication 3. Showing growth each semester in their performance and production skills
\$7,100	Theater facilities (lighting, risers, etc.)	
\$3,000	Theater equipment (scenery, costumes, props)	
\$2,500	Theater professional development	

		<p>4. Composing and delivering effective, audience-appropriate oral presentations ~44% of DCA students do NOT participate in an after-school activity currently. We hope to increase the number of students participating in 1 or more after-school activities by AT LEAST 10%.</p>
\$5,000	Dance (qualified staff)	<p>Our expectation of this program is that students will participate in dance performances at school and/or community events and demonstrate proficiency in the following outcomes:</p> <ol style="list-style-type: none"> <li>1. Performing dance steps and/or vocal practices from various traditions</li> <li>2. Creating group, duo and solo dance pieces</li> <li>3. Training and exercising flexibility</li> <li>4. Composing and delivering effective, audience-appropriate oral presentations</li> </ol> <p>~44% of DCA students do NOT participate in an after-school activity currently. We hope to increase the number of students</p> <p>\$12,000 Dance facilities [flooring, sound system, mirrors, etc.] \$3,000 Dance equipment [towels, bars, mats, stretch bands, etc.] \$2,500 Dance professional development</p> <p>participating in 1 or more after-school activities by AT LEAST 10%.</p>
\$12,000	Dance facilities [flooring, sound system, mirrors, etc]	
\$3,000	Dance equipment [towels, bars, mats, stretch bands, etc]	
\$2,500	Dance professional development	

### **Mid-Year Reflection: Art Program**

#### **Narrative: Progress Towards Anticipated Outcomes**

DCA has contracted with CALShakes and Destined 2 Dance to teach two sessions of drama and dance, respectively. In drama, students began the year by participating in informal improv games to develop their performance and production skills, then progressed to preparing short two-person scenes, which they



performed for the student body at an end-of-semester show in December. This was an excellent introduction to stage performance not only for the actors, but also their schoolmates in the audience, many of whom signed up to take drama in Semester 2. As a school, we are still hoping to update the theater facilities over the summer to better equip our students with visual and technological aids in support of such performances.

Our dance program has been one of the most popular after-school clubs this year. While drama is split into two sections, many students have elected to attend both sessions of dance (Mondays and Fridays) to hone their skills. Destined 2 Dance has been teaching our students the basics of modern dance, and they also performed at the end-of-semester show in December, having prepared several choreographed, group dance numbers set to music. As with drama, we are still looking into ways to update the dance facilities over the summer with expected funds from the G1 grant.

In addition to drama and dance, we have re-established a working relationship with MOCHA, which has been delivering weekly art instruction to our students after school (drawing, crafting, calligraphy, and more). At present, 77% of our student body participates in at least one after-school club, up 11% from last year, so we are currently hitting the target increase (10%) we set for ourselves at the beginning of the year. These new offerings made available in the arts, made possible by the G1 grant, have certainly helped to encourage more students to stay after school and participate in clubs.

### 3. *World Language Program (PRELOADED)*

#### Programmatic Narrative Based on Rubric

N/A

Budget	2017-18 Activities	Anticipated Outcome
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#### *Mid-Year Reflection: World Language Program*

#### Narrative: Progress Towards Anticipated Outcomes

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

### 2. *5th to 6th Grade Enrollment Retention (PRELOADED)*

#### Programmatic Narrative Based on Data Analysis

N/A

Budget	2017-18 Activity	Anticipated Outcome
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#### *Mid-Year Reflection: 5th to 6th Grade Enrollment Retention*

#### Narrative: Progress Towards Anticipated Outcomes

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

### 3. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis		
N/A		
Budget	2017-18 Activity	Anticipated Outcome

#### *Mid-Year Reflection: Safe and Positive School Culture*

<b>Narrative: Progress Towards Anticipated Outcomes</b>
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org))**



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## Measure G1 Mid-Year Reflection 2017-18 Due January 26, 2018

School:	East Bay Innovation Academy	Principal	Devin Krugman
School Address	3400 Malcolm Ave., Oakland, CA 94605	Principal Email:	dkrugman@eastbayia.org
School Phone	510-577-9557	Grant Amount*	\$12,241
2017-18 Projected Enrollment (6-8)	360	Actual 2017-18 Enrollment (6-8) (20 day count)	

*\*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.*

### **Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

#### **1. Music Program (PRELOADED)**

##### **Programmatic Narrative Based on Rubric**

Team: Measure G1 Lead Team (as identified on page 1), After-school coordinator Janisse Watts  
Current Status: East Bay Innovation Academy's (EBIA) current music program consists of our after-school drumline program. EBIA runs an afterschool program for students in grades 6-8 running Monday through Thursday from 3:30-5:00pm. This program is completely free to all current students and includes a range of academic, sports and club activities. The drumline program is open to students in grades 7 and 8. This program is run as a single level class, accessible to students with novice level drumming experience, and practices on a weekly basis with ongoing performances at sports events and parades throughout the Bay Area.

The program is run by a fully credentialed and qualified teacher with many years of percussion instruction experience, in conjunction with a non-profit focused on introducing high needs students to percussion instruments. EBIA's middle school building does not have a music specific room, and therefore the drumline practices out of shared spaces including classrooms and the blacktop, with its instruments stored in general education classrooms. For performances, students are able to have access to instruments at home, though they are otherwise kept at the school. While the teaching instructor for the class is able to work with the non-profit organization for planning purposes, there is no additional planning time or professional development provided for the teacher during the school day.

Proposed Plan: Having completed our self-assessment on our music education program, our Measure G1 Lead Team has determined that the development of our music program is a high area of need. Our goal in the development of this program is to first and foremost increase the music program offerings made available to students at the school, increasing from solely drumline to including other instruments, vocal programs and more. Ideally, students will be presented with multiple options for participation across the year,

and have the ability to self-select into the program(s) of their choosing. The ability to provide these offerings will revolve around key actions such as the development of partnerships with community organizations and artists that may be able to provide specialty instruction. In addition, we will need to make investments into the purchasing and/or renting of equipment and materials needed to run the programs – music technology, instruments, software, etc. To coordinate these efforts, we will also need to designate and assign staff who are able to manage the partnerships and materials and ensure universal access to the program for all students.

<b>Budget</b>	<b>2017-18 Activities</b>	<b>Anticipated Outcome</b>
\$2,000	Staff wage for music program coordination	<ul style="list-style-type: none"> <li>● Increase in the percentage of students participating in music programs from 2016-2017</li> <li>● Sustained partnership with 2-5 community organizations and/or artists.</li> </ul>
\$3,000	Contracted partnerships with organizations to include music based instruction and support for students.	<ul style="list-style-type: none"> <li>● Increase in the percentage of students participating in music programs from 2016-2017</li> <li>● Student participant mastery of engineering and recording skills, as demonstrated by 2-3 performances across the school year.</li> </ul>
\$3,000	Purchase of classroom resources and equipment.	Participant mastery of instruments, as shown by 2-3 performances across the year.

### ***Mid-Year Reflection: Music Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

All funding for this year was applied towards school culture and climate activities.

## **2. Art Program (PRELOADED)**

#### **Programmatic Narrative Based on Rubric**

N/A

<b>Budget</b>	<b>2017-18 Activities</b>	<b>Anticipated Outcome</b>

### ***Mid-Year Reflection: Art Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

All funding for this year was applied towards school culture and climate activities.

### 3. World Language Program (PRELOADED)

#### Programmatic Narrative Based on Rubric

Team: Measure G1 Lead Team (as identified on page 1), Lower School Spanish teacher  
Current Status: At the middle school level, EBIA currently offers a Spanish language instruction to all students in the 8<sup>th</sup> grade. In class sizes of 28-30, students have the course for 45 minutes four times a week. This course is provided as a single level, accessible to all students from the novice to advanced level. Based in state standards, the course covers speaking, listening, reading and writing language acquisition. While in the course, all students have the opportunity to obtain and/or demonstrate their proficiency in Spanish, and have the ability to be placed in an intermediate level (Spanish II) course in the 9<sup>th</sup> grade based on 8<sup>th</sup> grade course completion. While in this course, students are also made aware of the ways in which language development in the course and beyond will meet A-G requirements as well as Seal of Biliteracy/Pathway awards. While in the course, students are provided with real-world communication experiences. Through our school's focus on project-based learning, students in Spanish courses have had the ability to write their own Spanish language children's books which they read aloud at a local preschool, work with local restaurants to translate their menu into Spanish, record and present newscasts in Spanish and use language acquisition software throughout 1:1 student to Chromebook instructional model. Further, the course instruction is designed to support the development of an empathy towards and respect for Spanish-language culture across the globe and interest in events impacting Spanish-language societies.

Proposed Plan: In our world language education self-assessment, we were able to identify our highest area of need as that of our ability to provide diverse course offerings to students wherein they would have the opportunity to take increasingly complex language courses while at the school. While students do have their opportunity upon entering our high school, we seek to increase the course offerings within our middle school program. As an initial step in this process, we will provide students will the ability to take an intermediate level Spanish course in addition to the entry level course already offered. As we already have an instructor on staff able to support the course, the primary need will be in the purchasing of software compatible with our Chromebook platform and able to be integrated into a blended learning environment.

#### Budget

#### 2017-18 Activities

#### Anticipated Outcome

\$4,241	Middle School World Language Spanish Course: blended learning course grounding in listening, speaking, reading and writing practices and able to be self-paced and provide opportunities for real world practice.	At least 80% of those students placing into the intermediate level course demonstrating mastery of course level standards.

***Mid-Year Reflection: World Language Program***

**Narrative: Progress Towards Anticipated Outcomes**

All funding for this year was applied towards school culture and climate activities.

***4. 5th to 6th Grade Enrollment Retention (PRELOADED)***

Programmatic Narrative Based on Data Analysis		
N/A		
Budget	2017-18 Activity	Anticipated Outcome

***Mid-Year Reflection: 5th to 6th Grade Enrollment Retention***

**Narrative: Progress Towards Anticipated Outcomes**

All funding for this year was applied towards school culture and climate activities.

***5. Safe and Positive School Culture (PRELOADED)***

Programmatic Narrative Based on Data Analysis
<p>Team: Measure G1 Lead Team (as identified on page 1)</p> <p>Current Status: EBIA's school culture and climate is built around the idea that faculty will provide personalized academic, social and emotional support services to students throughout their day. In its inaugural year, the school has divided this work into two major streams. One is via our school's advisory program. All students are organized into 16-18 student advisories with an assigned advisor who loop up with them across grades 6-12. This advisor teaches students a diverse social emotional learning curriculum that touches on such topics as goal setting, conflict resolution, identity development and individual organization and project management. Students work with their advisor to develop a personalized learning plan monitored by the student, advisor across the year and containing goals for academic and social emotional growth. The second is our school's social-emotional learning curriculum. Advisories meet for 45 min., once a week, to discuss topics related to social emotional learning – communication, relationships, health education, etc.</p> <p>Our current school culture and climate plan is monitored via our yearly school culture and climate survey (the School Climate Assessment Inventory run by Seneca Family Services), along with our tracking of predictive</p>

data associated with school culture – attendance, suspensions, etc. By reviewing these tools, what we have come to find out is that while we have a high rate of attendance and a low suspension rate, students overwhelmingly report a lower sense of equity and connected-ness amongst groups and consideration of student input into discipline, and staff report concerns regarding consistent expectations for and responses to student behavior. Further, staff reports a sense of disconnected with the social emotional learning curriculum. While we have developed the resources “in house,” they have not been applied consistently across advisories, with some advisories failing to implement, others only completing portions of lessons and students leaving the course without adequate development on our social emotional learning rubric.

Proposed Plan: Having reviewed our SCAI survey results, along with our attendance and suspension data, the Measure G1 Lead Team has decided to move forward with a proposed plan to improve upon the expectations for and responses to student behavior, along with student input into and engagement with the discipline process, and finally working to build a stronger school culture wherein students feel a sense of equity and connectedness amongst our diverse populations. It is our intention to do this through the development of a two-part school culture and climate plan. The first part is centered on the strengthening of our social emotional learning curriculum. We believe that this Tier I support will serve to build community amongst students and set clearer expectations for appropriate behavior and peer-to-peer interactions. Further, teachers will integrate SEL objectives from the course into their curriculum maps and integrate SEL skills into each classroom project, including both tasks during the project and for the final product. As an example, in order to develop perseverance, a student may write multiple drafts of a persuasive essay as evidence of growth on this SEL standard. Or, students must practice social awareness during Socratic seminars on controversial topics in history class. This looped integration will ensure that students have a deep understanding of the social emotional skills and practices necessary for success not just in building a strong school climate, but for success in college and beyond. The second part of this plan is focused on the development of a restorative justice system at the school. At EBIA, we strive to create a culture of community, where caring and nurturing relationships exist, giving students a sense of belonging and responsibility to one another. We know that students engaged in rigorous, relevant and real curriculum are more likely to be active participants in the community, eschewing misbehavior that takes away from the productivity of the learning environment. In order to support all students personifying our Six Innovator Norms (Perseverance, Curiosity, Kindness, Respect, Conscientiousness, and Citizenship/Leadership), we will implement a positive behavior support plan, with a restorative approach to addressing disciplinary issues that may arise. We will honor students and staff regularly and publicly for being positive contributors to the EBIA community.

This system will include Morning Meetings which will provide the school-wide forum for recognizing (giving shout-outs to) students for upholding the Innovator Norms, which are tied directly to our core beliefs. Time in Advisory classes will be dedicated to honoring students at a more local level. Acknowledging, validating and affirming our students will take place daily in all classes and throughout campus. While EBIA does not believe in incentivizing positive behavior with extrinsic rewards, we support the idea of setting personal and community goals and celebrating the attainment of those goals in myriad ways that honor process and progress.

We will hold high expectations for student behavior and establish a set of behavioral norms and school rules that will be in place to support a safe and positive learning environment. Consistency and transparency are the keys to ensuring students understand behavioral expectations. The iterative process of examining and refining these norms is not only encouraged, but expected, as we are an innovative school dedicated to creating a culture where buy-in exists as a result of all voices being heard in order to meet the needs of our community. Understanding most behaviors will be addressed by the classroom teachers, as a means of re-engaging students in the learning environment, students referred to the office will have multiple opportunities to correct their misbehavior.

Students will be treated as individuals, with personalized responses based on the incidents. In this restorative model, students will be asked to reflect upon the damage they may have done to an individual, group or the broader community. They will then work with a designated adult to address and restore that



damage via a number of strategies that may include participate in a circle with other students, community service or other methods. Having researched the impact that restorative justice programs have had on school culture and climate, we believe that instituting this program will result in far clearer expectations for and responses to student behavior, along with greater student investment in behavior management and accountability for community engagement.

<b>Budget</b>	<b>2017-18 Activities</b>	<b>Anticipated Outcome</b>
\$5,041	<ul style="list-style-type: none"> <li>• Social-emotional learning curriculum created by partner organization, to be implemented during the SEL course period.</li> <li>• Professional development training led a partner organization to support staff understanding and implementation of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will report an increase on equity and connected-ness among student groups on the annual SCAI survey.</li> <li>• Students will report consistent social emotional learning experiences and curriculum coverage across all advisories.</li> </ul>
\$2,000	Staff stipend for the position of restorative justice and/or social-emotional learning coordinator, taking on program coordination and communication management associated with restorative justice circle running, staff and community outreach.	<ul style="list-style-type: none"> <li>• Students will report an increase in sense of student input into discipline on the annual SCAI survey.</li> <li>• Staff will report an increase in consistency in expectations for and responses to student behavior.</li> <li>• School will report a decrease in Tier II and Tier III interventions (detention, suspension) from the prior school year.</li> </ul>
\$5,200	Professional development training for staff on the principles and practices associated with restorative justice methodology strategies for implementing these practices in a classroom setting.	<ul style="list-style-type: none"> <li>• Staff will report an increase in consistency in expectations for and responses to student behavior.</li> <li>• School will report a decrease in Tier II and Tier III interventions (detention, suspension) from the prior school year.</li> </ul>

### ***Mid-Year Reflection: Safe and Positive School Culture***

#### **Narrative: Progress Towards Anticipated Outcomes**

##### **Social Emotional Learning Curriculum and Training**

- For this school year, EBIA has partnered with the Whole Human Project to provide staff with a social-emotional learning curriculum and professional development on the implementation of this curriculum. This curriculum spans grades 6-8 and covers topics such as health education, building relationships, body image and more. During our October intersession professional development program, Whole Human Project staff ran a training for teachers on the implementation of this curriculum and supported identity based conversations with students. We have also additionally implemented the Wildwood social emotional learning curriculum to provide additional SEL resources to school advisors. Based on this work, EBIA anticipates an increase in the reported level of student connectedness on our end of year school culture and climate survey.

#### Restorative Justice Coordinator

- For this school year, EBIA provided a staff stipend to hire one of our staff members as a part time restorative justice coordinator. In the context of their role, this individual works to mediate student and staff conflicts using restorative justice practices. This work involves communicating with and getting input from staff, parents and students, running goal driven restorative circles between students and providing follow up check ins and tracking goal data for those students involved in mediations. Based on this work, EBIA anticipates an increase in the reported level of consistency in expectations for and responses to student behavior, as well as a decrease in our suspension rate.

#### Restorative Practices Training

- During the school year, our school has three main sessions of professional development - preservice training, October intersession, and February intersession. During each of these session, we have held restorative practices and restorative justice training for staff members. For these restorative practice and justice trainings, staff has been supported in understanding how to building positive culture and climate in their classrooms, as well as how to resolve conflict at the lowest possible level using mediation strategies. Based on this work, EBIA anticipates an increase in the reported level of consistency in expectations for and responses to student behavior, as well as a decrease in our suspension rate.

***Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	ECP	Principal	Kilian Betlach
School Address	1800 98th Avenue Oakland, CA 94603	Principal Email:	Kilian.Betlach@ousd.org
School Phone	510-639-2888	Grant Amount*	\$86,838
2017-18 Projected Enrollment (6-8)	380	Actual 2017-18 Enrollment (6-8) (20 day count)	

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

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

**Mid-Year Reflection: Music Program**

Narrative: Progress Towards Anticipated Outcomes
We have not used G1 funding for a music program.

**2. Art Program (PRELOADED)**

Programmatic Narrative Based on Rubric
Our arts program is currently is limited to two sections of drama class, four sections of dance, and some scattered after school program offerings. We have partnered with Alliance Academy to co-fund both the drama teacher and some of the after school program offerings in order to maximize the effectiveness of the programmatic offerings and element

fiscal inefficiencies. The strength of our program is based on potential. We have dedicated and content specific art and drama spaces and we also have a beautiful auditorium with professional grade sound and lighting equipment. If we can build a program and retain staff, we have the infrastructure to support them.

Budget	2017-18 Activities	Anticipated Outcome
\$26,000	Hire an arts integration specialist	<ul style="list-style-type: none"> <li>● Increased exposure to both arts activities and studio habits of mind across all grade levels and all curriculum.</li> <li>● Establish a baseline of at least 1 arts integration Exposition project at each grade, for each of the three Expositions</li> </ul>
\$5,000	Purchase supplies for art and drama instruction and activities	<ul style="list-style-type: none"> <li>● Ensure baseline levels of supplies to achieve arts integrated project goals</li> </ul>
\$30,000 (~.4)	Hire a drama teacher (co-funded with Alliance Academy)	<ul style="list-style-type: none"> <li>● Increased exposure to theatre activities and the studio habits of mind across grade levels</li> <li>● With dance teacher and arts integration specialist, produce a Fall and Spring performance</li> <li>● Increase literacy outcomes because of increased exposure to literacy practices.</li> </ul>

### **Mid-Year Reflection: Art Program**

#### **Narrative: Progress Towards Anticipated Outcomes**

- 1) Our Arts Integration Specialist was hired and ready to start on the first day of school. He has been working within each grade level and has partnered on two projects YTD. He has also worked to incorporate studio habits of mind during the “project period” that we hold three times year. He is also working with students after school to create backdrops for our production of The Wiz.
- 2) We have purchased supplies for both art classes and the interdepartmental production of The Wiz.
- 3) The drama teacher was hired (in partnership with Alliance Academy). She teaches two sections of drama (6th and 8th grade) and is working with the Arts Integration Specialist and the Dance Teacher to produce a student performance of The Wiz.

### **3. World Language Program (PRELOADED)**

#### **Programmatic Narrative Based on Rubric**

N/A

Budget	2017-18 Activities	Anticipated Outcome
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**Mid-Year Reflection: World Language Program**

<b>Narrative: Progress Towards Anticipated Outcomes</b>
We did not invest in a World Language Program.

**4. 5th to 6th Grade Enrollment Retention (PRELOADED)**

<b>Programmatic Narrative Based on Data Analysis</b>		
N/A		
<b>Budget</b>	<b>2017-18 Activity</b>	<b>Anticipated Outcome</b>

**Mid-Year Reflection: 5th to 6th Grade Enrollment Retention**

<b>Narrative: Progress Towards Anticipated Outcomes</b>
We did not invest in 5th to 6th grade enrollment retention.

**5. Safe and Positive School Culture (PRELOADED)**

<b>Programmatic Narrative Based on Data Analysis</b>		
<p>Our school culture took a big step forward last year. We reduced Chronic Absence by 3 percentage points, we reduced suspensions below 5%, and our CHKS survey data was strong. We credit our former CSM with much of this success, and our current CSM is working to maintain that level of success. We need to continue to develop these positive outcomes in order to significantly increase the number of 5th grade families who choose ECP as a first choice school.</p>		
<b>Budget</b>	<b>2017-18 Activity</b>	<b>Anticipated Outcome</b>
\$26,000	Fund youth development specialist	<ul style="list-style-type: none"> <li>• Mentor 10-20 Tier-II students and reduce incidents of conflict</li> <li>• Manage SST process in coordination with COST and Community Schools Manager to ensure greater levels of students success and fewer referrals for special education testing</li> <li>• Provide ongoing support to families around aiding students to reach positive life and school outcomes and school goals</li> </ul>

**Mid-Year Reflection: Safe and Positive School Culture**

**Narrative: Progress Towards Anticipated Outcomes**

- 1) We hired the Youth Development Coordinator and he began work on day-1. He has managed a caseload of Tier-II students that are identified through the existing OUSD/ ECP COST process. This mentoring takes numerous forms: a) check-in and check-out, b) class push-in, c) family connection, d) advice and mentoring
- 2) Our Youth Development Coordinator participates on our COST processes and manages SST meetings. Along with the guidance counselor, the Youth Development Coordinator schedules, arranges, and facilitates SSTs for the 7th and 8th grades.
- 3) The Youth Development Coordinator schedules monthly meetings with the students on his caseload, and provides guidance and support to those families.

**Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).**



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## Measure G1 Mid-Year Reflection 2017-18 Due January 26, 2018

School:	Edna Brewer Middle School	Principal	Aubrey Layne
School Address	3748 13 <sup>th</sup> Avenue Oakland, CA 94610	Principal Email:	<a href="mailto:Aubrey.layne@ousd.org">Aubrey.layne@ousd.org</a>
School Phone	510-531-6600	Grant Amount*	\$124,769
2017-18 Projected Enrollment (6-8)	807	Actual 2017-18 Enrollment (6-8) (20 day count)	

*\*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.*

### **Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

#### **1. Music Program (PRELOADED)**

##### **Programmatic Narrative Based on Rubric**

Edna Brewer's current music program is currently being led by 2 veteran educators. Mr. Zack Pitt-Smith (1.0 FTE) has masterminded the transformation of the music program into one that rivals any other, in the City of Oakland. His steadfast advocacy and knack for forging strong partnership has resulted in the program attracting a diverse set of families from many neighborhoods. Ms. Stephanie Holmes (0.6 FTE) joined Edna Brewer a few years ago and has forged a strong Orchestra program. Zack and Stephanie's love and passion for music permeates Edna Brewer. Their concerts and music events are well attended. Music promotes a community.

Though Brewer has had a thriving music program lead by quality educators, there are still areas of concern. As indicated in the results of the music program self-assessment, there is still a lack of access and equitable opportunities for students to participate in music at Brewer. The school's schedule and competing electives classes often prevent ALL students being able to enroll in a music class. Further, both staff and parents assessed, rated the music program to be "basic" in 3 important categories (Facilities, Equipment and Materials and Teacher Professional Development).

Measure G1 offers an opportunity for Brewer to improve how we serve our diverse student population. We have outlined a budget below, if implemented, this budget would increase equitable access to music opportunities in our diverse school community.

Budget	2017-18 Activities	Anticipated Outcome
\$6,5000	After School Chorus Partnership	Description Oakland Youth Chorus' website:



		<p>The Oakland Youth Chorus unites diverse communities and transforms young people’s lives through excellence in music education and community performance.</p> <p>Founded in 1974, the Oakland Youth Chorus (OYC) is the longest running youth chorus in the East Bay. Our work focuses on creating and sustaining programs of high educational and artistic merit that are accessible to and supportive of children and youth from all backgrounds.</p> <p>OYC welcomes and serves all children and youth, celebrates their cultures and unique strengths, and connects them to each other in the East Bay to use their voices for change needed to bring harmony to our world. We accomplish this through joyful and affirming music education and performance programs that focus on musical excellence at all levels while nurturing the development of the whole child. Community performances provide opportunities for singers to connect across neighborhoods, foster greater community engagement, and engage in the arts as service learning experiences.</p> <p>OYC singers develop self-confidence, respect for the music of several cultures, strong friendships and community engagement, and a lifelong love of music.</p> <p>We feel very strongly that OYC remains after school so that more students have access to it.</p> <p>Memo of Understanding Oakland Youth Chorus and Edna Brewer Middle School: The mutual understanding of partnership expectations between Oakland Youth Chorus (OYC) and Edna Brewer Middle School (school) extends from August 2016 through June 2017.</p> <p>1.School agrees to:</p> <p>a. Work with OYC to develop an after school choral music program reflecting</p>
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		<p>the shared values and vision of OYC and the school.</p> <p>b. Commit \$6500 towards the cost of the program for the year, payable in quarterly installments according to attached schedule.</p> <p>c. Embrace music teachers as members of the School faculty by sharing School policies and procedures, observing classes, and including them in school staff communications.</p> <p>d. Collaborate and actively communicate with OYC in implementing, reviewing, and assessing program activities and effectiveness.</p> <p>e. Communicate with parents and students about the OYC program at the school and enlist their support and participation. Support the music teacher in communicating and organizing school performance opportunities to parents and students.</p> <p>f. Be available as schedules permit for OYC site visits to the school program for collaboration or support.</p> <p>g. Promptly inform OYC of any incidents in which any music/arts faculty is alleged to have violated any School policies, especially those governing the interaction between School personnel and students.</p>

### ***Mid-Year Reflection: Music Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

#### **Oakland Youth Chorus**

Edna Brewer's Oakland Youth Chorus (OYC) has had a very successful first semester. We have met our goals of integration into the school community and to that end participated in Winter concert. This included a piece in collaboration with the School Band, The Music teachers meet regularly with Ms. LaNell, our choral director, to plan joint events and discuss future planning including a Spring pop concert and our regular

Spring concert.

OYC has presence at several schools in Oakland, so our students have the opportunity to perform with the larger chorus in community settings. This meets one of our goals to broaden the experiences of our students.

It is clear that the students are growing in self-confidence from their participation and expanded knowledge of music theory and technique. In the classroom, the singers are building a musical foundation for the following:

Music theory (note and rhythm reading and dictation)

The components of expression in a choral setting

Teamwork atmosphere where communication and support for each member are crucial

Learning a multicultural repertoire

Experiencing and practicing independence in stage presence

Learning how to be an attentive audience member

## **2. Art Program (PRELOADED)**

### **Programmatic Narrative Based on Rubric**

Edna Brewer lacks a sustainable visual arts program, which would further enrich our school's learning environment and community building efforts. In conducting a self-assessment, based on the Middle School Visual Art Rubric for Program Evaluation, our staff and community identified the need to strengthen our current art program, which does not meet the standards of even a basic visual arts program across six domains: access/equity, instructional program, teachers, facilities, equipment/materials and professional development.

Our current program is three exploratory/elective classes, taught by one science or history classroom teacher

at each grade level, in addition to funding by a three-year California Arts Council VAPA grant, which ends in 2018. Through this grant, we have hired an outside contractor (a teaching artist) to work two days a week in collaboration with our core teachers to deliver art instruction for over 200 students, who self-select their art elective and are scheduled by grade level. We do not have a credentialed art teacher at this time. No planning

time is available for curriculum development, which is a serious burden for our teachers who have taken on art as an additional class.

Materials are not in our current budget. We purchase them through PTSA funding, which is not guaranteed from year to year. For example, our after-school chorus was cut from the PTSA budget after one year. Class in

conducted in a shared space with no storage, severely limiting the types of projects available to students and performance opportunities. There are no advanced level or after-school offerings, and art instruction is not available to all students, particularly those with special needs or to students in remedial classes, presenting a serious equity issue. These students stand to benefit the most.

Strengthening our art department is consistent with Measure G1's stated goals. Existing interest in the arts within our community has proven creating a strong arts integration program will attract and retain school-site educators. Our current music program attracts a diverse set of families and creates a strong sense of community through outreach and well attended concerts and music events. Its presence establishes a unifying

culture within a diverse student body. Likewise, a full time credentialed art teacher can coordinate all art related programming across our school, reaching additional students whose strengths may lie outside of traditional academic life. Creating a more well-rounded learning environment benefits all students, and

closing the current three-year gap in arts education can prepare interested students for pipeline to visual and media art programs in high school, thus retaining students who opt out of public middle school.

Developing a strong visual arts program speaks to our 3 Big Rocks; data collaboration, culturally responsive teaching, inclusive of restorative justice, and academic differentiation. There is no more equitable classroom than one that asks students to create their own version of the task. Studies show that visual art develops habits of mind that lead to sustained focus, increase observation skills, and assist in better articulation of students' decision making process, all priorities with common core standards. Further, art education is linked to improved emotional, literacy, and visual analysis skills, in making better critical judgements, and in helping students learn from their mistakes. In short, art aids in deeper learning and creates a positive and safe learning environment for all students.

Specifically, we seek to utilize Measure G1 funding to hire a full time credentialed teacher, to create an annual

budget for art supplies, and to provide professional development for our teachers to fully integrate art into our curriculum. Art instruction will be the same duration as core classes with a full time highly qualified

credentialed teacher who is trained to offer several units of art education (drawing/painting, ceramics, multi-media arts), with an additional focus on being able to resource Photoshop and our 3D printer, which are

currently underutilized. In addition, a new art teacher will be well positioned to continue to build our existing community partnerships with the San Francisco Art Institute. Current restrictions allow for only sporadic student teaching at Edna Brewer, but a full time credentialed teacher will allow us to support a student teacher every semester in our art electives. They will be given a dedicated art room with a hard floor, ample natural light, a working sink, work tables, and storage space for student work, materials, and supplies and tasked with shaping the room and ordering supplies, which will include but are not limited to paint, brushes, paper, canvases, mirrors, drawing supplies, markers, pastels, and clay.

A full time art teacher will coordinate student art displays, artist visits, field trips, and community art shows with mandatory student attendance, similar to our highly successful music concerts. They will develop outdoor service oriented art projects and school beatification, directly contributing to creating a positive and safe school environment. Professional development is essential. We seek to hire a teacher who has gone through the Integrated Learning Specialist Program in order to work directly with our core teachers in arts integration, and expressed interest of many Edna Brewer teachers. We have also included in our budget the capacity to send core teachers to the Integrated Learning Specialist Program through the Alameda County Office of Education. This will allow our art department to work in tandem with all other departments and to be an integral part of school wide planning, providing our students with more diverse learning experiences.

Hiring a full time teacher also frees up our grant funded teaching artist to spearhead an after-school arts program, providing a much needed access point for students in remedial classes, thus addressing equity. Effort

will be made to connect our teaching artist to remedial classes during the day in order to engage students after-school. Our teaching artist will coordinate parent and community volunteers, and create offerings in media arts, fine arts, as well as set and costume design for our theatre productions. All of these steps will create a comprehensive, high quality art program that every student in at Edna Brewer will benefit from. We outline our budget below.

Budget	2017-18 Activities	Anticipated Outcome
\$92,363	1.0 FTE Art Teacher	Increase access to art, improve student retention, and create a positive and safe learning environment. Become point of access for all art

		related activities within school, thus taking us from entry to quality in regards to equity, instructional programming, teacher quality, facilities, and professional development. See above.
\$1,500	Supplies for Art Class	Purchase supplies for Art class.
\$1,500	Supplies for Woodshop	<p>Purchase Supplies:  Sandpaper - various grits packs of 50 sheets  Stain  Polyurethane Varnish  Paint - 1/2 gallon various colors  Paint brushes - various sizes  Replacement saw blades  Hardware  Lumber</p> <p>We are hoping to continue to revamp the long gone woodshop program at Brewer. What once was a fully functional woodshop is now on campus restoration/computer storage/math classroom. We would like students to experience the joy of woodworking and the satisfaction of seeing a project through from design to finishing. We will make some "simple" projects like carved wooden kitchen items, signs, wooden boxes, skateboards, hand mirrors, yo-yos, and just about anything that the students can think up! Since this year's pilot program has been successful and students have shown interest, we would like to continue to build up the wood shop program.</p> <p>A woodshop class can help students become more self-reliant, help to reinforce the principles of math and science, teach students the value of persistence, help students to find satisfaction in taking a project from start to finish, help students find their strengths, and launch a hands on career. We have seen some students that are generally disengaged in school become passionate about working in the shop. We think this is an</p>

		opportunity that all of our students deserve.
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Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**Art Program**

At this half-way point in the school year, having a full-time credentialed art teacher has allowed for a sequential three-year visual arts program available to students in grades 6, 7, and 8 at Edna Brewer Middle School. Students now have the option to take art for one semester per year. Some students may take just art just once, some twice, and others may take it during each of their years at EBMS. Most students are now able to take art with this schedule; however, there are some segments of the student population for whom art is still unavailable. Students who must use their elective period to take a remedial class are unable to enroll in art class during the school day. There is also no advanced art elective or an option for a student to take art for a full year rather than just one semester per year. This serious equity issue is partly addressed through the introduction of the after-school arts program, which meets twice a week. However, students may have other commitments after the school day, and thus not be able to take advantage of this option. Equitable access of art for all students is still an ongoing issue.

The dedicated space for an art room, including a supply closet and sink room, is well utilized. There is ample space for work tables. The room still lacks appropriate storage for student work due to the high cost of art storage furniture.

During the first semester, student artwork has been shown consistently on bulletins outside the art room and near the main entrance. A movable display has also been used to show artwork in the library and gym during special events. No dedicated art show has been run yet, though it is planned to happen in tandem with musical events, in order to reach as many visitors as possible. There has also been a visiting ceramicist so that students have the opportunity to work with real clay and have their work fired in a kiln. Because there is funding through the PTSA for one field trip, this will be offered in the spring in order to reach both first- and second-semester art students. Also coming up in the spring will be the continuation of the existing community partnerships with the San Francisco Art Institute, as a student teacher will be coming to EBMS.

Student feedback (in the form of informal discussion and end-of-semester surveys) indicates that students have an overwhelmingly positive response to the classes. In addition to learning art-related skills, approximately 1/3 of students surveyed indicated that their time-management skills have increased, with many other students listing self-confidence, public speaking, social skills, and study skills as their top takeaways from the class.

Art Supplies

Thanks to the funding for art supplies, the class is able to explore a variety of traditional arts materials, including charcoals (willow, vine, compressed), pastels (soft, hard, oil), paint (watercolor, tempera, acrylic), printmaking (monoprint and linoblock), various paper and surfaces (sulphite, block, rag, canvas, cardboards,

different weights and brands), and other miscellaneous art materials like air-dry clay, plaster wrap, papier mache, etc. Certain materials that were listed in the original goals, such as the inclusion of ceramics and multimedia arts, have not been met at this time due to space, scheduling, and financial constraints. In order to work with ceramics, the purchase and installation of a kiln and related supplies (such as the clay itself, glazes, engobes, oxides, shelves, stilts, a pug-mill, etc.), would require an additional several thousand dollars. Multimedia offerings are also severely limited; access to photoshop is only available in the computer lab, which is used each period by other teachers and classes. Having a broad access to different materials and techniques will allow students to experiment and problem-solve in a variety of unique ways.

### **WoodShop Supplies**

So far we have used the G1 funds to purchase lumber, a random orbital sander, a much needed miter saw, a planer stand, and sandpaper. The lumber was used by students to create awesome projects during the first semester including cutting boards, treasure chests, a clock, a stool, and many more. The tools mentioned were either upgrades to tools we already had or they were tools that we did not have access to before the G1 funding came in. The miter saw is a tool that both the students and I use on a regular basis. It cross cuts lumber (across the grain) at 90 degrees (and other common degree measurements). This tool is used in almost every project that gets made in the shop. We plan to use the balance of our funds to purchase more lumber for the next semester, a few more small tools, and other non-reusables like paint, paint brushes, stains, and varnishes.

### **3. *World Language Program (PRELOADED)***

#### **Programmatic Narrative Based on Rubric**

N/A

<b>Budget</b>	<b>2017-18 Activities</b>	<b>Anticipated Outcome</b>

### ***Mid-Year Reflection: World Language Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**Not Applicable**

### **4. *5th to 6th Grade Enrollment Retention (PRELOADED)***

#### **Programmatic Narrative Based on Data Analysis**

Edna Brewer, some would say, is a microcosm of Oakland. The diversity, based on the demographic breakdown reported earlier in the proposal, mimics that of the city's population. With such diversity comes, unfortunately, a disparity in parent engagement at school. The PTSA board consists primarily of parents of our Caucasian and Asian student. These parents are also of the middle to higher socioeconomic backgrounds. A major priority for our school is to increase involvement of parents of African-American and Latino

backgrounds. The hiring of a parent liaison acts to support the aforementioned concerns pertaining to the engagement disparity of parents of different ethnic background. In addition, Brewer, in collaboration with the parent liaison, would be able to create and promote opportunities for elementary communities to become aware and participate in the variety of events that attract families considering and evaluating schools to matriculate in the 6th grade. Forging such a relationship will increase enrollment retention.

Budget	2017-18 Activity	Anticipated Outcome
\$8,500 (will increase to \$10,000 if funds become available from Art position allocation)	Parent Liaison	Job Description: Family Liaison 1. Collect and review CHKS and Parent Engagement data/ feedback with Admin team, SSC, PTSA and Counselor Philips 2. Plan celebrations and events (document events with pictures and videos and send communications about events) to engage diverse students and parents- celebrations, movie and dinner nights, award night 3. Support family communication and relationships by making calls and home visits with home visit teams 4. Collaborate on existing evening celebrations and events to enhance parent participation- Back to School Night, Open House, Culture Night, Burgers and Bingo, Enrollment events, Science fair, History Night, concerts, art exhibits and tours, support parent education events led by Counselor Philips and Ms. Maiuri (collect data at events to shape the direction of the work) Qualities and Qualifications 1. Excellent writing, speaking, presentation and inter-personal skills 2. An Edna Brewer employee or parent is preferred 3. Bilingual is a plus 4. Team player Hours- 15 per week 540 hours per year Pay-\$15.74 per hour Total annual pay- \$8,500

**Mid-Year Reflection: 5th to 6th Grade Enrollment Retention**



## **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

### **Parent Liaison**

Many elements of the job description of the parent liaison have been held by Assistant Principals at Edna Brewer. At this time, we have identified Terri Phelan an energetic and thoughtful parent volunteer, who serves as the communications chair on our PTSA to take on additional (paid) responsibilities as our parent liaison. We are excited to work with Terri, especially because some of the structure for the work we've acknowledged as being important in our goal to increase involvement of parents of African American and Latino backgrounds, has been steadily worked on throughout this year. Therefore, Terri will be able to not only centralize some of the work, but will also be able to walk into some working groups and systems, such as a Diversity Committee, School Site Council, etc and pull from overlapping concerns and efforts.

Our next steps are to meet and solidify the role with Terri, and support her in having clear goals around meeting some of these tasks we've put forth.

## **5. Safe and Positive School Culture (PRELOADED)**

### **Programmatic Narrative Based on Data Analysis**

A safe and positive school environment is paramount to the academic and social success of students attending

Edna Brewer Middle School. School culture plays a critical role in determining the type of experience students

have as they progress through their 6th to 8th grade years. With that being said, the Brewer staff wholeheartedly believes in fostering a safe and positive school environment for all of our students. We promote

P.R.I.D.E. (Positivity, Respect, Independence, Determination, Empathy), teaching and modeling it on a daily basis. We expect our students and adults to embody Panther PRIDE on and off campus. In addition, Brewer initiatives, events, and expectations are created and implemented with the purpose of fostering a robust learning space where students are satisfied and feel connected to peers and adults they come in contact with.

These ideals, include but are not limited to, culture building in the first 3 weeks of the school year, PACT and Advisory community building classes, an ACT (Academics, Community, Total Health) assembly each marking

period, Student of the Month Breakfast/Award , 6th grade Put-down ceremony, Panther Pride tickets (positive

incentive), Pride Store, Be a Friend Campaign, No One Eats Alone community building day, and schoolwide presentations (Nightmare on Puberty Street, Beyond Differences presentation) to name a few. Students also have opportunities to participate in campus groups, such as social skills club, lunchtime activities in the library,

Black Student Union, Latino Boys group, Black Boys Bond group, Gay-Straight Alliance, Student Council, and

Peer RJ mediators.

Brewer employs three Restorative Justice Coordinators who work closely with all students to equip them with the skills to successfully resolve problems peacefully. In addition, each family of four content area teachers

meets weekly to discuss how to best support students. The school's COS Team works closely with the family and the grade level administrator to provide counseling to students in need. Further, though Brewer has incorporated many initiatives to foster a safe and positive school environment, we have identified a significant need for supporting student during unstructured times. We propose utilizing Measure G1 funds to add organized lunchtime activities to keep students involved and focused on positive opportunities. These two proposals are critical in transitioning Brewer from a good school to a great one.

Budget	2017-18 Activity	Anticipated Outcome
\$14,175 (will increase if funds become available from Art position allocation)	3 Mentors to Facilitate Structured Activities/Support Lunch	<p>Homework club or Organized activities</p> <ul style="list-style-type: none"> <li>• Before school from 7:25 am to 8:20.</li> <li>• 2 breakfast club leaders work with 60 high needs students assisting in homework and SEL work</li> <li>• We can see ISS s or Para s leading the work for additional pay in the mornings.</li> <li>• Supervise basketball?</li> </ul> <p>Lunchtime Activities</p> <ul style="list-style-type: none"> <li>• Employ EBAYC mentors to help supervise and lead lunchtime activities (i.e. arts and crafts, sports &amp; tournaments, karaoke, Olympics &amp; relay, etc).</li> <li>• Give options to teachers who want to lead those activities to do so, and get paid for their work.</li> </ul> <p>After school homework club</p> <ul style="list-style-type: none"> <li>• We have a number of students who wait outside the school, after school, for parents, or for rides that are not consistent every day.</li> <li>• We have options such as after school program, sports, music programs after school, though those programs are not on a drop in basis - if a student happens to be waiting for a parent until 5 or 6 (one day, not consistently) it'd be great to have a room to send them for homework support, and a room where someone can call home as well, to make sure we're in the loop and know why they're waiting for so long.</li> </ul> <p>3 adults at 1.5hrs per day            175 days per year = 262.5 hours            \$18.00 per hours            Total per person = \$4725</p>

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**Mid-Year Reflection: Safe and Positive School Culture**

**Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**Structured Lunchtime Activities**

Currently, EBAYC mentors are present in every 6th grade lunch, supporting students by providing structured and supervised activities such as board games. We also have advisory games run by our PE coach, and mentors who support with supervising the games, and ensuring students are safe, and enjoying themselves. Many of our students also use this time to talk to the mentors, and get to know one another if they are not acquainted with the mentor.

Our lunchtime activities consist of board games, arts & crafts and sport activities. Everyday during lunchtime, mentors set up tables and have board games available for all students to participate. We also have our lunchtime sports league. We started with flag football league, followed by basketball. We are considering adding kickball. Each league consist of teams randomly put together. They play against each other during lunch. So far, it has been very successful with the sports during lunch. Students interact and get to know each other. Rainy weather is a challenge because all sport activities are postponed until the next day. We will incorporate arts and crafts when supplies are ready.

By playing board games during lunchtime, students are using their cognitive skills to learn how to solve puzzles and think about what their next move(s). Students are able to hang out and play with one another while also learning how to share the game with other students waiting their turn to play. Having students come to the board game table and play with one another shows that they can interact with others and be cordial to one another without conflicts. Overall, the board games help students who don't usually have someone to talk to or someone that is always alone a place to go and have fun with their peers. It helps them engage in talking and meeting new people that they do not usually talk to.

Lunchtime activities give a lot of opportunities for students to express themselves through sports and board games. We want to have students to be involved and give students experiences that they are not able to experience outside of school. Offering lunchtime activities give students an option to be more physically and mentally active.

Our next step is to build onto the activities that we have, and expand on them in order to attract more students and diversify the groups of students who come in contact with the mentors. We will also look into folding in some structures we already have throughout the school, like PRIDE tickets, to incentivize positive behavior around the mentors, and while doing the activities.

**Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).**



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	East Oakland Leadership Academy	Principal	Laura Armstrong
School Address	2614 Seminary Ave	Principal Email:	docarm@aol.com
School Phone	510-562-5238	Grant Amount*	50% Allocation: \$6,553.50
2017-18 Projected Enrollment (6-8)	50	Actual 2017-18 Enrollment (6-8) (20 day count)	

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

**Programmatic Narrative Based on Rubric**

Our self-assessment indicated that we are at the entry level in all categories. We currently do not have a music program. Several years ago we partnered with Four Seasons Arts that exposed our students to classical music performed by young diverse musicians, assemblies and live concerts. The students really enjoyed this program. There are several other community programs that we will partner with to offer our students opportunities to be exposed to music in such a way as to develop an appreciation for various types of music. This will be accomplished by:

- Partnering with community music programs including DACA and Glover Technology Center
- Having assemblies with diverse local musicians
- Going on fieldtrips ie. symphony, opera, classical concerts
- Student performances

Equipment and materials:

We will purchase simple instruments for bucket drumming and small percussion instruments for easy storage.

Most of the cost will be on outside community programs.

The goal is to give all students access to music and develop music appreciation. Although we currently have a 80% retention rate for 5th and 6th grade students, a music program would have the potential to increase this rate. We currently offer art. We began to implement Culture day last year, however music is an area that students and parents have requested that we don't have. These funds will help fill a gap that will improve retention. \*This program is a priority.

Budget	2017-18 Activities	Anticipated Outcome
\$700	Purchase of musical instruments for drumming program	All students will be exposed to drumming program experience School assembly with student participation utilizing musical instruments
\$1153	Admission fees and transportation to cultural music performances (ie. African Music performance @ UC Berkeley, Oakland symphony, Cal performances)	1 field trip per class for a public music performance

### ***Mid-Year Reflection: Music Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ] We are currently in the process of scheduling field trips and finalizing the purchase of instruments. We have not spent funds as of this report.

## **2. Art Program (PRELOADED)**

#### **Programmatic Narrative Based on Rubric**

Our self-assessment indicated that we are at the early entry level for art. We currently have an art teacher but have very limited supplies. Each grade has access to art twice a week for an hour. We would like to increase the time that our students are able to engage in the visual arts and introduce drama and dance components into our art program.

We partnered with our councilperson two years ago to organize a Street Art festival in our community. It was quite successful. The councilperson paid all costs associated with the festival. We would like to have a street festival as one of our outcomes. Another outcome would be student exhibitions during the year and participation in local art contests and recycle Art Earth Day presentations (sponsored by the City). We are not

able to participate in a lot of these events because of the cost/fees associated with them. This grant will allow students to participate and exhibit their accomplishments.

These additions to our current program will not only appeal to our students and improve retention, but will also address the multiple learning styles (multiple intelligences) of our students and improve their academic performance. Learning dances and songs from all over the world will be a part of our Culture day and develop an appreciation and tolerance for World Languages and Cultures. We would use professional development opportunities to learn how to integrate performing arts in the classroom (ie.

Shakespeare/Hamilton) in an interactive way.

These funds would be used to:

Provide honorariums to bring local artists to speak with students about their mediums and experiences as artists

Expose all middle school students to museum experience at Museum of Childrens' Art and San Francisco Museum of Modern Art.  
 Purchase supplies to create an inventory that represents the various mediums and genres of art including additional storage for these supplies  
 Purchase iPads to expose students to different mediums and genres of art  
 Provide professional development for teachers to gain expertise in integration of arts into the curriculum

Budget	2017-18 Activities	Anticipated Outcome
\$1900	Fees for local artists to visit the school (\$400) Admission fees & transportation to Museum of Children's Arts and San Francisco Museum of Modern Art (3 visits at \$700 each)	2 school visits by artists 1 field trip to a museum by each grade level
\$1200	Purchase 3 iPads to be used exclusively in art class to introduce students to different mediums and genres	All students will be introduced to different mediums of art (specifically drama and dance) through use of the iPad.
\$850	Art Supplies for drama performance and street festival Entry fee for Recycle Art contest	All students will create a piece of Recycle Art Selected students will participate in Recycle Art competition
\$750	Professional development on integrating the arts in the classroom provided by the Alameda County Office of Education	All 6-8 grade staff will participate in arts integration professional development

### **Mid-Year Reflection: Art Program**

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ] We are currently in the process of researching more professional development opportunities, scheduling field trips and have not yet spent funds.

### **3. World Language Program (PRELOADED)**

#### **Programmatic Narrative Based on Rubric**

N/A

Budget	2017-18 Activities	Anticipated Outcome
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***Mid-Year Reflection: World Language Program***

**Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ] N/A

***2. 5th to 6th Grade Enrollment Retention (PRELOADED)***

**Programmatic Narrative Based on Data Analysis**

N/A

Budget	2017-18 Activity	Anticipated Outcome
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***Mid-Year Reflection: 5th to 6th Grade Enrollment Retention***

**Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]  
N/A

***3. Safe and Positive School Culture (PRELOADED)***

**Programmatic Narrative Based on Data Analysis**

N/A

Budget	2017-18 Activity	Anticipated Outcome
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***Mid-Year Reflection: Safe and Positive School Culture***

**Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ] N/A

***Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	Epic Charter School	Principal	Mike McCaffrey
School Address	1112 29th Ave, 94601	Principal Email:	MMcCaffrey@efcps.net
School Phone	510-536-9601	Grant Amount*	72,000
2017-18 Projected Enrollment (6-8)	440	Actual 2017-18 Enrollment (6-8) (20 day count)	341

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

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

**Mid-Year Reflection: Music Program**

<b>Narrative: Progress Towards Anticipated Outcomes</b>
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]
Not Applicable

**2. Art Program (PRELOADED)**

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

**Mid-Year Reflection: Art Program**



**Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

Not Applicable

**3. World Language Program (PRELOADED)****Programmatic Narrative Based on Rubric**

N/A

Budget	2017-18 Activities	Anticipated Outcome
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**Mid-Year Reflection: World Language Program****Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

Not Applicable

**4. 5th to 6th Grade Enrollment Retention (PRELOADED)****Programmatic Narrative Based on Data Analysis**

N/A

Budget		Anticipated Outcome
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**Mid-Year Reflection: 5th to 6th Grade Enrollment Retention****Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

Not Applicable

**5. Safe and Positive School Culture (PRELOADED)****Programmatic Narrative Based on Data Analysis**

School culture has improved at Epic, particularly for 8th grade students who have been at Epic from 6th grade. However, because we are a new school that has added 120-150 students per year (this is the first year we have served all grades 6-8), school culture continues to be fragile and definitely not at the standard we have set, mostly because we have had to find middle school staff during some challenging teacher shortage years. This has led to a much larger proportion of newer teachers, both new to teaching and new to Epic. These teachers have often struggled to facilitate rigorous learning environments. At EFC, all new

teachers receive induction and some level of new teacher coaching and support. However, this year we realized that the new teachers needed much more intensive support AND they needed more structure and systems to support faster development. This school year, we have funded someone to “script” a school culture plan for Epic - one that clearly outlines what we expect of children and adults from the moment they arrive on campus to the moment they leave, in every space and in every situation. We have visited several “strong” middle school programs that have rigorous and focused academic cultures, and in those schools, the leaders and staff are very intentional about culture and calibrated about what it should look like and how they facilitate their vision. To support new teachers in implementing this plan, we seek to invest in a new teacher induction coach, someone who will provide intensive coaching and professional development for his/her caseload of new teachers, coach and support the site leadership in the implementation of the school culture plan and create accountability systems for staff implementation. Additionally, we seek to fund No Nonsense Nurturer training for all coaches and for all Epic teachers - to ensure they are all calibrated around strong school culture practices.

Budget	2017-18 Activity	Anticipated Outcome
\$72,000 (if 50% allocation)	Resource a .6FTE school culture coach to support new and second year teachers around learning and implementing school culture rituals and routines; support Epic leadership team in calibrating and creating accountability towards implementation; facilitate new teachers developing strong classroom cultures by week 7 of school	<ol style="list-style-type: none"> <li>1. New teachers will understand Epic vision around culture and the rituals and routines for realizing that vision</li> <li>2. Classrooms of new teachers will have focused and engaged classroom cultures within the first 6 weeks of school as measured by an approaching or meets score in the culture section of the TNTP evaluation rubric</li> <li>3. There will be consistency across the school with respect to school culture rituals and routines across classrooms and other spaces and throughout the day</li> <li>4. All staff will be able articulate the rituals and routines with respect to school culture</li> </ol>

### ***Mid-Year Reflection: Safe and Positive School Culture***

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

We posted and hired a new teacher induction coach with tremendous experience in secondary teaching coaching, which was VERY exciting. She led with the principal a Strong Start initiative at Epic where newer teachers (first and second year) received intensive daily coaching (from ¼ to an entire day) from either an administrator, her, other site level coaches or Home Office leadership with middle school experience. This translated into intensive coaching for 10 teachers across Epic with the goal of achieving 90% on-task behavior in classrooms in six weeks. At the conclusion of six weeks, across ALL classrooms at Epic, there was 87% engagement/on-task behavior exhibited. We saw this as TREMENDOUS progress. At the conclusion of the six weeks, the new teacher induction coach was able to transition from supporting all

struggling teachers to targeting those who were either fragile in their class culture or still struggling. The six week strong start allowed her to focus her work on a few after facilitating acceleration of those teachers who had more skill or capacity. In addition, in attempting to shift student culture from “compliance” to “ownership”, the leadership decided to transition to a new master schedule in Trimester 2 that facilitated more strategic grouping of students to provide targeted instruction. The transition which started in November has resulted in a dramatic decline in referrals, with a 64% reduction in referrals from October through December. We anticipate an even greater decline in January. Observation data indicates strong engaged culture in the great majority of classrooms. 90% of first and second year teachers and Heads of House are demonstrating meets or exceeds on the classroom culture component of the TNTP teacher evaluation rubric use at EFC.

An area of growth continues to be triaging the few struggling teachers. In two cases at Epic, we were able to replace really struggling new teachers within the few few months with much stronger teachers because of strong pipelines within the organization. However, we still have at least one really struggling teacher who is teaching in a core content area. Another area of reflection is really around how we transition from a strong start initiative with intensive support for six weeks to just the induction coach supporting. This dramatic reduction in manpower (there were at least 3 FTE from Home Office coaching at Epic full time for 6 weeks) needed much more thoughtful transition to ensure a sense of fluid support for teachers.

***Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	Aspire ERES Academy	Principal	Jenna Ogier-Marangella
School Address	1936 Courtland Ave. Oakland, CA 94601	Principal Email:	Jenna.Ogier-Marangella@aspirepublicschools.org
School Phone	510-436-9760	Grant Amount*	\$16,762
2017-18 Projected Enrollment (6-8)	70	Actual 2017-18 Enrollment (6-8) (20 day count)	

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

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

**Mid-Year Reflection: Music Program**

Narrative: Progress Towards Anticipated Outcomes
N/A

**2. Art Program (PRELOADED)**

Programmatic Narrative Based on Rubric
The proposed programmatic strategy will increase access to high quality courses and electives in visual arts in grades 6-8. Our current Visual Arts Program has many strengths. We have a highly experienced, credentialed art teacher who works with all middle school scholars on a variety of art topics. Our art teacher provides standards based instruction in courses for which students receive credit. Exhibition opportunities are provided for students to show their mastery of art content. We provide our art teacher with some limited materials and professional development opportunities, but would like to do more. Middle school scholars have expressed interest in more advanced visual art opportunities that incorporate Science, Technology, Engineering, Art, and Math (S.T.E.A.M.). We will use Measure G1 funding for our art teacher to develop

S.T.E.A.M. expertise by attending S.T.E.A.M. conferences. She will contribute to school-wide planning and professional learning that incorporates visual art and S.T.E.A.M. professional growth for all teachers.

Budget	2017-18 Activities	Anticipated Outcome
ITEEA Conference Fee (\$300) + Round Trip flight to Atlanta (\$700) + Ground Travel (\$150) + Meals (\$220) + Hotel (\$450) = ITEEA TOTAL: \$1820 + CA Symposium Conference Fee (\$350) =\$2300	Art teacher will attend the following STEAM professional development opportunities: STEAM Education Professional Development Workshop Hosted by The International Technology and Engineering Educators Association (ITEEA) April 2018 in Atlanta California STEAM Symposium -December 2017 in San Francisco Art teacher will return to school site and lead STEAM professional development for middle school teachers.	Art teacher will attend the following STEAM professional development opportunities: STEAM Education Professional Development Workshop Hosted by The International Technology and Engineering Educators Association (ITEEA) April 2018 in Atlanta California STEAM Symposium December 2017 in San Francisco Art teacher will return to school site and lead STEAM professional development for middle school teachers.

### **Mid-Year Reflection: Art Program**

#### **Narrative: Progress Towards Anticipated Outcomes**

ERES Art teacher attended professional development in November (National Arts Education Association Conference). Learnings included incorporating visual arts standards and STEAM, and STEAM projects for middle school youth. Teacher immediately began implementing learning in plans and classroom systems/structures, and is offering a Middle School art elective 4x per week. It was one of the top two voted most highly desired electives by middle school students.

One challenge has been the expensive cost of STEAM materials. While PD was provided, we do not have enough money in our general fund to support the purchase of additional STEAM classroom resources and materials. Art teacher has submitted projects on DonorsChoose and is waiting for funding in order to get supplies needed to support more STEAM projects.

When Art teacher returns from maternity leave, she plans to lead a STEAM PLC with interested math and

science teachers at our school site.

### 3. *World Language Program (PRELOADED)*

#### Programmatic Narrative Based on Rubric

N/A

Budget	2017-18 Activities	Anticipated Outcome
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#### *Mid-Year Reflection: World Language Program*

#### Narrative: Progress Towards Anticipated Outcomes

N/A

### 2. *5th to 6th Grade Enrollment Retention (PRELOADED)*

#### Programmatic Narrative Based on Data Analysis

N/A

Budget	2017-18 Activity	Anticipated Outcome
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#### *Mid-Year Reflection: 5th to 6th Grade Enrollment Retention*

#### Narrative: Progress Towards Anticipated Outcomes

N/A

### 3. *Safe and Positive School Culture (PRELOADED)*

#### Programmatic Narrative Based on Data Analysis

The proposed programmatic strategy will create a more positive and safe middle school learning environment. We have made great improvements in safe and positive school culture over the past several years. Through a strategic Positive Behavioral Intervention Systems (PBIS) plan, coupled with Restorative Practices (we trained all staff over the summer), our suspension rates dropped in 2015-16, with more students in class learning at all times. Unfortunately, in 2016-17, there was an increase in suspension rates. Additionally, our middle school teacher attrition rate is exceptionally high. For the past eight years, all but one of the middle school teachers has left ERES for other employment opportunities. Upon leaving teachers expressed concern about the middle school climate and culture. Also, student, staff, and family surveys identified a need for expanded support of middle school scholars in PBIS, Restorative Practices, and socio-emotional curriculum. PBIS and Restorative Practices are evidence based practices that can be effectively aligned and integrated to increase positive outcomes for student behavior (Vezzuto, 2015). \*If we are funded at the 50% level, then we propose to de-prioritize the Student Support Manager position. With the remaining funds (\$3000) we would train an additional middle school staff member in the new middle school SEL curriculum, Ruler.\*Lucy A. Vezzuto, Ph.D., Integrating Restorative Practices within a Multi-tiered System of Support, OCDE MTSS Conference, April 2015

Budget	2017-18 Activity	Anticipated Outcome
.3FTE (\$15,000) + Benefits (\$4,000) = \$19,000	Hire Student Support Manager to strategically plan for and respond to positive middle school culture and safety needs.	Retain 100% highly qualified middle school educators to create a more positive and safe middle school learning environment. Hiring staff member for SSM role will result in a decrease in office referrals/suspensions from 9% to 5% (and an increase in time spent in class).
\$6000 for 3 Educators for 2 Days = \$6,000	Adopt 6-8 RULER Social Emotional Learning Curriculum. Through Training for 3 Staff Members who will then train and implement professional development for all 6 of our middle school educators.	Professional Development: Train the trainer model of professional development in order to create a more positive and safe middle school learning environment as measured by a 4% decrease in office referrals/suspensions and an increase of time spent in class. 10% increase in student survey data around feeling safe at school.
3 Teacher Packages (\$70 each) + 90 student workbooks (\$60 each) = \$5,610	Teacher and Student Materials and Workbooks for Year 1 of RULER SEL Implementation for all teachers and students	Equipment and Materials: Support a Positive and Safe Middle School Environment through the RULER SEL teacher and student materials necessary for complete implementation as measured by an 10% increase in student survey data around feeling safe at school.

### ***Mid-Year Reflection: Safe and Positive School Culture***

#### **Narrative: Progress Towards Anticipated Outcomes**

In Semester 1, we saw a reduction in the number of office referrals and suspensions in comparison with 16-17 culture data. Specifically, in 16-17 our annual suspension rate was 7%. For our first semester of the 17-18 school year our suspension rate was 3.8%.

In regards to teacher retention, we sadly lost one middle school teacher member in October. Despite trying to hire a new teacher, we have been unsuccessful and have had to use substitutes to fill the position.

While we were able to reduce the number of student referrals and suspensions, we are still seeing a disproportionate number of referrals for our male students. Our MTSS and lead teams have been working to problem solve around this data trend. Some initial ideas have included beginning a boys affinity group and more male counseling groups.

The Principal, Dean of Culture, and Mental Health Counselor have been attending Ruler PD- and then taking

back learnings to the Middle School team. So far the Ruler team has attended 3 Ruler trainings- with 2 more to occur in the second semester. Together all middle school advisors then plan socio-emotional lessons that are developmentally appropriate, build community, and are addressing needs brought up by students (ex. bullying, social gender norms, anxiety about grades, immigration, etc). Lessons are taught 1x per week during advisory.

In mid February we will be administering the ASPIRE student survey- and are confident that our students will report feeling safer and happier at school. Families in parent meetings and returning staff have verbally expressed that our school 'feels like a family' and that the middle school climate and culture has improved.

***Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***



**Measure G1**  
**Mid-Year Reflection 2017-18**  
**Due January 26, 2018**



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

School:	Frick Impact Academy	Principal	Ruby De Tie
School Address	2845 64th Ave Oakland CA 94605	Principal Email:	ruby.detie@ousd.org
School Phone	510-729-7736	Grant Amount*	50,040
2017-18 Projected Enrollment (6-8)	240	Actual 2017-18 Enrollment (6-8) (20 day count)	228

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**3. Safe and Positive School Culture (PRELOADED)**

**Programmatic Narrative Based on Data Analysis**

- In order to increase student achievement, we must address students most basic needs.
  - Maslow’s hierarchy of needs tells us that both safety and social belonging are essential to students being able to learn when they arrive to our campus. Students with post-traumatic stress disorder often exhibit behaviors such as angry outburst, difficulty concentrating ultimately causing them to flight, flight, or freeze and ultimately not being able to grasp concepts in the classrooms. We see behaviors such as physical violence manifest itself when students have unresolved trauma.
- **Trauma informed art/creative writing class**
  - 100% of suspensions for the 16-17 school year involved a violent acts-the TOA is that by addressing their trauma, will minimize students acts of violence.
  - In our vision we state “rigorous and responsive learning environment where they feel safe and confident to take risks...” by providing an alternative elective we are offering an additional opportunity for self expression and therapy.

**2017-18 Success Indicators:**

- Increase individual therapy services by 15%
- Decrease chronic absence by moving from 11.8 to 6.8%

<ul style="list-style-type: none"> <li>● Decrease suspensions from 9.3% to 5%</li> <li>● Decrease the number of students who exhibit tier 2 and tier 3 behaviors by 20% as measured through suspension and referral data.</li> <li>● Increase School Attendance through building school site teams to analyze data, develop innovative systems, and focus on building relationships to address chronic absence and truancy.</li> </ul>		
Budget	2017-18 Activity	Anticipated Outcome
24,000	2 Mental Health Interns 12,000 each through EBAC	<ul style="list-style-type: none"> <li>● Increase our site's ability to service the needs of service request for individual counseling, and group counseling.</li> </ul>
26,040	Trauma informed art/creative writing class.	<ul style="list-style-type: none"> <li>● Provide an elective for students with severe trauma. Teacher works with students and creates an outlet of expression and healing through writing and art.</li> </ul>

### ***Mid-Year Reflection: Safe and Positive School Culture***

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

We have created contracts with EBAC to get 2 interns to provide more therapy and group counseling on site. We have also been able to hire a teacher to teach the trauma informed creative writing and art class.

Successes:

- We currently have two times more amount of students receiving independent therapy and double the amount of student receiving group counseling.

2016-17 (NO G1)	2017-18 (With G1 funding)	% of Change
2 Groups	4 Groups	100%
10 Students	25 Students	150%

- Students who have been placed in the Trauma informed art class have a decrease in behavior referrals and have show more interest in classes (they have not been sent out of class for behavior.)

Challenges:

- Two therapist took other positions and left the site in November. This caused some student sto not be seen for weeks. We saw a spike in tier 2 and 3 behaviors because of it.
- Our master schedule does not have enough flexibility to offer the trauma informed art/writing class to all grade levels; thus, some students who have been identified as being in need are not able to participate.

***Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## Measure G1 Mid-Year Reflection 2017-18 Due January 26, 2018

School:	Aspire Golden State College Prep Academy	Principal	Greg Dutton
School Address	1009 66th Ave. Oakland, CA 94621	Principal Email:	Greg.Dutton@aspirepublicschools.org
School Phone	510-567-9631	Grant Amount*	\$58,662
2017-18 Projected Enrollment (6-8)	286	Actual 2017-18 Enrollment (6-8) (20 day count)	

\*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.

### Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

#### 1. Music Program (PRELOADED)

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

#### Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

#### 2. Art Program (PRELOADED)

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

### ***Mid-Year Reflection: Art Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

### ***3. World Language Program (PRELOADED)***

#### **Programmatic Narrative Based on Rubric**

N/A

<b>Budget</b>	<b>2017-18 Activities</b>	<b>Anticipated Outcome</b>
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### ***Mid-Year Reflection: World Language Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

### ***2. 5th to 6th Grade Enrollment Retention (PRELOADED)***

#### **Programmatic Narrative Based on Data Analysis**

[Required: Please reflect on school enrollment data here]

<b>Budget</b>	<b>2017-18 Activity</b>	<b>Anticipated Outcome</b>

### ***Mid-Year Reflection: 5th to 6th Grade Enrollment Retention***

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

### 3. Safe and Positive School Culture (PRELOADED)

#### Programmatic Narrative Based on Data Analysis

Our suspension rate in 2015-16 was 10% and it rose to 12.6% in 2016-17. We are hoping to dramatically decrease our suspension rate, and more importantly, the number of suspendable behaviors by students. While we are very interested in eventually offering music and foreign language to our middle school students, our students already receive art, and the larger need for our middle school is to continue to build a safe and positive school culture.

Based on our data and conversations with students and parents, we will be hiring two additional staff members to support students and staff with restorative practices. We are calling these additional staff members Community Culture Coordinators and they will be instrumental in shifting toward restorative practices as a school.

One of the new programs we are starting this year will be peer mediation. Our Community Culture Coordinators will be training 11th and 12th grade students to be Peer Mediators for our middle school students. Our Peer Mediators will be trained how to deescalate students, help students reflect on their actions and how to mediate conflict between students or between students and teachers.

Additionally, our Community Culture Coordinators will be present on campus and in classrooms, building relationships with students and helping students make strong decisions.

Finally, our Community Culture Coordinators will be leading implementation of RULER, our new SEL program based out of Yale that will help students regulate emotions and make strong decisions.

On the whole, our Community Culture Coordinators will improve our school culture by training staff in restorative practices and our SEL curriculum, training and coaching our Peer Mediators to support our middle school students, and building relationships with students and parents.

If we are awarded a G1 grant at the 50% level, our priority is to resource the new Community Culture Coordinator. The difference between the cost of the position and the amount of the award will be resourced by our school's general purpose funds.

Additional Information Requested:

The Community Culture Coordinator will serve all 286 students in grades 6 through 8. The specific duties of the Community Culture Coordinator include:

- Developing and leading our peer mentor program
- Training staff in restorative practices
- Modeling restorative conversations for staff
- Training staff in how to lead whole class restorative circles
- Leading whole class restorative circles for teachers newer to the process
- Mediating conflicts between students
- Supporting students who are removed from class by leading them through a reflection process that allows them to decompress and get back into class as quickly as possible
- Leading restorative conversations between staff and students who have conflict that needs to be repaired

- Planning for and leading our weekly Middle School Town Hall (whole middle school assembly)
- Creating Middle School Culture Calendar that details the positive rewards students will earn for meeting school expectations.
- Being present in the hallways to help students get to class on time
- Supporting teachers who are struggling with classroom management
- Leading family meetings and creating behavior support plans for students who need extra support

Budget	2017-18 Activity	Anticipated Outcome
Priority 1 for Funding \$63,000, 1.0 FTE salary \$26,241 benefits	Community Culture Coordinator	Middle school suspension rate will decrease from 12.6% to 8% by the end of the school year.

***Mid-Year Reflection: Safe and Positive School Culture***

**Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

We are very excited to have a midyear suspension rate of 3.6%. This is a huge decrease from last year and has us on track to exceed our goal of 8% for the school year. Our extra support for our students combined with our work around restorative practices has led to less suspendable behaviors from our students.

**Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).**



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	Greenleaf TK-8	Principal	Romy Trigg-Smith
School Address	6328 E. 10 <sup>th</sup> Street Oakland, CA	Principal Email:	<a href="mailto:Romy.Trigg-Smith@ousd.org">Romy.Trigg-Smith@ousd.org</a>
School Phone	510-636-1400	Grant Amount*	\$35,546
2017-18 Projected Enrollment (6-8)	156	Actual 2017-18 Enrollment (6-8) (20 day count)	

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

[Mid-Year Progress PPT and Video Testimonials](#)

**1. Music Program (PRELOADED)**

**Programmatic Narrative Based on Rubric**

We scored entry level in all the areas of our self assessment for our Music Program. Currently have a district provided Music teacher who works with only self-selected 4th and 5th graders learning clarinet and violin. We also have Hip Hop Spoken Word as part of our Middle School After School Program for only a select group of 10 students each semester, so not all students have exposure or the opportunity to participate. We want to expand the program to extend the number of students that participate in both Hip Hop Spoken Word and Instrumental classes, as well as coordinate school performances and give additional music opportunities to our students. We propose starting with building out music program by offering extended contract for a teacher to lead Glee Club/Choir 3 hours each week. This will ensure 1 hour a week of music per MS grade-level during Study Hall or After School. This initiative will put us in the basic level at the beginning of the year, and moving towards a quality level as we progress in the future, making sure that we are having all students participating, involving diverse resources and performance opportunities.

Additionally, we plan to increase our music instrumental classes to include middle school for 17-18 school year by increasing the FTE of our current 4th-5th grade music teacher. Our principal has already reaching out to Fillmore (VAPA Director) to instigate this and he responded positively. Finally, we also propose to increase the impact of the Hip Hop Spoken Word class that has only been taught in After School program and provide extended contract so that the class is accessible to more students. We would also like to fund trips to the recording studio as well as an online music platform to support our music teachers with methodologies. Finally to increase our students appreciation and awareness of music and the arts, we propose a field trip for 7th graders to a theater or show that enables them to recognize what culminating



performances can look and sound like. We feel that such an opportunity would broaden their horizons.		
Budget	2017-18 Activities	Anticipated Outcome
\$3,078 (38 weeks x 2.25hrs includes benefits) SmartMusic Program \$400	Building out music program by offering extended contract for teacher to lead Glee Club/Choir <ul style="list-style-type: none"> <li>• After school Glee Club/Choir led by teacher in community</li> <li>• One Glee Class per grade-level</li> <li>• Coordinate School Performances aligned with School Multicultural Celebrations</li> <li>• Online Music Program for methodologies to use during Glee Club <ul style="list-style-type: none"> <li>○ <a href="https://www.smartmusic.com/">https://www.smartmusic.com/</a></li> <li>○ Teach Version (\$399)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have all students who express a strong interest in music able to participate in music class</li> <li>• Provide exposure to students of arrangements of all genres</li> <li>• INCREASE of students reporting that they feel part of their school community "All of the time" or "Most of the time" because they participate in a preferred activity</li> </ul>
\$3,078 (38 weeks x 2.25hrs includes benefits) \$450 (\$75 per visit for each grade-level, twice a year)	Hip Hop Spoken Word extended contract for additional programming for all grade-levels <ul style="list-style-type: none"> <li>• Trips to recording studio (1 visit each grade-level, twice a year)</li> <li>• Rehearsing time for Performances</li> </ul>	<ul style="list-style-type: none"> <li>• Have students in each grade-level who express a strong interest in music able to participate in a class of interest</li> <li>• INCREASE of students reporting that they feel part of their school community "All of the time" or "Most of the time" because they participate in a preferred activity</li> </ul>

### ***Mid-Year Reflection: Music Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

##### **Successes:**

- Hugo Lawton (teacher at Greenleaf) held auditions and rehearsals for a Greenleaf Talent Show. Several acts auditioned and received music coaching from Hugo, who is himself an accomplished singer.
- In Spring, Hugo will be offering weekly music and theatre improv to Middle School students as an After School Glee Club
- Godfrey Davidbrown (SSO at Greenleaf) has launched his Hip Hop, Spoken Word club. Students in this group meet on Wednesdays for two hours in the afternoons and are planning studio time to produce a music video with original work.
- ALL 7th graders traveled to watch the Luna Mexicana performance to expand their experiences with Music/Dance/Arts performances
- Our band program has expanded from 4th & 5th grades to now include 6th grade. We have had multiple concerts for our school that have featured middle school students. Fillmore met with Ms. Trigg-Smith this Fall and shared ideas for expanding our District Funded music resources.

##### **Challenges:**

- We had a delayed start to the Hip Hop/Spoken Word Club as the instructor, Godfrey coached and led the girls' volleyball team and was limited with time
- Talent Show did not actually come to full performance but rather auditions and practice as we did not have any male performers and felt that this was inequitable
- We wanted to be flexible with instructor vision and students' interest by starting with a Talent Show Auditions in the Fall before moving to a more structured afternoon Glee Club

## 2. Art Program (PRELOADED)

### Programmatic Narrative Based on Rubric

We have a basic/quality score in most areas of the rubric for MS Visual Art Programming. We have an Art teacher and a Life Skills teacher that provide electives to our Middle School students. By having additional funds to put towards extended contract, this teacher can support the coordination of MS Art Honors. We will also making sure that we involve community resources, diverse offerings and exhibition opportunities that would move us to a Quality score almost overall.

We received an Arts Incentive Grant for the 2016-2017 school year and we optimistic we will renew that grant so that we can continue developing our arts program and maintain the programming that we launched this year. With the grant this year, we have contracted for a Hip Hop class, Graffiti art class, and funded a few trips to the Arts Museum as well as materials for a screen printing class. We will hope to continue these activities for next school year.

In addition to our current program, we wish to expand more Middle School Art Honors classes to impact additional students and all middle school students with a profound interest in Art. Therefore, we propose paying our art teacher to conduct three extra classes a week, one for each grade-level.

Budget	2017-18 Activities	Anticipated Outcome
\$3,078 (38 weeks x 2.25hrs includes benefits)	Extended contract for Art Teacher <ul style="list-style-type: none"> <li>• Teacher MS Art Honors for all classes</li> <li>• One Honors class for each grade (6,7,8)</li> </ul>	<ul style="list-style-type: none"> <li>• Have MS Arts Honors classes for each grade-level</li> <li>• Have all students who express a strong interest in Art able to participate in MS Arts Honors classes</li> <li>• INCREASE of students reporting that they feel part of their school community "All of the time" or "Most of the time" because they participate in a preferred activity</li> </ul>

### Mid-Year Reflection: Art Program

#### Narrative: Progress Towards Anticipated Outcomes

##### Successes:

- Middle Schoolers engage in unique artistic opportunities (such as screen printing, etching, free hand

drawing, skill work) in Advanced Art classes

- Middle Schoolers in Advanced Art developed a mural by collaborating on their message and vision
- Middle Schoolers in Advanced Art shared their methods for how to execute screen printing and etching to younger students during our 1st Annual Arts Showcase

#### **Challenges:**

- Classes are less frequent than originally intended due to our desire to combine the grade-levels for SEL benefits

### **3. World Language Program (PRELOADED)**

#### **Programmatic Narrative Based on Rubric**

<b>Budget</b>	<b>2017-18 Activities</b>	<b>Anticipated Outcome</b>
See below for cost	Bilingual Academic Mentor focused on Middle School Student Support <ul style="list-style-type: none"> <li>• Conduct sessions in Spanish and can communicate in students' home language</li> </ul>	<ul style="list-style-type: none"> <li>• Affirmation for our many bilingual students of the value of maintaining their Spanish language abilities</li> </ul>

#### **Mid-Year Reflection: World Language Program**

#### **Narrative: Progress Towards Anticipated Outcomes**

Unfortunately, a limited hiring pool for an Academic Mentor as opposed to a TSA (as we had originally planned with the full allocation of G1 funds) meant that we could not find a Bilingual Academic Mentor and had to prioritize finding someone who would be willing to work for the hours and pay of an Academic Mentor.

### **4. 5th to 6th Grade Enrollment Retention (PRELOADED)**

#### **Programmatic Narrative Based on Data Analysis**

Greenleaf has received recognition as one of the few Middle Schools that has a waiting list in our neighborhood. We are privileged with the interest of our surrounding community in being part of our school. This year, for the first time ever, we will have less than 60 students coming back to Greenleaf from 5th grade to 6th grade, which means students from other schools filled our additional open spots. This makes continuity in our community difficult as we have to re-norm our expectations with scholars who have not already internalized our expectations for all of K-5th grade. Additionally, although not related to the 5th to 6th transition, we experience attrition each year with students leaving Greenleaf from 6th to 7th grade and 7th to 8th grade. So, we are continuing to brainstorm ways to make our program as attractive to diverse interests as well as academically rigorous and supportive.

To support retention from 5th to 6th grade, we already hold community and parent engagement events during the winter and spring of 5th grade to share our middle school programming and the advantages of Greenleaf's community and academic programming. We encourage our 5th graders to attend Camp Phoenix

over the summer to continue building SEL and academic skills to prepare them for 6th grade. However, we have always wanted to do some additional explicit community building with our incoming 6th grade group to support a stronger transition to middle school.

We believe that the transition from 5th to 6th grade is a challenging one that requires some new and innovative support efforts even at Greenleaf where students are remaining at the same school for the most part. We often see an increase in referrals from 6th grade as students navigate the new rigors of the schedule and work. We believe if we made some more concerted community-building efforts during the transition from 5th to 6th grade, we would see stronger culture in our Middle School. Therefore, we propose to pay our 6th grade teachers, RJ coordinator, and Life Skills teacher to host an overnight camp for our returning 5th graders and incoming 6th graders before the launch of the school year. We feel that this Overnight camp will support the development of staff-student relationships and support trust building within our community! During this camp, we want to design and implement a series of challenges for students to participate in as groups to form bonds, trust and communication. Our RJ coordinator and Life Skills teacher were trained last year by Downtown College Prep staff members in Culture within Curriculum Challenges; however, we did not have the money to purchase these so we have proposed to build our own challenges ourselves to be reused each year with the new incoming 6th graders during this bridge camp.

Budget	2017-18 Activity	Anticipated Outcome
\$1769 (14 hours * 4 teachers - total includes benefits)	2 day-1 night, Overnight camp and extended contract for 4 teachers <ul style="list-style-type: none"> <li>Developing a bridge camp between 5th and 6th grade to building community and culture with teachers before 6th grade</li> </ul>	<ul style="list-style-type: none"> <li>100% of our 6th grade spots will be filled with Greenleaf scholars</li> <li>Stronger culture data (CHKS, RJ survey, referrals, suspensions) from 6th graders</li> </ul>
\$1000 Supplies	<ul style="list-style-type: none"> <li>Support relationship building between students and teachers before the year starts</li> <li>Develop trust amongst students and staff in 6th grade</li> </ul>	
\$1000 for supplies \$432 for Extended contract (6.5 hours * 2 teachers- total includes benefits)	Build "Challenges" for Team Building for Overnight Camp <ul style="list-style-type: none"> <li>Use the San Jose Downtown College Prep Challenges and build our own materials for kits</li> <li>Supplies for building the challenges (reclaimed wood, string, plastic cups, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>100% of our 6th grade spots will be filled with Greenleaf scholars</li> <li>Stronger culture data (CHKS, RJ survey, referrals, suspensions) from 6th graders</li> </ul>

### ***Mid-Year Reflection: 5th to 6th Grade Enrollment Retention***

#### **Narrative: Progress Towards Anticipated Outcomes**

##### **Successes:**

- With our partner, Citizen Schools, we had a welcome to 5th grade dinner for incoming 6th graders

and their families at the beginning of the year. It represented a new event for families and students to help the transition to middle school and build culture at Greenleaf.

- Challenges built for team building using G1 funds, but used in Advisory spaces

Challenges:

- We did not hold an overnight event in August as originally planned due to challenges with getting a permit and staff availability given summer break and planning for the new year.
- We are adjusting to create an end of year Bridge-to-Middle-School event for our current 5th graders as a way of retaining them as well as supporting the jump to Middle School and engaging in the teambuilding and bonding before they are promoted to Middle School

## 5. *Safe and Positive School Culture (PRELOADED)*

### Programmatic Narrative Based on Data Analysis

According to SPF, we got a 7.28% on Chronic Absence, 5.1% on suspensions, and 51% on the Culture/Climate Survey for Students. We are currently in the red, for growth, in both our Chronic Absence rate and suspension rate. We believe we have a lot of growth to be made still in our culture in our Middle School. To highlight this need, in the CHKS survey, we had questions like:

- "If I get angry with a friend, I can talk about it and make things better." We had 33% in 6th grade, 21% in 7th

grade, and 45% in 8th grade state that this is "not at all true" or "a little true" for an answer.

- "I know where to go for help with a problem". We had 31% in 6th grade, 30% in 7th grade, and 50% in 8th grade state that this is "not at all true" or "a little true".

Additionally, an objective in our 2016-2017 Culture Theory of Action is making a 10% INCREASE of students reporting that they feel part of their school community "All of the time" or "Most of the time" each year as measured by the CHKS.

As well as a decrease in referrals each year by 10%. Therefore, we are currently working towards fostering more student investment in our community and the idea that students are part of a team.

During the 2016-2017 school year, we have introduced PBIS in our school, including the launch of Principles of Being (Be Respectful, Be a Team Player, Be Responsible, Be Safe) to complement our Principles of Learning. Our new systems include positive reinforcement through BeLeaf Tickets, clear expectations messaged through matrices posted in classrooms and throughout the school, and awards related to the Principles of Being. However, our observations and PBIS fidelity evaluations show that our current incorporation of PBIS strategies is variable and inconsistent.

Over the past two years, we have also made a shift to incorporate restorative justice practices to support our students navigating conflicts and reflecting on harm caused to our community and each other. We have a full time Restorative Justice coordinator who has trained teachers to hold community circles for proactive and responsive support. We also have launched mindfulness training for students, but just in one middle school classroom currently. We intend to further build out our current Advisory system in the middle school to develop additional student leadership opportunities. One initiative that we will look to build out over the next three years is a student leader mentoring program. More specifically we will work to build out a structure for older students to support as peer mediators. This way, we will continue to have older students internalize the Principles by using them to teach younger students. Therefore, we see a need to expand our capacity for Middle School support systems.

We believe that if we hire a Middle School Academic Mentor, this person can support with Middle School culture development and Middle School student support and we will be able to decrease the percentage of students that don't feel like they can talk to make things better or know where to go for help with a problem.

Additionally, this Academic Mentor could support developing the Advisory program, MS student leadership programs, peer mediation programs, mindfulness throughout the Middle School, and stronger systems for student support plans in Middle School.

Additionally, we have noted the strong sense of pride our new sports program has generated this school year with the first season of Middle School sports. Our sports program has garnered strong interest from students who have strengths in athletics and provided them an activity of interest at school. We believe the sports program to be a culture building one, but only if supported with strong systems. We have had a tough roll out, trying to develop the best practice times, requirements for participation, communication systems.

Therefore, we believe a Middle School focused Academic Mentor could be a strong strategy so that this person can spend time building out the sports program and revising systems. Additionally, in order to have students continue to feel invested in our community, each other, and have adults on campus who they can trust, we propose developing opportunities to build this trust through community building outside of the classroom, such as an overnight camping trip to the Presidio at Rob Hill for each grade-level.

In order to hold our Middle School team accountable for culture goals and progress towards developing relationships and positive community, we also propose holding 4 Middle School teacher retreats as step-back opportunities to reflect on systems, advisory, culture initiatives, etc. and adjust strategies and practices. These sessions will be solely focused on culture and alignment of PBIS and Restorative Practices in middle school. Finally, we propose increasing our opportunities for Gardening in Middle School. We are currently under construction and have not had systematic or regular garden class, even though we have several Middle School students who have expressed interest in Gardening. We propose offering another opportunity for our Middle School students to participate in a preferred activity, by offering Middle School Garden club during study hall on Tuesday and Thursdays. This will provide another opportunity for students to feel part of their school community and become further invested in our school.

Budget	2017-18 Activity	Anticipated Outcome
\$15,400	Academic Mentor on Culture and Student Support (Assuming 20 hours a week and stipends for sports support) <ul style="list-style-type: none"> <li>• Conduct Advisory sessions and Mindfulness classes for Middle School               <ul style="list-style-type: none"> <li>○ Conduct social skills groups</li> </ul> </li> <li>• Support with Middle School culture development</li> <li>• Middle School student support including behavior contract development and monitoring, Check In and Check out</li> <li>• Coordinating peer mentoring and peer mediation programs</li> <li>• Coordinating Restorative reflection processes during In-School Suspensions</li> <li>• Coordinating for the MS Sports program to improve School Culture through Sports</li> <li>• MS sports program to support strong culture and reinforce Principles (Pride, Responsibility, Being a Teamplayer)</li> </ul>	<ul style="list-style-type: none"> <li>• We will be able to decrease the percentage of students that don't feel like they can talk to make things better or know where to go for help with a problem as measured by CHKS survey</li> <li>• We will decrease the red for growth, in both our Chronic Absence rate and suspension rate as measured by SPF.</li> <li>• Reinforce the Principles of Learning and Principles of Being</li> <li>• Instill Pride in our Middle School students</li> <li>• Provides a point of connection to school for students who have athletic strengths</li> <li>• 80% of students who participate in Sports program “agree” or “strongly</li> </ul>

		agree" that they feel part of a team at Greenleaf
\$2,916 (2.5 hrs each * 9 teachers * 4 sessions - total includes benefits)	Extended contract for MS Teacher Retreat Periodically (Aug, Oct, Jan, March) • Middle School teachers will step back to revise policies and practices aligned to school culture (Advisory structure, Assemblies, Celebrations, Consequence Chains/Toolkits for Support, RJ practices, etec.)	• We will be able to decrease the percentage of students that don't feel like they can talk to make things better or know where to go for help with a problem as measured by CHKS survey
\$795 for 6 classes and one teacher trained	Community Building Camping Trip at Rob Hill, Presidio for each grade-level • \$45 per teacher (CAP leadership training) • \$75 per class (up to 30 people) • \$100 for roundtrip transportation (if needed)	• INCREASE of students reporting that they feel part of their school community "All of the time" or "Most of the time"
\$1026 (45 mins x 1 teacher x 38 weeks - total includes benefits)	Garden Club • Team building and community service in Garden • 2 sessions a week for 30 minutes w/ students who have an affinity for working in our Garden	• INCREASE of students reporting that they feel part of their school community "All of the time" or "Most of the time"

### ***Mid-Year Reflection: Safe and Positive School Culture***

#### **Narrative: Progress Towards Anticipated Outcomes**

##### **Successes:**

- Academic Mentor is serving as an Advisor and is leading an Internship as well as administrative tasks for running the internship.
- Academic Mentor leads a friendship club that supports social skills
- Academic Mentor is supporting a space for Peer Mentors/Mediators to develop
- Academic Mentor is facilitating restorative conversations
- Garden spaces built out and Garden club launched by Life Skills teacher
- Middle School Camping Trip set for Friday-Saturday May 4th-5th
- Middle School Teacher collaboration in Fall involved refining systems for RJ and advisory
- Middle School Spring Off-Site Retreat being set up via Doodle

##### **Challenges:**

- Academic Mentor skill set not primed for supporting with Sports so asked our PE teacher to be more involved with Sports Program (creating contracts, policies, etc.)
- Wish that we could have more hours on site with Academic Mentor, but 20 hours is Max under classified position

[Mid-Year Progress PPT and Video Testimonials](#)

**Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda**

**Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).**





**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	KIPP Bridge Academy	Principal	Salome Portugal
School Address	1700 Market Street Oakland, CA 94607	Principal Email:	salome.portugal@kipppbridge.org
School Phone	(510) 874-7255	Grant Amount*	\$36,230
2017-18 Projected Enrollment (6-8)	206	Actual 2017-18 Enrollment (6-8) (20 day count)	188

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

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

**Mid-Year Reflection: Music Program**

Narrative: Progress Towards Anticipated Outcomes
<p>[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]</p> <p>KIPP Bridge did not request funds towards the middle school music program. While the initial assessment indicated that there was room for growth and improvement, we believe that the current focus to improve middle school culture will have more immediate and impactful results on student outcomes.</p>

**2. Art Program (PRELOADED)**

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

### ***Mid-Year Reflection: Art Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

KIPP Bridge does not currently offer a scheduled middle school art program, although other electives such as technology, music and physical education are available to students. We believe that an art program could be valuable to students and may choose to implement a class into our schedule at a later time.

### ***3. World Language Program (PRELOADED)***

#### **Programmatic Narrative Based on Rubric**

N/A

Budget	2017-18 Activities	Anticipated Outcome
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### ***Mid-Year Reflection: World Language Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

KIPP Bridge does not currently offer a scheduled middle school world language program, although other electives such as technology, music and physical education are available to students. We believe that a world language program could be valuable to students and may choose to implement a class into our schedule at a later time.

### ***4. 5th to 6th Grade Enrollment Retention (PRELOADED)***

#### **Programmatic Narrative Based on Data Analysis**

N/A

Budget	2017-18 Activity	Anticipated Outcome
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### ***Mid-Year Reflection: 5th to 6th Grade Enrollment Retention***

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

Not applicable for a K-8 school program.

## 5. Safe and Positive School Culture (PRELOADED)

### Programmatic Narrative Based on Data Analysis

KIPP Bridge will be focusing the available funds from Measure G1 on improving school culture and creating a more positive and safe middle school learning environment. KIPP Bridge Academy believes that social and emotional skills can be taught and developed along with strong academic skills. KIPP Bridge Academy believes that holding students accountable when mistakes are made, while recognizing the level of support that is needed to repair harm, is crucial in social and emotional development and helps to create a positive and safe middle school environment.

Feedback was gathered during community engagement with families and in conversations with KIPP middle school teachers. This information, along with the data reviewed with the ILT team indicates that KIPP Bridge has made strides in both academic and social and emotional learning, but that there are continued areas to seek growth and improvement. A recent and significant shift in facilities (location) and grades levels has highlighted a need to refocus energies on the middle school students that KIPP Bridge has served in the Oakland community for over a decade. We also want to recognize the perspective of the teachers and other specialists that support our students. In order to identify critical areas of need, the KIPP Bridge team has reviewed student, parent, and teacher surveys, attendance data and suspension data to determine that strengthening school culture and safety using evidence-based strategies will work towards positively impacting student outcomes at KIPP Bridge.

Reflecting on the data:

School Culture Survey, Students & Teachers: We began administering this improved survey last year to more

comprehensively assess school culture and measure progress on our restorative practice and SEL initiatives. School Culture Teams use survey results to inform school practices and identify professional development needs and supports for teachers. In reviewing the 2016-2017 survey data, the area of biggest opportunity for KIPP Bridge students is around

Safety & Conflict Resolution (domain score of 2.7 / 4.0). This category was also an opportunity area for KIPP Bridge teachers (domain score of 2.2 / 4.0). These questions sought to better understand how our middle school students felt while in school and how they felt supported by the tools to reduce conflict and resolve issues in a way that felt restorative to all parties involved. For both students and teachers, we would also like to track our progress in the domain Restorative Practices & SEL Support Structures, as we believe that continued improvement in our implementation of these practices will positively impact overall school culture. This survey data highlights opportunities for significant growth and improvement that we plan to support with G1 funds. KIPP Foundation Student & Family Survey: Last year, our student and family surveys (formerly called the HSR survey) showed a disconnect between student and parent feelings on school safety. KIPP Bridge is committed to improving our outreach to families to better understand the variance and also work to ensure that there are clear expectations about what a safe and supportive school environment feels like for all members of our KIPP Bridge community. We are committed to becoming a true community school that is safe and comfortable for all students and families.

The KIPP Bridge Program:

KIPP Bridge will build a strong and supportive middle school environment through both Social Emotional Learning (SEL) and Restorative Practices (RP). SEL is developing social and emotional competence in order to understand, manage, and express the social emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development. Restorative Practices is a component of our approach to SEL and refers to a behavior management philosophy that seeks to redress the harms created

by conflicts by repairing the relationships of those most directly involved. Second Step curriculum supports our SEL work in the classroom, and The Complete Restorative Practices Implementation Guidebook has been developed by KIPP's school culture team to guide school based staff. These resources can be made available to OUSD to share best practices with other West Oakland Schools and create useful dialog around this important work.

Implementing and sustaining restorative practices school-wide will happen through the collaborative actions of a school team dedicated to this purpose. It is critical to develop a strong team in which members are trained and knowledgeable in restorative practices; are enthusiastic, motivated advocates of this approach, and possess a variety of skills to contribute the team's effectiveness. An important role in supporting this work will be a Mental Health Counselor. Research clearly demonstrates that having a fully implemented Social Emotional Learning Curriculum and Restorative Practices program improves both academic and social-emotional outcomes for students. For some teachers, moving to a proactive behavior strategy represents a huge shift in the way they manage challenging behaviors. The Mental Health Counselor will help facilitate this change by leading restorative conferences and proactive circles, working with students and teachers to provide behavior supports and mental health services, teaching staff how to understand developmental and mental health concerns and address them appropriately, consult with teachers and school teams to suggest interventions and develop care plans, and by guiding parents understanding of SEL and restorative practices and directing them to resources that will help support their children. KIPP Bridge Academy will grow a strong and positive school culture through evidence-based strategies that are supported by measurable data, led by the school leadership team, and embraced by all staff. KIPP Bridge has committed to hiring a Mental Health Counselor with G1 funds to support the school in driving academic and social emotional learning outcomes for students as a key member of KIPP Bridge School Culture Team. The Mental Health Counselor will be expected to support school culture, and collaborate with the school's leadership team, teachers and staff to ensure that the restorative strategies are being implemented across the middle school. The person hired in this position will teach, model and reinforce constructive interactions between students and staff and provide clinical consultation within the school environment to enhance educational outcomes for middle school students.

Without the new Mental Health Counselor role at KIPP Bridge middle school, teachers, staff and families would have fewer supports in SEL and restorative practices and fewer available strategies for students needing additional mental health and social and emotional supports. Our data indicates that there is need to focus on improved outcomes for our middle school students in this area. Committing measure G1 funds to this important work will allow for continued improvement in middle school safety and contribute to building a more positive school environment. Providing this safe and welcoming space will lead to lower suspension rates.

Allocation of funding for the 17-18 SY:

Measure G1 Grant Allocation: \$36,230

Measure G1 funds will be spent on a 0.5 FTE Mental Health Counselor. Expenses are as follows:

- Mental Health Counselor salary at 0.5 FTE: \$30,000 (based on an estimated annualized salary of \$60K)
- Mental Health Counselor benefits: \$7,500
- Mental Health Counselor salary + benefits: \$37,500

Note: the cost of a 0.5 FTE Mental Health Counselor is \$1,270 more than the Measure G1 Grant Allocation. This funding gap will be covered through fundraising efforts. If approved, KIPP Bridge will be hiring for a 0.5 Mental Health Counselor as a result of the measure G1 funds and initiative to improve middle school culture.

We anticipate that the new hire would commit to 2.5 days a week, with two full days and one 1/2 day. The position hours and schedule would be finalized by the school leader, along with the new Mental Health Counselor if hired. We are excited to see the results of this additional position in our middle school student outcomes that are highlighted in the accountability indicator section below. higher student attendance, and as a result, more positive student outcomes.

Budget	2017-18 Activity	Anticipated Outcome
\$36,230	.5 FTE Mental Health counselor	We anticipate that the new hire would commit to 2.5 days a week, with two full days and one 1/2 day. The position hours and schedule would be finalized by the school leader, along with the new Mental Health Counselor if hired. We are excited to see the results of this additional position in our middle school student outcomes that are highlighted in the accountability indicator section below. higher student attendance, and as a result, more positive student outcomes.

#### ***Mid-Year Reflection: Safe and Positive School Culture***

##### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

KIPP Bridge Academy is committed to improving middle school culture and outcomes for middle school students. The goal to hire a mental health counselor and implement important SEL and restorative practices remains a top priority. The role has been posted and we are actively seeking qualified and committed candidates. Due to difficulties in hiring at a late point in the school year, we've been unable to fill this posted position, and can not report any additional progress towards outcomes associated with this role at this time.

KIPP Bridge would like to request that funds for this year be transitioned into the following school year, *should we not be able to hire for this role in the 17-18 school year*. If we are able fill the .5 FTE role prior to the scheduled April 10th site visit, we will make sure to update the G1 team on progress and agenda planning. We look forward to partnering with the G1 review board and the district on this important work.

***Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***



**Measure G1**  
**Mid-Year Reflection 2017-18**  
Due January 26, 2018

School:	La Escuelita	Principal	Jeffrey Franey
School Address	1050 2nd Avenue Oakland, 94606	Principal Email:	jeffrey.franey@ousd.org
School Phone	874-7762	Grant Amount*	\$18,847
2017-18 Projected Enrollment (6-8)	82	Actual 2017-18 Enrollment (6-8) (20 day count)	

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

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

**Mid-Year Reflection: Music Program**

Narrative: Progress Towards Anticipated Outcomes
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**2. Art Program (PRELOADED)**

Programmatic Narrative Based on Rubric		
We have NO ART program. Entry level based on level.		
Budget	2017-18 Activities	Anticipated Outcome
\$5000	Photography class / KDOL Partnership	Increase student engagement

\$5000	Video Production class / KDOL Partnership	Increase student engagement

### ***Mid-Year Reflection: Art Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

This program has been extremely successful in engaging our middle school students. Both parents and students have express excitement and gratitude for this class. Both 7th and 8th grade students have been exposed to this course since the beginning of this year. We have been able to see students creativity thrive in connecting assignments to school activities. We have also had a end of module expo that showcases student work. Students engage in photography twice per week, which then slowly begin to incorporate video and sounds production throughout the 10 week course.

#### Successes:

- positive student feedback
- student engagement and collaboration up
- access to technology increased

#### Challenges

- capacity of KDOL studio (small)
- spending for more tech. (not sure where funding would come from)

### **3. *World Language Program (PRELOADED)***

#### **Programmatic Narrative Based on Rubric**

We have NO Language course. Emerging based on rubric

<b>Budget</b>	<b>2017-18 Activities</b>	<b>Anticipated Outcome</b>
8847	La Morinda Spanish Inc. / Language Courses	Student engagement and proficiency in home language.

### ***Mid-Year Reflection: World Language Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

The purpose of this course is to expose students to a language course as they will need to fulfill this requirement in high school. Another purpose is to build off of home language skills that currently exist in a high population of students at our site. 6th - 8th grade students have taken a section of this course thus far in our school year. We plan to continue courses through the remainder of the year.

#### Successes:

- All students in middle school have had access to Spanish courses
- Spanish classes are tailored to student language proficiency making it more meaningful for students
- Positive feedback from families in regards to course offerings

#### Challenges:

- Space

- Tailoring assessments to measure growth

## 2. 5th to 6th Grade Enrollment Retention (PRELOADED)

### Programmatic Narrative Based on Data Analysis

N/A

Budget	2017-18 Activity	Anticipated Outcome

### Mid-Year Reflection: 5th to 6th Grade Enrollment Retention

#### Narrative: Progress Towards Anticipated Outcomes

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

## 3. Safe and Positive School Culture (PRELOADED)

### Programmatic Narrative Based on Data Analysis

N/A

Budget	2017-18 Activity	Anticipated Outcome

### Mid-Year Reflection: Safe and Positive School Culture

#### Narrative: Progress Towards Anticipated Outcomes

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).





**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	Lazear Charter Academy	Principal	Jen Koelling, Sarah Morrill
School Address	824 29th Ave, 94601	Principal Email:	<a href="mailto:JKoelling@efcps.net">JKoelling@efcps.net</a> <a href="mailto:SMorrill@efcps.net">SMorrill@efcps.net</a>
School Phone	(510) 689-2000	Grant Amount*	\$31,000
2017-18 Projected Enrollment (6-8)	162	Actual 2017-18 Enrollment (6-8) (20 day count)	157

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

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

**Mid-Year Reflection: Music Program**

<b>Narrative: Progress Towards Anticipated Outcomes</b>
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]
We did not have any approved programming for music funded by Measure G1.

**2. Art Program (PRELOADED)**

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

**Mid-Year Reflection: Art Program**

**Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

We did not have any approved programming for art funded by Measure G1.

**3. World Language Program (PRELOADED)****Programmatic Narrative Based on Rubric**

N/A

Budget	2017-18 Activities	Anticipated Outcome
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**Mid-Year Reflection: World Language Program****Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.]

We did not have any approved programming for world language funded by Measure G1.

**2. 5th to 6th Grade Enrollment Retention (PRELOADED)****Programmatic Narrative Based on Data Analysis**

[Required: Please reflect on school enrollment data here]

Budget	2017-18 Activity	Anticipated Outcome
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**Mid-Year Reflection: 5th to 6th Grade Enrollment Retention****Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.]

We did not have any approved programming for 6th grade retention funded by Measure G1.

**3. Safe and Positive School Culture (PRELOADED)****Programmatic Narrative Based on Data Analysis**

Overall, Lazear like many K-8 schools does not have some of the cultural challenges of much larger middle school programs. That said, Lazear's suspension rate is at an unacceptable 7% with chronic absenteeism at 16%, the highest at Education for Change. Lazear serves a fairly high poverty community and some of Lazear's students have had significant trauma in their lives. Lazear has partnered with Seneca Family of Agencies to provide therapy and support to their struggling students. As part of that partnership, Seneca secured a federal Invest in Innovation grant to provide an Unconditional Education coach for the past three

years. The UE coach managed the larger Multi-Tiered System of Supports, supported middle school youth in crises, did case management of families and students in crisis, and trained staff and managed the implementation of PBIS and Restorative Justice. 2016-17 was the last year of the grant, and Seneca will no longer be managing those initiatives at Lazear. Lazear would like to use Measure G1 funds to resource a 50% position that will coordinate the Multi-Tiered System of Supports at Lazear, lead Positive Behavioral Interventions Systems (PBIS), train teachers in Restorative Justice, and lead family support to ensure strong systems and procedures are developed to at tiers 1, 2 and 3 for middle school youth. This individual would also assume responsibility for the design and implementation of an advisory structure, enabling greater personal safety for students and a stronger sense of community and belonging.

Budget	2017-18 Activity	Anticipated Outcome
\$28,750 (at 50% allocation with a \$2,250 cushion for overage)	Resource .25 FTE of a position (the middle school portion) at Lazear that focuses on PBIS, MTSS, RJ)	1. Increase in student experience/ engagement/ safety at school from 3.6 to 4.0 on SCAI survey 2. Greater alignment in service delivery and support of services to struggling students as evidenced by a decrease in suspension rate to <6% and a chronic absenteeism rate <12%.

### ***Mid-Year Reflection: Safe and Positive School Culture***

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

We did post and secure an Assistant Principal of RTI and SPED at Lazear. This is a 1.0 FTE position with 50% of that position dedicated to our upper school program (grades 5-8). .25 FTE is funded by Measure G1. This was originally going to be a hybrid position - .5 RTI/SPED for the entire school and .5 Math Coach, but we were able to leverage G1 and other dollars to fund someone full time. The AP of RTI and SPED has supervised and led the implementation of MTSS, RTI, PBIS, RJ, and family support at the school site. She manages the COST process and ensures alignment of services to students. She also supervises the implementation of the Advisory program and middle school. Most recently we received a SUMS grant that focuses on evaluating and improving MTSS programming, so we are excited that she will be leading a site team focused on auditing and improving the site's MTSS program.

With respect to outcomes, Lazear currently has a 1.4% suspension rate, down from 7%. Chronic absenteeism is at 5.5%, dramatically down from 16%. We do not yet have SCAI survey data as that is administered in the spring. The suspension and chronic absenteeism rates are obviously a sign of significant improvement in supporting our most struggling students. We believe that the focus on implementing a strong MTSS system and ensuring student progress is being monitored by COST has been a powerful lever for driving suspension rates down. This is particularly impressive at Lazear where they have an inclusion program at grades 5 and 6 for Emotionally Disturbed students.

**Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).**



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	Life Academy School	Principal	Aryn Bowman
School Address	2101 35th Avenue Oakland, CA	Principal Email:	<a href="mailto:Aryn.Bowman@ousd.org">Aryn.Bowman@ousd.org</a>
School Phone	510-566-8352	Grant Amount*	\$43,180
2017-18 Projected Enrollment (6-8)	190	Actual 2017-18 Enrollment (6-8) (20 day count)	190

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

Programmatic Narrative Based on Rubric		
We currently do not have a music program and in this initial planning year we will not attempt to establish one. An added issue when we think about adding programs that have specific space requirements is that of space. On our shared campus Life Academy does not have space that could currently be used for a music program, this would need to be explored should we add a music program in the future, and we would likely seek to partner with UFSA in order to bring a program to Life.		
Budget	2017-18 Activities	Anticipated Outcome
0	None	N/A

**Mid-Year Reflection: Music Program**

Narrative: Progress Towards Anticipated Outcomes
We did not seek to establish a music program this year.

**2. Art Program (PRELOADED)**

Programmatic Narrative Based on Rubric
Our dance classes will continued to be developed to move from entry level to basic level over the course of the 2017-2018 school year, however we need to adjust our intended approach of offering dance classes embedded within

the school day for at least 40 middle school students. We will continue in the coming year to use Destiny Arts dance program through our middle school extended day program, with the intention of adding in a core program dance class in the 19-20 school years through G1.

Budget	2017-18 Activities	Anticipated Outcome
0	None	N/A

### ***Mid-Year Reflection: Art Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

Due to the loss of our excellent dance instructor through Destiny Arts we saw a decrease in enrollment in our dance program. It continues to be our hope that when we are able to bring on another excellent instructor we can increase enrollment and eventually bring dance into the core program for middle school. Due to cost we won't be able to further explore this until we receive the full G1 allocation.

### ***3. World Language Program (PRELOADED)***

#### **Programmatic Narrative Based on Rubric**

We currently do not have a world language program in the middle school grades. In future years when G1 is at full allocation, we hope to move our middle grades World Language program from emerging to developing. Our community has voiced wanting to provide Spanish classes to non-Spanish speakers, as well as advance Native speakers in Spanish development. Eventually, our program will be developed to not only expand students language ability, but to bridge the cultural gap between our Spanish speaking and non-Spanish speaking students. Eventually, we will seek to use language development in real world learning by facilitating language and culture exchanges between students and families.

Budget	2017-18 Activities	Anticipated Outcome
0	None	N/A

### ***Mid-Year Reflection: World Language Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

We did not seek to establish a world language program this year.

### ***4. 5th to 6th Grade Enrollment Retention (PRELOADED)***

#### **Programmatic Narrative Based on Data Analysis**

Life Academy will increase its recruitment efforts by broadening communication with feeder schools, developing student ambassador program, developing shadow days, developing our website, and developing school site tours. Overall, our vision is to increase school enrollment and student diversity at our school.

Budget	2017-18 Activity	Anticipated Outcome
Included in below budget item	-develop student ambassadors -develop shadow days and student led student tours -develop relationship with community partner to expand our connection with feeder school and student populations	-develop staff capacity to engage in recruitment activities -increase diversity in enrollment

### **Mid-Year Reflection: 5th to 6th Grade Enrollment Retention**

#### **Narrative: Progress Towards Anticipated Outcomes**

Over the course of fall 2017 we increased our reach out to a more diverse range of feeder elementary schools both within our immediate neighborhood as well as beyond. We worked specifically with our less represented populations to attend enrollment events at schools with higher percentages of those populations (i.e. Southeast Asian student, African American students and Tongan students). Although we do not yet know the results of our targeted reach out (and because of enrollment processes it will be difficult if not impossible to determine our impact) we were happy to proactively engage less represented communities at community schools.

In fall 2017 we held a variety of site based recruitment events included 2 day time parent/student info sessions, classroom observation and school tours and one evening info session and school tour. We proactively sought to spread the work about these events through distributing flyers to OUSD and charter elementary schools throughout East Oakland.

In 2016-17, we officially began our [student ambassador program](#). Since then, we have refined this program to ensure that we are supporting students to learn the professionalism and interpersonal skills that will help them succeed in our internship program (required for 11th and 12th grade), and beyond. The program also gives us the opportunity to showcase the ways that are students are manifesting the habits of Life Academy (love of learning, integrity, fearlessness, and empathy), lifting them up as models for their peers and prospective students.

### **5. Safe and Positive School Culture (PRELOADED)**

#### **Programmatic Narrative Based on Data Analysis**

Life Academy has a vision to be a school that maintain strong school culture by recognizing our diversity, developing empathy in students, and addressing issues with restorative approaches that bolster student capacity to communicate, self-reflect and self-advocate. Next year we'll be adding a middle school inclusion model and we want to work to ensure positive transition for students into this program. Life Academy aims to improve our SEL development for all, strengthen peer leadership, advisory and teacher professional development in Restorative Justice, therefore lower out of class referrals.

Budget	2017-18 Activity	Anticipated Outcome
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\$43,180	-Hire a part time restorative justice coach to support the strengthening of our RJ processes in middle grades and coaching of teachers in Tier 1, 2, and 3 RJ processes.	-decrease in suspensions and referrals -increase in peer leadership activities -supper in student preparation to engage in school recruitment activities (ie student ambassadors)
ideally the person hired for the RJ position could also support with one or more of the following: If not, we will seek other sources of funding for these important activities.	-Create and ensure leadership of a peer leadership program for middle school students -Create, with support from staff and students at CCPA, a BSU for middle grades. -Support in recruitment of diverse student body through targeted recruitment opportunities -develop student ambassadors -develop shadow days and student led student tours	-increased student ownership of school site activities (i.e. class trips, dances, etc) -increased student satisfaction in leadership opportunities -increased opportunities for Black students to find connection and community -increased diversity in Life Academy's middle school

### ***Mid-Year Reflection: Safe and Positive School Culture***

#### **Narrative: Progress Towards Anticipated Outcomes**

We have a long way to go to meet all of our anticipated outcomes, so this reflection opportunity is helpful as a step back and self-assessment opportunity.

Life Academy has worked over the past 3 years to increase our capacity to address issues with restorative approaches that bolster student capacity to communicate, self-reflect and self-advocate. With the hiring of a part time RJ coordinator in the middle school our hope was to even further expand this work. Because of finding limits we were able to bring on someone in a part time role, and additionally, due to funding limits this person didn't have the depth of experience that we would have benefitted from. Although some of the areas of intended focus have grown our desire to use this position to support RJ work at the degree to which we need hasn't been met.

Finally, teacher/staff PD in RJ is an area we need to return to as a full staff. As a collective we engaged in tier 1 RJ training 3 years ago, which was met with positive reviews from 100% of staff. Due to staff turn over we need to return to this and review tier 1 and move to have all staff trained or re-trained in this, as well as in tier 2 practices.

We have developed a stronger student leadership group in middle school through the staff member hired with G1 funds. This has included 3 student-elected representatives from each grade level 6-8, who meet weekly to plan school events such as town halls, dances, spirit week, and yearbook. Students learn how to

collect data from their peers and fundraise in order to lead different initiatives on campus. The leadership group attends monthly all city council meetings to collaborate with other middle school students on district-wide initiatives and build their skills in public speaking, leading community circles, and discussing school and community issues.

***Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***





**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	Lighthouse Community Charter School	Principal	Kate Bowman
School Address	444 Hegenberger Rd. Oakland, CA 94621	Principal Email:	kate.bowman@ lighthousecharter.org
School Phone	510.562.8801	Grant Amount*	\$38,251
2017-18 Projected Enrollment (6-8)	194	Actual 2017-18 Enrollment (6-8) (20 day count)	

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

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

**Mid-Year Reflection: Music Program**

<b>Narrative: Progress Towards Anticipated Outcomes</b>
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**2. Art Program (PRELOADED)**

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

**Mid-Year Reflection: Art Program**

**Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**3. World Language Program (PRELOADED)****Programmatic Narrative Based on Rubric**

N/A

Budget	2017-18 Activities	Anticipated Outcome
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**Mid-Year Reflection: World Language Program****Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**2. 5th to 6th Grade Enrollment Retention (PRELOADED)****Programmatic Narrative Based on Data Analysis**

N/A

Budget	2017-18 Activity	Anticipated Outcome
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**Mid-Year Reflection: 5th to 6th Grade Enrollment Retention****Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**3. Safe and Positive School Culture (PRELOADED)****Programmatic Narrative Based on Data Analysis**

Over the the last three years, we strategically engaged in a process of bringing Positive Behavior Interventions and Supports (PBIS) and Restorative Justice practices into our school to establish best practices in this domain. These practices have increased our overall consistency as a staff and facilitated a shift in the way we respond to and repair harm when it occurs. It has also helped create a strong foundation from which to work and has enabled us to get closer to the vision of who we aspire to be. This year, we prioritized integrating our 5 new Core Values: Community, Social Justice, Integrity, Agency and Love into our staff and student culture. This has focused our Tier 1 practices like Crew (advisory); monthly, middle school, student-led assemblies; appreciations; and celebrations. Our attendance data overall is consistently strong. Our students are regularly at school and we have great opportunity to work with them to cocreate an environment in which they are seen and thrive. Efforts to develop consistency over the last few years have

been effective, however, we see our next step as a need to put students at the center and integrate their voices in a variety of ways. This is factored into our school's work plan over the next three years. Our SCAI data, in which 55% of students and 51% of staff rate our student culture positively, confirms this challenge. We are approaching the threshold for positive ratings and need shifts to reach the next level. When we drill down a bit further into this year's data, our suspension rate thus far in 2016-17 is 5.6%. Closer analysis of those incidents reveals that most are the consequence of fighting or hate speech. When considering more minor discipline events, the perceived motivation was overwhelmingly seeking peer attention (60%) with the 2nd greatest factor being task avoidance (19%). This data reveals that our students are craving interaction with each other, opportunities to have their voices heard and identities affirmed. It also confirms that our middle schoolers need support developing social and conflict resolution skills. We are called take steps to foster an environment in which we structure positive peer-to-peer interactions and develop more cultural awareness, tolerance and celebration. To meet this goal, we are proposing the addition of a full-time Student Culture Developer. This role is designed to be student-facing and work closely with the Dean of Students and staff to develop proactive positive school culture initiatives that may include: student council staff leadership; Tier 2 small group and/or individual case management targeted at social-emotional needs; supporting student-driven affinity groups; cultural celebrations and awareness building; consultation around Crew curriculum development; developing a peer-to-peer conflict resolution program that incorporates elements of our Restorative Justice approach; developing entrepreneurship and student fundraising; and maintain a service component which is integral to our approach to learning and character development. Our school is prepared to make shifts in schedule to create shared spaces in which assemblies can increase and become more frequent as well as creatively find a physical space where this new team member can meet with small groups of students during and after regular school hours to do this work. Anticipated 2017-18 Outcomes:

- The positive student and staff responses in the Student Interactions, Discipline Environment, and Culture domains of the SCAI will increase by 10% from the previous year.
- Minor discipline incidents will decrease by 10% from the previous year.
- Suspensions will decrease to 6%.
- We will have at least 3 peer mediators per grade trained in conflict resolution and actively working with their peers with the Student Culture Developer's support.
- Celebrations increase across the middle school.
- At least 10% of students engage in voluntary affinity groups. Anticipated 3-Year Outcomes:
- The positive student and staff responses in the Student Interactions, Discipline Environment, and Attitude & Culture domains of the SCAI will increase by 20% from 2016-17.
- Minor discipline incidents will decrease by 20% from 2016-17.
- Suspensions will not exceed 5.5%.
- Cultural celebrations will become ritualized and predictable.
- We will have at least 6 peer mediators per grade trained in conflict resolution and actively working with their peers and training each other with Student Culture Developer's support.
- At least 20% of students voluntarily engage in an affinity group.

Budget	2017-18 Activity	Anticipated Outcome
\$33,825	Student Culture Developer: Compensation & Benefits This budget includes: salary (benchmarked at \$55,000) and benefits (estimated at 23%). *Note re: 50% Allocation Budget Priorities. If awarded 50% Allocation, this would be funded as a mid-year hire.	See above

\$1,500	<p>Materials budget</p> <p>This budget includes: materials and supplies to support culture-building activities, budgeted at \$1500 per semester.</p> <p>*Note re: 50% Allocation Budget Priorities.</p> <p>If awarded 50% Allocation, this would be funded as a second semester expense only.</p>	
\$3,000	<p>PD to be targeted to this person's identified growth areas. Areas for development may include: Restorative Justice, Culture-focused offerings with EL Education. This budget includes: Three (3) experiences budgeted at \$1,000 per semester.</p> <p>*Note re: 50% Allocation Budget Priorities.</p> <p>If awarded 50% Allocation, this would be funded as a second semester expense only.</p>	

***Mid-Year Reflection: Safe and Positive School Culture***

**Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

ALL ACTIONS ARE PLANNED FOR SEMESTER TWO IMPLEMENTATION BEGINNING 1/29/2018.

***Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	Aspire Lionel Wilson College Prep Academy	Principal	Michelle Cortez
School Address	400 105th Ave. Oakland, CA 94603	Principal Email:	Michelle.Cortez@aspirepublicschools.org
School Phone	510-635-7737	Grant Amount*	
2017-18 Projected Enrollment (6-8)	225	Actual 2017-18 Enrollment (6-8) (20 day count)	\$50,220

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

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

**Mid-Year Reflection: Music Program**

Narrative: Progress Towards Anticipated Outcomes
LWP does not have a music program and did ask for Measure G1 funds for music.

**2. Art Program (PRELOADED)**

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

### ***Mid-Year Reflection: Art Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

As planned, the school hired a full time dance teacher hired for second semester. Based on students requests, we offered three sections instead of six sections then assigned the dance teacher a social justice class as well. The average enrollment of each dance class was 15 students for a lower than expected 45 student program instead of the anticipated 120 in the grant proposal. Students seemed to feel apprehension toward the new class.

Unfortunately the dance teacher quit 3 weeks into the semester. We are actively interviewing replacements and hope to have a new full time dance teacher for semester 2 by Feb 15th.

The school continues to offer a robust visual art program. We offer two art media per semester.

Semester one we offered 2d Art: Drawing and Painting and 3d Art: Sculpture. Approximately 140 students participated in the visual art program first semester in six sections. In addition, the art teacher collaborated with the History teacher on a interdisciplinary project and exhibition to families.

In our second semester, we are offering 1) Textile and Clothing Design and 2) Painting and the Seven Elements. Approximately 170 students are currently participating in three sections each of these visual arts offerings.

The variety in visual offerings proved popular for students who appreciate the opportunity to extend their artistic skills and artist identity.

### ***3. World Language Program (PRELOADED)***

#### **Programmatic Narrative Based on Rubric**

N/A

<b>Budget</b>	<b>2017-18 Activities</b>	<b>Anticipated Outcome</b>
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### ***Mid-Year Reflection: World Language Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

No funding applied toward our World Language Program and this year LWP does not have Spanish classes in grades 6 - 8.

### ***2. 5th to 6th Grade Enrollment Retention (PRELOADED)***

#### **Programmatic Narrative Based on Data Analysis**

N/A

<b>Budget</b>	<b>2017-18 Activity</b>	<b>Anticipated Outcome</b>
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### **Mid-Year Reflection: 5th to 6th Grade Enrollment Retention**

#### **Narrative: Progress Towards Anticipated Outcomes**

We have maintained the same number of students in our 6th grade cohorts as started the year and actually increased the enrollment number at semester.

### **3. Safe and Positive School Culture (PRELOADED)**

#### **Programmatic Narrative Based on Data Analysis**

<b>Budget</b>	<b>2017-18 Activity</b>	<b>Anticipated Outcome</b>
\$37,498, salary, 1.0 FTE, 42 weeks \$17,009, benefits	Create new Student Activities Coordinator position with responsibilities around middle school self advocacy, sociability, and school pride. Hire Wilson Prep alumna to fill position.	Student Survey responses indicate increase in positive responses to: I believe LWP is a family ○ from 33.3% in Dec16 ○ expected 65% in June18  Increase number of middle school clubs from 1 to 5 by June 2018  Increase number of middle school students participating in student government from 4 in 2016/17 to 10 in 2017/2018

### **Mid-Year Reflection: Safe and Positive School Culture**

#### **Narrative: Progress Towards Anticipated Outcomes**

We hired an alumni as our Student Activities Coordinator. She is doing great work leading middle school Town Hall, increasing the number of middle school field trips, initiating middle school cheer squad, and mentoring at risk 6 - 8th grade girls. She coordinates weekly student awards and incentives which is contributing to more school spirit and joy factor.

We have increased the number of middle school clubs/sports from one to five:

- Cheerleading
- Taste the Rainbow Diversity Club
- Black Student Group Alliance
- volleyball
- football

Middle school students participating in government has increased beyond our goal from 4 members to 12 members who have planned and implemented a Halloween Dance, spirit week, and fundraisers with many

other plans in the works for semester 2.

In order to progress monitor our work in cultural initiatives, we administered a midyear formative survey. In that we see growth so that now 47.5% of our middle schoolers see the school as a family. We also see growth in students feeling school pride. In this survey 58.3% of middle school students responded "I feel proud to go to Lionel Wilson Prep."

***Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***





**Measure G1**  
**Mid-Year Reflection 2017-18**  
**Due January 26, 2018**

School:	Lodestar: Lighthouse Community Charter Public School	Principal	Yanira Canizales
School Address	2433 Coolidge Ave. Oakland, CA 94601	Principal Email:	yanira.canizales@lighthousecharter.org
School Phone	510-775-0255	Grant Amount*	\$10,947
2017-18 Projected Enrollment (6-8)	144	Actual 2017-18 Enrollment (6-8) (20 day count)	97 (at end of Month 1B)

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

Programmatic Narrative Based on Rubric		
.N/A		
Budget	2017-18 Activities	Anticipated Outcome

**Mid-Year Reflection: Music Program**

Narrative: Progress Towards Anticipated Outcomes
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**2. Art Program (PRELOADED)**

Programmatic Narrative Based on Rubric
<p>We assessed ourselves on access/equity at a basic level. While visual arts and making is highly prioritized within our model, we serve all of our special needs and ELD students in a general education environment without additional instructional aides.</p> <p>Our instructional program is designed to provide standards-based, grade-level access to arts, making, and design in coordination with our grade-level learning expeditions. By design, we do not offer sequenced courses. Our teacher for making, art, and design (M.A.D.) is full-time, non-credentialed staff. In 2017-18,</p>

students are scheduled to receive three (3) 40 minute sessions of M.A.D. instruction per week. We ranked our facilities in our current site (2016-2017) as basic in that we provide ample space within general ed classrooms for arts instruction consistently. We also provide all of our students with access to our shared creativity lab. However, given that we are moving to different sites in 2017-2018, we are not yet able to rank our future facilities. There is a plan for creating a breakout making, arts, and design space on our new campuses.

As a growing school, we dedicate ample resources to visual art, making, and design. As a new community, we are still beginning to develop our resources across the board.

In terms of professional development, we offer a robust program of professional training to our making, arts, and design teachers. Arts and design teachers attend all school-wide professional development including week-long professional development institutes at the end of each quarter. Making and design teachers also attended a full course in Strategies and Resources for Art

Budget	2017-18 Activities	Anticipated Outcome
\$2,000	Professional Development for Making, Arts & Design (M.A.D.) Teacher. This will be provided through a partnership with EL Education. The 50% allocation budget includes: Fees for PD, Travel Costs, and associated expenses (\$2,000 per experience for 1 middle school teacher)	Teachers will learn the practices associated with developing high-quality arts-integrated curriculum, demonstrating this via curriculum documentation. Students will create high-quality art and making products that meet the California Visual and Performing Arts Standards and serve an impact in their communities * One Making, Arts & Design (M.A.D.) Teacher would attend Professional Development based on this allocation.
\$3,000	Resources for Making, Arts & Design course. This includes building up inventory for those classes to be sufficiently implemented. Scheduled units for 2017-18 include a.) Electronics & Programming, b.) Sewing, Painting & Drawing, and c.) 2-D & 3-D Design, including Sculpture and Woodworking. G1 Funds would specifically target the final components, supporting acquisition of safety equipment, saws, clamps, etc. The 50% allocation budget includes: Materials and Supplies (\$1,500 per quarter = \$6,000)	Student demonstration of project-based learning through integrated products that include elements of craftsmanship, complexity and authentic impact. * This would supply the resources used by 1 Making, Arts & Design (M.A.D.) Teacher, who would be teaching 102 students in 2017-18.
\$1,544	Storage associated with materials-heavy activities run by Making, Arts & Design Teacher. This includes both shelving and storage for those materials. The 50% allocation budget includes: Shelving and Storage (\$2,000 per grade level)	Fixed resources will remain intact for ongoing use, and student safety will be maintained by careful storage of all materials. * This would equip the classroom for 1 Making, Arts & Design (M.A.D.) Teacher.

### **Mid-Year Reflection: Art Program**

## **Narrative: Progress Towards Anticipated Outcomes**

### **Implementation Update**

1. Our Making Arts and Design teachers have attending professional development through EL Education this fall.
2. In setting up the Making Arts and Design lab for the 2017-2018 school year, purchased supplies and materials to support for the lab as well as materials for expeditions in 6th Grade. (6th and 7th will have expeditions and associated expenses in Semester 2)
3. We did not need to allocate the money for shelving/storage because of donation from parent community.

### **Student Outcomes**

- Students have created high quality work aligned to the CA VPA standards in the fall semester and this work was evidenced during the Lodestar Expo on Jan 13<sup>th</sup>.
- Students completed the following integrated projects:
  - Sixth: Common Ground Expedition: Students created a religious tolerance podcast, using audio recording technology, garageband, and sound cloud. Students learned how to screen print and used these skills to print religious tolerance slogans and images on t-shirts.
  - 6/7: Crew: Students used their sewing and embroidering skills learned in MAD to create a core values Lodestar quilt. Each student contributed one embroidered square that demonstrated their strongest core value.
  - Making, Arts and Design Teachers Focused on supporting students in the following mediums: Q1: Screen printing and drawing; Q2: Sewing and embroidery (textiles)

### **3. World Language Program (PRELOADED)**

#### **Programmatic Narrative Based on Rubric**

In year 1 as a launch school, we decided to not yet include world language. We took some baseline steps to recognize and celebrate students' and families' home languages by ensuring all of our family outreach is bilingual and translators are provided for all meetings. We have systems to support communication with all Spanish-speaking families. Another minimal step we took in year 1 is that we ensured that our blended programs like Dreambox and RazKids were accessible in both languages. We also provided individualized programs for newcomer students. There is also a Spanish-language class offered as part of our extended day program.

For 2017-2018, there is a family committee that is meeting on a regular basis with the principal and our director of language programs that will bring a proposal to our instructional leadership team about how to enhance access to Spanish language programs. When at full growth, Lodestar envisions hiring a full-time Spanish teacher who would provide instruction to both Spanish-speaking and non-Spanish speaking students in targeted groups during our self-directed learning blocks. However, given that Lodestar is still growing and has not yet reached full scale, we would like to provide other ways that we can enhance students' access to language programs through blended learning opportunities and other pathways. The first strategy we'd like to pursue is the introduction of spanish-language access for all students during our Self-Directed Learning time. This includes: use of software during students' flexible, self-directed time and the build-up of our library catalog that will include bilingual materials that are connected to our project-based learning topics. If supported with G1 funds, students would access Spanish-language materials / software for a minimum of 20 minutes per day during their self-directed learning block, and average 40-80 minutes per day.

Budget	2017-18 Activities	Anticipated Outcome
\$6,000 .	Build out of Spanish-language library. Based on 50% implementation of G1 funds, our instructional team prioritized access to library materials over software to be piloted. The build-out of this library would be utilized by all middle school students during self-directed time. The 50% allocation budget includes: library materials in Spanish language (average of \$20 for 300 items)	Students will report a feeling of inclusion in our school community. This will also be exhibited through positive identity development for our students and families, agency to engage with different worldviews/cultures, and conditions for belonging in community. * This library would establish materials for 102 students in the middle school program.

### ***Mid-Year Reflection: World Language Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

N/A

We did not spend funds in this area because parents fundraised and donated books.

### ***2. 5th to 6th Grade Enrollment Retention (PRELOADED)***

#### **Programmatic Narrative Based on Data Analysis**

[Required: Please reflect on school enrollment data here]

Budget	2017-18 Activity	Anticipated Outcome
N/A		

### ***Mid-Year Reflection: 5th to 6th Grade Enrollment Retention***

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

### ***3. Safe and Positive School Culture (PRELOADED)***

#### **Programmatic Narrative Based on Data Analysis**

In year 1, we launched our school with pre-crew conferences to meet our students and families before the 1st day of school. Our crew structure, a time where students eat breakfast, greet peers, set goals and restore/repair any harm is designed to make sure all students have at least 1 adult that they feel connected to and a group of peers that they feel connected to. Four times a year, we host student-led conferences which allow students to reflect and celebrate on their growth with their crew leader and families. Our work has been grounding in our school wide core values throughout the year: Community, Love,

Agency, Social Justice & Integrity. These values keep us aligned as a school which encourages a positive school culture. As we launched our 6th grade class, we welcomed 6th graders during our first week of school by providing a safe and community building experience in crew. Every 6th grade Lodestar student began their day in crew for 3.5 hours. This time was designed to support students in building connection through community building activities while also sharing who themselves with their peers. In a culmination of that week, 6th grade students and 6th grade teachers/6th grade Dean of Students embarked on our first Lodestar Fieldwork through Outward Bound. We spent an entire day playing uplifting community engaging games and getting to know one another better. This unified work has allowed us to continue to build a strong community that supports students in leading their own learning and learning from their mistakes/repair any harm. Student in our 13% suspension rate have participated in a healthy re-entry model along with their families, crew leaders, DOS and other Lodestar community members. These reentry circles have allowed students to truly learn from their mistakes and repair any harm as peers/community members. These meetings have also allowed for families to repair any harm and engage with one another as community members. Our school belief in community has allowed for a positive middle school culture to exist due to our restorative practices, crew model, and our intentionality to hire our Middle School Dean before we are fully at enrollment capacity within our Middle School.

Budget	2017-18 Activity	Anticipated Outcome
\$11,250	Professional Development for staff regarding: a.) Restorative Justice (RJ) practices, and b.) culturally-responsive teaching practices, via the National Equity Project (NEP). The 50% allocation budget includes: one RJ experience budgeted at \$1,250 per PD and a year-long scope of training via NEP.	Students and Parents report a greater sense of inclusion in the school community. We anticipate that this will result in a decrease of school suspensions, and the development of reflective and problem-solving skills. * This Professional Development would be for 6 staff members in our middle school. This would be impacting the learning experiences for 102 students.

### ***Mid-Year Reflection: Safe and Positive School Culture***

#### **Narrative: Progress Towards Anticipated Outcomes**

##### **Implementation:**

This fall all middle school staff participated in

- 1-day Restorative Justice Training, October
- ½ day Culturally Responsive Practice Training, August
- 3 coaching sessions on Culturally Responsive Practice in September/October

##### **Outcomes to Date:**

Students and staff have a shared restorative approach to supporting all students in the middle school. Teachers have adjusted their practice to support the development of Learning Partnership and strong Communities of Learning. Student survey results will be available in the Spring and will assess students sense of belonging and connection.

**Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).**



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	Madison Park Academy Middle School	Principal	Dr. Lucinda Taylor
School Address	400 Capistrano Drive Oakland, CA 94603	Principal Email:	<a href="mailto:Lucinda.Taylor@ousd.org">Lucinda.Taylor@ousd.org</a>
School Phone	510-636-2701	Grant Amount*	\$83,021
2017-18 Projected Enrollment (6-8)	364	Actual 2017-18 Enrollment (6-8) (20 day count)	

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

Programmatic Narrative Based on Rubric		
Currently MPA Middle School does not offer a Music Program. We look forward to launching our music program by offering 3 sections of music in the 2017-2018 school year.		
Budget	2017-18 Activities	Anticipated Outcome
\$41,511	0.4 FTE Music Teacher	This person will launch our music program. For many of our students, this will be their first opportunity to take music at school.

**Mid-Year Reflection: Music Program**

Narrative: Progress Towards Anticipated Outcomes
While we do not yet have an instrumental music program, Mrs. Seitu, our drama teacher, launched a section of choir Sem. 2.

## 2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric		
Currently MPA Middle School does not offer an art program. We look forward to launching our art program by offering 3 sections of music in the 2017-2018 school year.		
Budget	2017-18 Activities	Anticipated Outcome
\$41,511	0.4 FTE Art Teacher	This person will launch our art program. For many of our students, this will be their first opportunity to take art at school.

### Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes
N/A

## 3. World Language Program (PRELOADED)

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

### Mid-Year Reflection: World Language Program

Narrative: Progress Towards Anticipated Outcomes
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

## 4. 5th to 6th Grade Enrollment Retention (PRELOADED)

Programmatic Narrative Based on Data Analysis		
N/A		
Budget	2017-18 Activity	Anticipated Outcome

### **Mid-Year Reflection: 5th to 6th Grade Enrollment Retention**

#### **Narrative: Progress Towards Anticipated Outcomes**

We hired a 1.0 FTE drama teacher, Taiwo Seitu. In Semester 1, Mrs. Seitu taught 4 sections of drama (about 75% of our students), which were very popular with students. To engage students different interests build ownership, Mrs. Seitu designed the first semester course to culminate in a production of *A Christmas Carol*. Students designed and built sets, designed and helped procure costumes, worked with Mrs. Seitu to design the blocking, and acted in the production. After spending a semester building the program, in Semester 2, Mrs. Seitu is teaching four different classes, one section of each: drama, dance, choir, and technical theater. Her vision for this is to have time with students who have expressed interest in each subject, go in depth with that subject, and be able to have students across different class sections work together to put on productions in the spring.

In addition to being able to choose from drama, dance, choir, and technical theater electives MPA Middle School students were offered the opportunity to take basketball, soccer, combination tennis/badminton/hockey, study hall, and Read180 intervention class.

### **5. Safe and Positive School Culture (PRELOADED)**

#### **Programmatic Narrative Based on Data Analysis**

N/A

Budget	2017-18 Activity	Anticipated Outcome

### **Mid-Year Reflection: Safe and Positive School Culture**

#### **Narrative: Progress Towards Anticipated Outcomes**

Our students were very excited to have the opportunity to choose electives second semester. Unfortunately because our G1 budget was cut in half, we were only able to hire one FTE, giving our students limited choice in their electives. Additionally, we had to completely cut the culture incentive programs we had planned, like rewards and celebrations for our students in Boost, budgets for our advisory classes to go on field trips, and budgets for culture building camping trips, which only required funding for food and transportation (camping equipment is available at the Oakland camping lending library).

**Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).**





**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	Melrose Leadership Academy Middle School	Principal	Moyra Contreras
School Address	4730 Fleming Avenue Oakland, CA	Principal Email:	<a href="mailto:Moyra.Contreras@ousd.org">Moyra.Contreras@ousd.org</a>
School Phone	510-535-3832	Grant Amount*	\$30,536
2017-18 Projected Enrollment (6-8)	160	Actual 2017-18 Enrollment (6-8) (20 day count)	

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

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

**Mid-Year Reflection: Music Program**

Narrative: Progress Towards Anticipated Outcomes
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**2. Art Program (PRELOADED)**

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

### ***Mid-Year Reflection: Art Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

### ***3. World Language Program (PRELOADED)***

#### **Programmatic Narrative Based on Rubric**

##### **World Languages Narrative -**

As a 90-10 Dual Immersion school (Spanish and English) we are squarely in the Sustaining category on the self assessment rubric. The area that would move us to thriving would be the integration of service-learning experiences within our Expeditions an advanced Spanish opportunities. Funding for these experiences has been a consistently lacking. We would like to use the additional G1 funding to support the introduction of an advanced Spanish class offered to 8th graders.

<b>Budget</b>	<b>2017-18 Activities</b>	<b>Anticipated Outcome</b>
\$30536	Provide World Language (Spanish)	Bilingual Expo work and Portfolio presentations conducted in Spanish and English, Students in 8 <sup>th</sup> grade prepared to pass AP Spanish in 9 <sup>th</sup> grade.

### ***Mid-Year Reflection: World Language Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

We had a challenge in hiring a teacher for this position. The teacher who had accepted the position originally took a job at Cal State East Bay and we did not find someone until January. We decided to focus the Spanish program in 7th grade and all 7th graders are now receiving advanced Spanish through Expeditions.

### ***4. 5th to 6th Grade Enrollment Retention (PRELOADED)***

#### **Programmatic Narrative Based on Data Analysis**

N/A

<b>Budget</b>	<b>2017-18 Activity</b>	<b>Anticipated Outcome</b>

### ***Mid-Year Reflection: 5th to 6th Grade Enrollment Retention***

**Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**5. Safe and Positive School Culture (PRELOADED)****Programmatic Narrative Based on Data Analysis**

N/A

Budget	2017-18 Activity	Anticipated Outcome

**Mid-Year Reflection: Safe and Positive School Culture****Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).**



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	Montera Middle School	Principal	Darren Avent
School Address	5555 Ascot Drive Oakland, CA	Principal Email:	<a href="mailto:Dareen.Avent@ousd.org">Dareen.Avent@ousd.org</a>
School Phone	510-531-6070	Grant Amount*	\$92,563
2017-18 Projected Enrollment (6-8)	772	Actual 2017-18 Enrollment (6-8) (20 day count)	

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

Programmatic Narrative Based on Rubric		
For the 16 – 17 school year Montera had one music teacher and one art teacher. Because International Baccalaureate considers art and music as an international language all students must take at minimum 50 hours of each, Montera must add teachers to these programs. Based on the projected numbers the school would need to add one music and art teacher. The goal is to use G1 to add to the music program.		
Budget	2017-18 Activities	Anticipated Outcome
\$89,338.79	To add Chorus and OrFF classes as electives to fulfill International Baccalaureate requirements.	All Montera students will receive a minimum 50 hours music.

**Mid-Year Reflection: Music Program**

Narrative: Progress Towards Anticipated Outcomes
Thanks to G1 funding Montera has added 7 <sup>th</sup> & 8 <sup>th</sup> grade Choir, 2 semesters of 6 <sup>th</sup> Grade Music Exploratory, 2 semesters of 6 <sup>th</sup> Grade Choir and 2 semesters of 7 <sup>th</sup> Grade Music Exploratory, intermediate and beginning band. Because of the number of semester classes, we have increased the number of students taking music from 149 during the 2016-2017 school year to 500 during the 2017-2018 school year.

## 2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric		
For the 16 – 17 school year Montera had one music teacher and one art teacher. Because International Baccalaureate considers art and music as an international language all students must take at minimum 50 hours of each. Based on the projected numbers the school would need to add one music and art teacher. Montera will redirect funding for Art teacher, but will remaining to support Girls Empowerment program and or Art supplies.		
Budget	2017-18 Activities	Anticipated Outcome
\$3,224	2nd priority to use remaining funds of used for art supplies	Add to funds school use for art.

### Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes
As plan we added \$17,000 to be used for art supplies.

## 3. World Language Program (PRELOADED)

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

### Mid-Year Reflection: World Language Program

Narrative: Progress Towards Anticipated Outcomes
N/A

## 4. 5th to 6th Grade Enrollment Retention (PRELOADED)

Programmatic Narrative Based on Data Analysis		
N/A		
Budget	2017-18 Activity	Anticipated Outcome

### Mid-Year Reflection: 5th to 6th Grade Enrollment Retention

Narrative: Progress Towards Anticipated Outcomes
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N/A

**5. Safe and Positive School Culture (PRELOADED)**

**Programmatic Narrative Based on Data Analysis**

To improve the school culture Montera has added the African American Girls and Young Women Achievement Program. The program gives female students of color a place where they can find equitable support and new pathways to success. The program follows the highly-successful African American Male Achievement Program in OUSD, filling an important need for the girls and young women of color in the district. The plan is to have 3 classes, one for each grade level to support female students of color.

Budget	2017-18 Activity	Anticipated Outcome
\$24,115.11	Priority #1 for remaining funds will be to hire .23 FTE girls empowerment teacher. Teacher will teach 3 classes, one for each grade, to support and empower girls of color.	Develop a safe and positive culture for Montera girls of color.

**Mid-Year Reflection: Safe and Positive School Culture**

**Narrative: Progress Towards Anticipated Outcomes**

Because of budget cuts, we cut this position.

**Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).**



# **OAKLAND UNIFIED SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **Measure G1 Mid-Year Reflection 2017-18 Due January 26, 2018**

School:	North Oakland Community Charter School	Principal	Stephen Ajani
School Address	1000 42nd Street	Principal Email:	stephen.ajani@noccs.org
School Phone	510-655-0540	Grant Amount*	\$4,000
2017-18 Projected Enrollment (6-8)	88	Actual 2017-18 Enrollment (6-8) (20 day count)	80

*\*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.*

### **Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

#### **1. Music Program (PRELOADED)**

Programmatic Narrative Based on Rubric		
<p>NOCCS does not operate its own Music / Performing Arts Program at this time. On a trial basis, this year the school partnered with a youth arts organization (Get Empowered) to provide guest teaching artists who offer trimester-based courses in drumming, Capoeira and movement/dance to middle school students. This program has been praised by multiple constituencies, including teachers, parents/guardians and students themselves (all groups which have recognized—through annual surveys—the value of bringing high-quality music programming to NOCCS). Yet it does not include formal music instruction and relies on significant one-time and outside funding that is not secure. Thus NOCCS desires to invest the majority of its G1 allocation to design and implement (over a period of several years) a comprehensive and sustainable middle school music program, including the teaching of theory and practice, instrument and voice instruction, and regular opportunities for both individual and ensemble performance—and recording!</p>		
Budget	2017-18 Activities	Anticipated Outcome
\$2,000*	Prepare classroom (such as installing soundproofing and providing seating and instrument storage)	Music Maker Studio
\$3,000	Begin to acquire instrument sets (drums, xylophones, recorders, ukuleles)	Studio resources

#### **Mid-Year Reflection: Music Program**

**Narrative: Progress Towards Anticipated Outcomes**

We have decided to wait until funds are received before we implement this project. In the meantime, we are utilizing volunteers to begin to prepare the room that will become the Music Studio (such as by removing old computer equipment previously stored in the space).

**2. Art Program (PRELOADED)****Programmatic Narrative Based on Rubric**

Despite our limited physical space and budget, the NOCCS Visual Arts program is relatively well developed, as it includes: - Weekly classes for all students - Use of our Art Studio room - Essential supplies and materials (many of these items are currently donated) - An Instructor with Alameda County Office of Education Integrated Learning Specialist training - Art-integrated lessons supporting core academic learning at each grade level - Opportunities for exhibiting work, including displays throughout the building and 2-3 events per year However, our current budget only allocates \$3/student for materials, the Studio needs updated technology, and our Art Teacher would benefit from additional professional development opportunities, specifically access to best practices in Art teaching and curriculum design and development.

<b>Budget</b>	<b>2017-18 Activities</b>	<b>Anticipated Outcome</b>
1,000*	Increase Art materials budget to \$15/student	Students will gain a deeper understanding of art history, concepts and making through the application of a full variety of materials in art lessons and projects
\$500	Provide art instructor with a least one professional workshop and release time to meet with an experienced highly regarded colleague at another school.	Improved curriculum design and teaching pedagogy.

**Mid-Year Reflection: Art Program****Narrative: Progress Towards Anticipated Outcomes**

We have decided to wait until funds are received before we implement this project.



### 3. *World Language Program (PRELOADED)*

Programmatic Narrative Based on Rubric		
The NOCCS World Languages Program currently offers Introductory Spanish as a two period per week Elective, taught by a teacher already on staff who is bilingual. As a school with a small bilingual student population, with annual parent/guardian survey results prioritizing Core Academics, Art and Music over language instruction, we are not prepared to invest significantly in this area at this time. However, given the limits of a minimal annual budget for this course, a one-time purchase of a textbook series and associated resources would clearly support teacher instruction and student learning.		
Budget	2017-18 Activities	Anticipated Outcome
\$1,000*	Purchase Realidades Spanish Curriculum, including textbooks, workbooks, online access and teacher guide	Incorporating these resources will lead to higher Spanish proficiency and greater student interest and enrollment in the Spanish Elective course.

#### *Mid-Year Reflection: World Language Program*

Narrative: Progress Towards Anticipated Outcomes
<b>We have decided to wait until funds are received before we implement this project.</b> In the meantime, we have focused on offering Electives in other subjects for which previous school resources and curricula already exist.

### 4. *5th to 6th Grade Enrollment Retention (PRELOADED)*

Programmatic Narrative Based on Data Analysis		
N/A		
Budget	2017-18 Activity	Anticipated Outcome

#### *Mid-Year Reflection: 5th to 6th Grade Enrollment Retention*

Narrative: Progress Towards Anticipated Outcomes
N/A

### 5. *Safe and Positive School Culture (PRELOADED)*

### Programmatic Narrative Based on Data Analysis

Since its inception, NOCCS has developed its own social-emotional curriculum designed to create a positive school climate that supports academic achievement. Known as Peacemaking, this program is a dynamic set of shared and intentional strategies, lessons, procedures, protocols, terms and language. The term that unifies our Peacemaking approaches is “REAL”, which stands for: R = Respect E = Equitable A = Accountable and an Ally L = Leadership We “make it REAL” at NOCCS by explicitly talking/reading about, modeling, teaching and practicing these words, what they mean, and how our actions bring them to life. As our Middle School grew from our Elementary Program, so too has Peacemaking been adapted from elements originally created for younger students. As such, and based on constituent feedback that Middle School Peacemaking is not as coherent, consistent and clearly communicated, we intend to update our Middle School model to reflect best practices in conflict resolution and conduct/restorative justice for this specific age group. One measure of our success will be when 90% or more of our students and families respond in agreement to the two questions shown above (in the Data Analysis Section).

Budget	2017-18 Activity	Anticipated Outcome
\$500	Provide stipend for a Teacher to lead initiative to research, revise and republish.	Revised Middle School Peacemaking Curriculum

### Mid-Year Reflection: Safe and Positive School Culture

#### Narrative: Progress Towards Anticipated Outcomes

We have decided to wait until funds are received before we implement this project.

**Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).**



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## Measure G1 Mid-Year Reflection 2017-18 Due January 26, 2018

School:	Oakland Charter Academy	Principal	Joel L. Julien
School Address	4215 Foothill Blvd, Oakland, CA. 94601	Principal Email:	<a href="mailto:jjulien@amethodschools.org">jjulien@amethodschools.org</a>
School Phone	(510) 532-6751	Grant Amount*	\$44,437
2017-18 Projected Enrollment (6-8)	237	Actual 2017-18 Enrollment (6-8) (20 day count)	

\*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.

### Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

#### 1. Music Program (PRELOADED)

Programmatic Narrative Based on Rubric		
<p>Currently, OCA has a Choir Club that meets twice weekly after school. Two staff members who are also full-time teachers lead this club. At least two performances are scheduled throughout the year during school events. Funds allocated by way of Measure G1 would allow OCA to improve and expand this program by providing new materials to Choir instructors (e.g., keyboard and sheet music), thus improving the quality of instruction.</p> <p>Additionally, if granted funding through measure G1, OCA will hire an Instrumental Music Instructor to work with a group of students two or more times per week on learning basic concepts in music and performance. The music instruction will have the purpose of teaching students competency in specific instruments and working on performing one or more times per year.</p> <p>By consulting with parents and students via surveys distributed each year, observing instructors, tracking after school attendance rates and scheduling times for clubs to display their work and perform, OCA's Measure G1 Team will regularly evaluate the efficacy of the music program, and in so doing, ensure a successful allocation of all Measure G1 funds.</p>		
Budget	2017-18 Activities	Anticipated Outcome
\$3,000	<p>Music Equipment-Keyboard, Music Folders and Sheet Music</p> <p>The purpose of this expenditure is to help enhance (supplement) the existing choral program and provide basic materials for a new instrumental</p>	<p>Our expectation of this program is to help students develop basic skills in singing and in the use of specific instruments to be determined by the instructors. One outcome will be</p>

	program.	seasonal recitals and concerts for the school community. Achievement of outcomes stipulated in Instrumental Music Instruction (see below) Increase the number of students reporting positively on school culture (as reported by school survey) by at least 10% - from 33.1% to 43.1% in the first year of implementation. Increase the number of students participating in at least one extracurricular activity (as reported by school survey) by at least 10% from 58.9% to 68.9% in the first year of implementation.
\$15,000	Instrumental Music Instruction-Instructor Compensation	<p>Our expectation of this program is to help students develop basic skills in the use of specific instruments to be determined by the After school for approximately three 90-minute blocks per week, M-F (approximately 4.5 hours total), variable upon availability and after school schedule. Instructor, and aligned to the following outcomes:</p> <ol style="list-style-type: none"> <li>1. The ability to hear, identify and work with elements of music (melody, harmony, rhythm, form, texture and timbre) is sound and basic notation.</li> <li>2. Performance skills appropriate to student's needs and interests, including competence in sight reading and realizing a variety of musical styles.</li> <li>3. The ability to collaborate effectively in a variety of situations and settings.</li> <li>4. The ability to think, speak, and write clearly and effectively about music and other related fields. Increase the number of students reporting positively on school culture (as reported by school survey) by at least 10% - from 33.1% to 43.1% in the first year of implementation. Increase the number of students participating in at least one extracurricular activity (as reported by school survey) by at least 10% from 58.9% to 68.9% in the first year of implementation.</li> </ol>

## Mid-Year Reflection: Music Program

### Narrative: Progress Towards Anticipated Outcomes

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

OCA has hired a music instructor to teach in the after-school program. The instructor teaches four 90-minute blocks a week for a total of 6 hours. Instruction is focused on percussion, rhythm and guitar. Students enrolled have performed a number of compilations at our winter showcase, and will do so again at the end of the school year. The pieces include a collaboration of a number of instruments, including the keyboard, various percussion instruments, and the guitar. We have also expanded our choral program, which is provided twice a week for a total of 3 hours.

## 2. Art Program (PRELOADED)

### Programmatic Narrative Based on Rubric

#### Visual Arts (Painting and Muralism)

Currently, OCA has an Arts and Crafts club that meets twice weekly after school. Funds allocated by way of Measure G1 would allow OCA to hire an additional trained artist with experience working with middle school students to provide specialized instruction in painting and/ or muralism. Results on student surveys support the expansion of the art program which is, at present, minimal. Additionally, staff felt that a well-qualified instructor with demonstrable success with a similar age group and population would be highly beneficial to school culture.

Budget	2017-18 Activities	Anticipated Outcome
\$5,000	Visual Arts Instruction-Instructor Compensation  After school for approximately two 90-minute blocks per week, M-F (approximately 3 hours total) for 34 weeks, variable upon availability and after school schedule.	Students will produce meaningful works of art for display in the school and/ or community settings and demonstrate proficiency in the following outcomes: 1. Understanding and application of various media, techniques, and processes in visual arts 2. Knowledge of structures and functions in visual arts 3. Connection between visual arts and other disciplines 4. Reflecting upon and assessing the characteristics and merits of their work and the work of others Increase the number of students reporting positively on school culture (as reported by school survey) by at least 10% from 33.1% to 43.1% in the first year of implementation. Increase the number of students participating in at least one extracurricular activity (as

		reported by school survey) by at least 10% from 58.9% to 68.9% in the first year of implementation.
\$2,000.	Visual Arts Instruction-Art Materials and Supplies Example items to be purchased: sketch pads, pencils, paint, canvas, easels, etc.	Funding will help ensure materials purchased are of high quality and meet high standards for safety, cleanliness and functionality. Help achieve visual art outcomes (see above) Increase the number of students reporting positively on school culture (as reported by school survey) by at least 10% - from 33.1% to 43.1% in the first year of implementation. Increase the number of students participating in at least one extracurricular activity (as reported by school survey) by at least 10% from 58.9% to 68.9% in the first year of implementation.

### ***Mid-Year Reflection: Art Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

OCA has hired an art instructor to teach in the after-school program. We will be incorporating a number of art projects into our curricular instruction, including several projects that are focused on beautifying the school and community. Art forms vary from paintings and sketches to mosaics.

### **3. World Language Program (PRELOADED)**

#### **Programmatic Narrative Based on Rubric**

Currently, OCA has a Japanese language club that is led by a staff member who is also a full-time teacher. Funds allocated by way of Measure G1 would allow OCA to formalize this program by providing rigorous instructional materials. Expanding OCA's world language program will positively impact students' interpersonal, interpretive and presentational skills. Additionally, OCA would use funding to add a second world language course, Spanish. Although many of OCAs' students speak Spanish at home many will benefit from learning academic, written Spanish in a formalized setting. Furthermore, learning academic Spanish will prepare our students for careers in various fields such as education, law, medicine, and public service. Spanish will also open up our student's world and enrich their spirit through its compelling literature, history, and culture. By adding a focused approach to learning Spanish, the school will also encourage students to read and respond to literature in Spanish thereby increasing language comprehension. The study of Spanish will enhance many students' native language skills while promoting an awareness of structure, vocabulary, and syntax of the English language. Current research shows that phonological awareness in the primary language of a student influences their progress in second language acquisition. By increasing access to world language instruction by offering multiple levels of Spanish language class at OCA, we hope to provide an

extracurricular that is both academically rigorous and culturally relevant for students. By consulting with parents and students via surveys distributed at the beginning, midpoint and end of each year, observing instructors, tracking attendance rates and scheduling times for clubs to display their work and perform, OCA's ILT will regularly evaluate the efficacy of each program, and in doing so, ensure a successful allocation of all Measure G1 funds. Thank you for your consideration, as well as for providing this opportunity to our school.

Budget	2017-18 Activities	Anticipated Outcome
\$3,000	Curriculum (textbooks and workbooks) To ensure all students enrolled in the program have materials that are aligned to the standards for high level Spanish acquisition.	The goal will be to acquire "Academic Spanish" and increase students Spanish proficiency in both reading and writing. Help achieve Foreign Language Outcomes (see below)
\$9,000.	Foreign Language Instruction (Spanish)-Instructor Compensation Compensation qualified staff, trained in second language acquisition (Spanish) with experience working with age group.After school for approximately two 90-minute blocks per week, M-F (approximately 3 hours total) for 34 weeks, variable upon availability and after school schedule.	Recruitment of a highly qualified instructor to deliver Spanish curriculum with fidelity.Instructor will be responsible for student achievement of the following outcomes: 1. Communicate effectively in the foreign language in a variety of speaking situations. 2. Communicate effectively in the foreign language via proficient, articulate, and well-organized writing. 3. Demonstrate comprehension of the spoken foreign language in a variety of listening situations. 4. Demonstrate a clear understanding of the culture(s) of the foreign language studied. Increase the number of students reporting positively on school culture (as reported by school survey) by at least 10% - from 33.1% to 43.1% in the first year of implementation. Increase the number of students participating in at least one extracurricular activity (as reported by school survey) by at least 10% from 58.9% to 68.9% in the first year of implementation.

### ***Mid-Year Reflection: World Language Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

OCA has hired two Spanish instructors to teach in the after-school program. We offer both beginner and

intermediate/advanced Spanish courses, totalling 6 hours of instruction every week. We purchased and utilize the “Avancemos” textbook and workbook to supplement instruction. Instruction focuses on comprehension, speaking, writing, and Spanish culture.

#### **4. 5th to 6th Grade Enrollment Retention (PRELOADED)**

##### **Programmatic Narrative Based on Data Analysis**

N/A

Budget	2017-18 Activity	Anticipated Outcome
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#### **Mid-Year Reflection: 5th to 6th Grade Enrollment Retention**

##### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

#### **5. Safe and Positive School Culture (PRELOADED)**

##### **Programmatic Narrative Based on Data Analysis**

###### **Edgemakers**

Funds from the measure will be used to adopt a comprehensive problem solving and idea generating program named Edgemakers. This program consists of several modules which are: 1) Creativity and Innovation, 2) Storytelling and Changemaking, 3) Design Edge, 4) Character and Collaboration and 5) Entrepreneurship and Startups. The Edgemaker philosophy is: This is the age of innovation. Innovation and entrepreneurship are valued today, whether to sustain competitive advantage or to drive economic development. Yet for most of us, these capacities are difficult to define, let alone put into practice. Innovation needs people who know how to engage in it. Therefore, they need to learn how to do it. Edgemakers was founded to bring clarity to innovation and to bridge three important gaps:

- 1.) The gap between what schools typically teach and what students need to learn to become employable, fulfilled innovators;
- 2.) The gap between the wish for innovation and the ability to realize it;+
- 3.) The gap between the challenges that society faces and the resources available to address them.

As a part of their platform, the Edgemaker trainers provide ongoing support for their products including built in PD sessions for teachers and sample lessons with students for teachers to observe.

Budget	2017-18 Activity	Anticipated Outcome
\$7,437	Purchase of Edgemaker Materials For students enrolled in the program to work through program modules and learn how to manifest creativity in order to innovate around a “wicked problem” in the world. Students will participate in collaborative group-work, real-world projects culminating in peer-reviewed presentations and regular	.Edgemakers outcomes include for students to... 1. Become idea generators who execute on new initiatives and who are highly employable 2. Birth-solutions to 21st century challenges we haven’t even thought of



	<p>journaling and reflection. After school for approximately two 90-minute blocks per week, M-F (approximately 3 hours total) for 34 weeks, variable upon availability of instructor and after school schedule.</p>	<p>yet</p> <p>3. Live curiously, think critically, and blend knowledge from a constantly changing mix of disciplines and cultures</p> <p>4. Address the “wicked problems” – the global challenges that affect all of us. Increase the number of students reporting positively on school culture (as reported by school survey) by at least 10% - from 33.1% to 43.1% in the first year of implementation. Increase the number of students participating in at least one extracurricular activity (as reported by school survey) by at least 10% from 58.9% to 68.9% in the first year of implementation.</p>
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### ***Mid-Year Reflection: Safe and Positive School Culture***

#### **Narrative: Progress Towards Anticipated Outcomes**

Edgemakers is being offered in our after-school program two days a week for a total of 3 hours. Students engage in activities that explore creativity and innovation. Students are also encouraged to challenge the status quo, and develop creative solutions to familiar problems.

***Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## Measure G1 Mid-Year Reflection 2017-18 Due January 26, 2018

School:	Oakland SOL	Principal	Katherine Carter
School Address	1180 70 <sup>th</sup> Avenue Oakland, CA	Principal Email:	katherine.carter@ousd.org
School Phone		Grant Amount*	\$11,494.52
2017-18 Projected Enrollment (6-8)	75	Actual 2017-18 Enrollment (6-8) (20 day count)	52 *Grant based on actual 20 day enrollment

\*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.

### Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

#### 1. Music Program (PRELOADED)

Programmatic Narrative Based on Rubric		
Our self assessment on the planned MS program for Oakland SOL indicated this was a critical area of growth. Oakland SOL does not provide any music education, and is at an entry level in all areas.		
Budget	2017-18 Activities	Anticipated Outcome
\$16,000	Contract with outside enrichment provider to provide music instruction within the regular school day.	Providing music instruction within the school day as well as in the after school program will increase the access and equitable opportunity to music programs to a basic to quality level.

#### Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes
<p>Note: We received our funding late (December), which made it a challenge to contract with the enrichment providers in the fall.</p> <p>We are providing music programming in our after school program. Music programming includes World</p>

Percussion, Choir, and instrumental music. The success of this approach is that it reaches all of the students in the extended day program, which are 90% of our students. However, we want to reach 100% of our students. We hope to move our music program into the school day schedule next year.

## **2. Art Program (PRELOADED)**

### **Programmatic Narrative Based on Rubric**

N/A

<b>Budget</b>	<b>2017-18 Activities</b>	<b>Anticipated Outcome</b>

### **Mid-Year Reflection: Art Program**

#### **Narrative: Progress Towards Anticipated Outcomes**

N/A

## **3. World Language Program (PRELOADED)**

### **Programmatic Narrative Based on Rubric**

N/A

<b>Budget</b>	<b>2017-18 Activities</b>	<b>Anticipated Outcome</b>

### **Mid-Year Reflection: World Language Program**

#### **Narrative: Progress Towards Anticipated Outcomes**

N/A

## **4. 2. 5th to 6th Grade Enrollment Retention (PRELOADED)**

### **Programmatic Narrative Based on Data Analysis**

N/A

<b>Budget</b>	<b>2017-18 Activity</b>	<b>Anticipated Outcome</b>

### **Mid-Year Reflection: 5th to 6th Grade Enrollment Retention**

#### **Narrative: Progress Towards Anticipated Outcomes**

N/A

**5. Safe and Positive School Culture (PRELOADED)**

Programmatic Narrative Based on Data Analysis		
N/A		
Budget	2017-18 Activity	Anticipated Outcome

**Mid-Year Reflection: Safe and Positive School Culture**

Narrative: Progress Towards Anticipated Outcomes
N/A

**Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).**



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	Oakland Unity MS	Principal	Damon Grant
School Address	Eastmont Town Center	Principal Email:	dgrant@unitymiddle.org
School Phone	510-959-5302	Grant Amount*	\$33,114.50
2017-18 Projected Enrollment (6-8)	185	Actual 2017-18 Enrollment (6-8) (20 day count)	

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

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

**Mid-Year Reflection: Music Program**

<b>Narrative: Progress Towards Anticipated Outcomes</b>
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**2. Art Program (PRELOADED)**

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

**Mid-Year Reflection: Art Program**

<b>Narrative: Progress Towards Anticipated Outcomes</b>
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[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

### 3. *World Language Program (PRELOADED)*

#### Programmatic Narrative Based on Rubric

N/A

Budget	2017-18 Activities	Anticipated Outcome
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#### *Mid-Year Reflection: World Language Program*

#### Narrative: Progress Towards Anticipated Outcomes

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

### 4. *5th to 6th Grade Enrollment Retention (PRELOADED)*

#### Programmatic Narrative Based on Data Analysis

N/A

Budget	2017-18 Activity	Anticipated Outcome
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#### *Mid-Year Reflection: 5th to 6th Grade Enrollment Retention*

#### Narrative: Progress Towards Anticipated Outcomes

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

### 5. *Safe and Positive School Culture (PRELOADED)*

#### Programmatic Narrative Based on Data Analysis

While we sincerely wish we had the resources to provide art, music and world language instruction for all students, our first priority based upon stakeholder feedback and the data described below with relation to our students social-emotional needs is to better support a safe and positive school culture for our middle school students through increased mental health support for our students. Research has established a proven connection between social-emotional support and a safe and positive school environment. For example, the CDC (Centers for Disease Control and Prevention) synthesizes studies that show that trauma and Adverse Childhood Experiences (ACEs) can lead to long term negative effects, including higher incidences of violence. In addition, living in poverty is correlated with experiencing ACES. Our students live in East Oakland and more than 90% qualify for free or reduced lunch and live in under-resourced neighborhoods where community violence is prevalent and legal and immigration concerns are common. Students who have

experienced unresolved trauma often express this in behavioral ways that can make school feel less safe and positive for themselves and their classmates. Examples can include:

1. Internalization of trauma that results in depression or anxiety. These mood disorders then make it difficult to respond to difficult situations and setbacks that arise on a daily basis in a school. Conflicts with peers can escalate quicker and become unsafe if one or both parties has trouble regulating their emotions.
2. Externalization of trauma that results in hyperactivity, defiance, aggression, and bullying that may feel unsafe and negative for the student and their peers in class and especially in less structured spaces like the cafeteria or hallway.
3. Experiencing trauma can make it hard to understand, set, and respect boundaries. Without boundaries, no one feels safe, especially not children. Some examples of unsafe behaviors that can result from this lack of boundaries are: not knowing social norms around sexual contact, bringing dangerous items to school, and not respecting other students' personal space.
4. Trauma is usually imparted by adults in a child's life, making a child feel less safe and trusting of adults than they require. Because of this difficult history with adults, redirection from school staff can be more difficult to follow, resulting in defiant behaviors that may feel unsafe to the student, their peers, and/or school staff.

During the 2016-17 school year, we established a position for a Wellness Director. Since 3/21/2017, 65 students or 42% of students have been referred to and received services that range from one time or short term interventions to ongoing individual or group counseling.

Of these 65 students, 30 receive long-term ongoing services. However, 21 students remain on a waiting list for individual counseling. Therefore our grant proposal is to fund an additional mental health counselor who will work under the supervision of our Wellness Director to provide various support services to students and families including crisis intervention, counseling, in-class behavioral support, peer mediation and advocacy for necessary off-campus services. If, based on qualifications, this person would earn a higher salary than the funds outlined below, we would supplement the difference from our general staffing budget.

Budget	2017-18 Activity	Anticipated Outcome
\$33,114.50	.50 FTE of a Mental Health professional	1) Higher # of students/percentage of students referred for mental health services being served. 2) Continued low # and percentage of suspensions and expulsions 3) Higher satisfaction with school climate and safety by parents/guardians, staff and students

### ***Mid-Year Reflection: Safe and Positive School Culture***

#### **Narrative: Progress Towards Anticipated Outcomes**

Due to our Measure G1 funding, we were able to increase our Wellness presence on campus from 35 hours per week to 66 hours per week. We were able to create a Wellness Center which includes two private counseling rooms/offices and one semi-private office. We hired a part-time School Social Worker and expanded our counseling interns from 4 to 6 interns. As of 1/23/18, 67 students have been served by our Wellness team, which includes all types of services: individual weekly, group weekly, crisis intervention and case management. 28 students are currently in on-campus individual weekly counseling

(expanded capacity from 14 to 30 slots since this point last year). 12 students are in weekly group counseling (expanded capacity from 6 to 12 slots since this point last year). Currently there are 0 students on the waiting list for services-- meaning that all students who are currently identified as needing services are getting them.

In a recent school satisfaction survey, 85% of students said that they felt physically safe on campus and 83% of students said that they felt emotionally safe on campus. This school year to date, we have only had 5 out of school suspensions for minor infractions-- none related to a large-scale safety concern such as a fight or bullying. Due to our increased Wellness capacity, the staff has received three trainings from the Wellness on topics such as de-escalation with students and suicide prevention, all of which staff reviewed positively and have helped contribute to increased safety on campus.

We will administer the satisfaction surveys to the students again at the end of the year, at which point we will also administer satisfaction surveys to the parents to gather data on feelings about school safety.

***Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***





# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## Measure G1 Mid-Year Reflection 2017-18 Due January 26, 2018

School:	Parker Middle School	Principal	Koy Hill
School Address	7929 Ney Avenue Oakland, CA	Principal Email:	<a href="mailto:Koy.Hill@ousd.org">Koy.Hill@ousd.org</a>
School Phone	510-879-1440	Grant Amount*	
2017-18 Projected Enrollment (6-8)	83	Actual 2017-18 Enrollment (6-8) (20 day count)	\$17,415

\*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.

### Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

#### 1. Music Program (PRELOADED)

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

#### Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

#### 2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric		
Currently, there is no art program at Parker Middle School		
Budget	2017-18 Activities	Anticipated Outcome
\$12,374	MOCHA will provide an art instructor for middle school for 4 classes a week for 32 weeks	Students will gain fundamental visual arts skills in alignment with state

		standards.
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**Mid-Year Reflection: Art Program**

<b>Narrative: Progress Towards Anticipated Outcomes</b>
<p>[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]</p> <p>We have started providing Visual Art for our MS children. MOCHA is providing instruction four times a week and are working towards reaching our students outcomes goals. Thus far we have not experienced any challenges with the classes.</p>

**3. World Language Program (PRELOADED)**

<b>Programmatic Narrative Based on Rubric</b>		
N/A		
<b>Budget</b>	<b>2017-18 Activities</b>	<b>Anticipated Outcome</b>

**Mid-Year Reflection: World Language Program**

<b>Narrative: Progress Towards Anticipated Outcomes</b>
<p>[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]</p>

**4. 5th to 6th Grade Enrollment Retention (PRELOADED)**

<b>Programmatic Narrative Based on Data Analysis</b>		
N/A		
<b>Budget</b>	<b>2017-18 Activity</b>	<b>Anticipated Outcome</b>

**Mid-Year Reflection: 5th to 6th Grade Enrollment Retention**

<b>Narrative: Progress Towards Anticipated Outcomes</b>
<p>[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]</p>

**5. Safe and Positive School Culture (PRELOADED)**

Programmatic Narrative Based on Data Analysis		
<p>We will continue to promote high expectations for both behavior and learning. By developing school and personal pride, scholars will accept responsibilities for their actions, exemplifying leadership and personal improvement.</p> <p>Budget</p>		
Budget	2017-18 Activity	Anticipated Outcome
\$1,000	Parker Middle School T-Shirts for all students (awards)	Continued positive school culture and sense of belonging.
\$2,000	Purchase of appropriate library schools for middle school students (Other books)	Increase use of the library by providing more middle school books
\$2,041	Purchase of middle school supplies and instructional materials (ie: agendas to help student planning)	Student responsibility helped by providing agendas, Meet student needs by providing specific instructional materials

***Mid-Year Reflection: Safe and Positive School Culture***

Narrative: Progress Towards Anticipated Outcomes
<p>[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]</p> <p>We are making progress toward our outcome goals. We have purchased books for our Ms scholars, instructional materials and awards. We continue to improve our school culture, which allows our scholars to thrive academically and emotionally.</p> <p>Thus far we have not experienced any challenges with developing our school, personal pride, ensuring our scholars accept responsibilities for their actions, and exemplifying leadership and personal improvement.</p>

***Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	Roosevelt Middle School	Principal	Cliff Hong
School Address	1926 19 <sup>th</sup> Avenue Oakland, CA 94606	Principal Email:	<a href="mailto:Clifford.Hong@ousd.org">Clifford.Hong@ousd.org</a>
School Phone	510-535-2877	Grant Amount*	\$117,135
2017-18 Projected Enrollment (6-8)	463	Actual 2017-18 Enrollment (6-8) (20 day count)	550 students

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

Programmatic Narrative Based on Rubric		
Based on the rubric, our music program is of a high quality. Students can take a number of different courses, including band, strings, choir, and jazz band. Our music teacher has a dedicated room with practice rooms. We provide funding for materials. And we have guest instructors come in.		
Budget	2017-18 Activities	Anticipated Outcome
\$11,000	Provide funds for additional musical instruments and additional sheet music to enhance the current program.	EQUITY AND ACCESS - Currently 150 students take music. We would be able to program at least 25 more students into the program.

**Mid-Year Reflection: Music Program**

Narrative: Progress Towards Anticipated Outcomes
[Required: Please articulate what in your plan has happened thus far. How is your school progressing

towards the anticipated student outcomes? Please include successes and challenges. ]

We have enrolled approximately one-third of our students in our music program, with the other two thirds in our computer science or maker electives. We have been able to provide additional sheet music and music supplies to fund our orchestra and choir programs.

One challenge has been that our music teacher contracted pneumonia which kept him out of work for almost a month. We had to cancel the Winter Concert, though the students still had a rich experience preparing for it.

## 2. Art Program (PRELOADED)

### Programmatic Narrative Based on Rubric

Based on the rubric, our art program (maker design) is of a high quality. Students have a dedicated space to do their work. They use their creativity to design solutions and concepts based on certain basic criteria. Our design teacher assigns a variety of projects for students to engage in. We also have dance workshops during PE which we would like to expand.

Budget	2017-18 Activities	Anticipated Outcome
\$11,000	<p>Provide funds for additional tools and materials to enhance the current program and to present in additional showcases.</p> <p>In order for our students to have equitable access to 21<sup>st</sup> century digital fabrication tools we need to upgrade computers. We would purchase two new desktops, likely Lenova's to run digital fabrication tools. The rest would be spent on purchasing a CNC router machine and 3D printers.</p> <ul style="list-style-type: none"><li>-Two new desktop computers</li><li>-Upgrading the desktops we have so that students can design and complete projects</li><li>-4 drone racing kits (to start a middle school drone racing team)</li><li>-aCNC router and 3D printers</li></ul>	<p>EQUITY AND ACCESS - We want our students to have access to world-class tools and materials, which is what students in wealthier schools and private schools get.</p> <p>One anticipated outcome is that we will organize an end-of-year showcase where students will feature products they have fabricated on the fabrication equipment.</p> <p>The other anticipated outcome is the establishment of a drone racing team.</p>

### Mid-Year Reflection: Art Program

#### Narrative: Progress Towards Anticipated Outcomes

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

Approximately one third of our students take classes in our maker program. So far, the students have build their own race cars and other projects, and they have showcased their work at a maker faire that we hosted at Roosevelt. At the maker faire, we invited approximately 150 4th and 5th graders from feeder elementary

schools in order to strengthen our relationships with them.

One challenge for the maker class has been facilities. Sewage came up through one of the drains last month, which forced us to move the class temporarily. We have also had internet connectivity challenges.

### 3. *World Language Program (PRELOADED)*

#### Programmatic Narrative Based on Rubric

N/A

Budget	2017-18 Activities	Anticipated Outcome

### Mid-Year Reflection: World Language Program

#### Narrative: Progress Towards Anticipated Outcomes

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

We do not currently have a world language program.

### 4. *5th to 6th Grade Enrollment Retention (PRELOADED)*

#### Programmatic Narrative Based on Data Analysis

[Required: Please reflect on school enrollment data here]

Budget	2017-18 Activity	Anticipated Outcome
\$95,000	Student Advisor. Duties include: 1. Working with principal and recruitment team to create new recruitment presentations and visit feeder elementary schools to speak with prospective families to help them transition to Roosevelt 2. Help create new walking field trips for 5th graders from feeder elementaries to Roosevelt 3. Help to develop presentations from our electives to feeder elementary schools to have 5th graders experience fun aspects of middle school 4. Help create new strategies to contact and confirm new families on the student assignment list 5. Help to develop new types of tours for prospective families	2018-19 6th grade enrollment confirmations In April 2018 will be at least 180 students, up from the projected 163 students in 2017-18.

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**Mid-Year Reflection: 5th to 6th Grade Enrollment Retention**

**Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

We have spent a significant part of our G1 funds on a student advisor who has helped to give tours to 5th graders who are interested in Roosevelt. He will also be instrumental in contacting families that have been assigned to Roosevelt in order to ensure that they complete the registration process. Because of our aggressive recruitment strategies, we believe we are on our way to hitting our recruitment goals.

One challenge has been that we still have a number of students who come to us from elementary school with some extremely traumatic factors in their lives. Our student advisor works with these students, and it is a work in progress to help them change their habits and patterns.

**5. Safe and Positive School Culture (PRELOADED)**

**Programmatic Narrative Based on Data Analysis**

Roosevelt has experienced a decline in enrollment each year for the last 7 years (192 student decrease since 2011). We recognize that transitions from 5th to 6th grade can be a challenging, sometimes traumatizing experience. We believe that this, plus a lack of adequate information for students and families about middle school, contributes to students not selecting Roosevelt for middle school. From deciding which middle school to choose, to understanding the options process, to touring the new school, to transitioning, to getting oriented to the programs and people in their new school, there are many points at which rising 6th graders will need support. Thus, we are proposing to hire a student advisor, whose job it will be to manage some aspects of the 5th to 6th grade transitions, including outreach to 5th graders, and creating a positive culture for students once they are here.

Budget	2017-18 Activity	Anticipated Outcome
95,000 (same person as for enrollment and retention)	Student Advisor (same person as for enrollment and retention): 1. Analyze data on student discipline and satisfaction and lead development of new strategies to reduce suspensions. 2. Develop a new tool for tracking interventions implemented for individual students who engage in harmful behavior.	1. Suspensions will continue to be kept under 5% of students. 2. Number of incidents will continue to be kept below previous years. 3. EQUITY - Reduce the % of African American students suspended to under 10%. (In future years, get all

### ***Mid-Year Reflection: Safe and Positive School Culture***

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

The student advisor has done incredible work with students who engage in harmful behavior. He helps take data on referrals and other negative actions of some of our students. He also helps to facilitate progress monitoring meetings with admin and other culture staff in order to develop strategies to reduce suspensions.

Currently, we are at 2.3% of our students suspended, well below the 5% goal we have set. We are about equal in the number of incidents compared to last year.

Currently, we only have 6% of our African American students suspended. Last year at this time, we were at 8.2%.

Challenges include the fact that there are several students who have extremely traumatic lives, and also families in need. In addition to a COST, we are considering a “super COST” which looks to help support families as well.

***Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***





**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	Roots International Academy Middle School	Principal	Geoff Vu
School Address	1390 66 <sup>th</sup> Avenue Oakland, CA 94621	Principal Email:	<a href="mailto:Geoff.Vu@ousd.org">Geoff.Vu@ousd.org</a>
School Phone	510-639-3226	Grant Amount*	\$74,909
2017-18 Projected Enrollment (6-8)	319	Actual 2017-18 Enrollment (6-8) (20 day count)	

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

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

**Mid-Year Reflection: Music Program**

Narrative: Progress Towards Anticipated Outcomes

**2. Art Program (PRELOADED)**

Programmatic Narrative Based on Rubric
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:

- Enhance current offerings by creating an additional performing arts elective choice for students
- Ensuring instructors are highly-trained specialists of performing arts education
- Expanding students' access to a variety of materials and resources to support their learning expression.

<b>Budget</b>	<b>2017-18 Activities</b>	<b>Anticipated Outcome</b>
40,000	Contract with MOCHA or Attitudinal Healing	60-70 Students will participate in high-quality visual and/or performing arts instruction daily. 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 . Students will consistently rate their art class as being a space that is safe, welcoming, values their identities, and promotes their are learning. Students will show their artwork or perform for their families and the larger school community in twice annual
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.

### ***Mid-Year Reflection: Art Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

- 1) Our elective offerings have dramatically improved with the support of G1 and in particular, art courses. Ms. Leticia is an experienced instructor who serves over 100 students daily to enhance visual arts skills and strengthen studio habits of mind.
- 2) Students have been experimenting with a variety of forms, using materials from clay to oil paints. Art is proudly displayed outside of the classroom space, which has drastically improved the visual culture of our campus building and strengthened mindsets around student work.

### **3. World Language Program (PRELOADED)**

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

***Mid-Year Reflection: World Language Program***

Narrative: Progress Towards Anticipated Outcomes
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**4. 5th to 6th Grade Enrollment Retention (PRELOADED)**

Programmatic Narrative Based on Data Analysis		
N/A		
Budget	2017-18 Activity	Anticipated Outcome

***Mid-Year Reflection: 5th to 6th Grade Enrollment Retention***

Narrative: Progress Towards Anticipated Outcomes
<p>The Future Center has been an astounding success in cultivating common language around high school and college readiness. 100% of students have made contact with our college advisor, James Riley, and have visited the Future Center to explore its offerings and resources.</p> <p>So far, students have traveled to Oakland Tech and Oakland High School, and we've had visitors from Fremont and Castlemont who have come to interface with 8th grade students around options for next year. In addition, we've participated in Options fairs for elementary schools during 2 different conferences as well as school visits with our students to help recruit from local schools.</p> <p>Lastly, to ensure that our 8th grade students and families are properly informed, we hosted our first options selection night, where we had over 75% of our families on site with students reviewing high-schools and then selecting them right there at the site on a fleet of chromebooks.</p>

**5. Safe and Positive School Culture (PRELOADED)**

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.

#### ***Mid-Year Reflection: Safe and Positive School Culture***

##### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).**



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	United for Success Academy	Principal	Nicole Pierce
School Address	2101 35 <sup>th</sup> Avenue Oakland, CA	Principal Email:	<a href="mailto:Nicole.Pierce@ousd.org">Nicole.Pierce@ousd.org</a>
School Phone	510-535-3880 x5100	Grant Amount*	\$76,579
2017-18 Projected Enrollment (6-8)	343 (357 SDC inclusion)	Actual 2017-18 Enrollment (6-8) (20 day count)	346 (357 SDC inclusion)

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

**Programmatic Narrative Based on Rubric**

UFSA staff and families are committed to bringing back the long tradition of music at the Calvin Simmons site. The music program was forced to close at the end of the 2014-15 school year as a result of budget restrictions. We currently have 30 guitars, one drum set, and 2 pianos left from the previous program. Opening a comprehensive program will require a full 1.0 FTE music teacher, in addition to associated costs for renting/buying instruments to support a beginning program. In addition, our auditorium requires a new auditorium sound system in order to support performances. This will also benefit our newly .2 FTE

Drama/Theater program that was started this 2016-17 year, which will grow to .4 FTE Drama/ Theater in 2017-18. Chronic absence is a clear area of needed growth at UFSA, which is why we are focusing our efforts on a new music program. By engaging students in high quality music programs in addition to other school initiatives, we anticipate greater school engagement and improved attendance. Furthermore, many of our students simply do not have access to high-quality music opportunities. By offering music at UFSA, we hope to continue to drive towards our mission and vision and "...interrupt the inequities in our community...."

Should funds become available due to conservative estimation of salary costs for a music teacher position, we request that remaining dollars continue to fund the position until 1.0 FTE is reached.

NOTE: In the event we are unable to hire a qualified credentialed music teacher. We propose using the funds as follows: Music contracts to enhance existing elective programs with music. See below for possible partnerships. San Francisco Conservatory of Music - 15K - Private lessons (current offers are piano and acoustic guitar) to classes of 15 each X 4 classes per week. Oakland Youth Chorus - 30 K - School

partnership, 5-10 sections per week as available at time of contract. Cal Academy of the Arts Partnership - 30K - Music/Art Son Jarocho integration into general education classrooms ranging from one grade level (120 students) to school wide (350 students.) Credentialed teacher, partnered with general education teacher. Oakland Public Conservatory of Music - 30K - School partnership, 5-10 sections per week as available at time of contract. Future Sound - 25K - Music/ Hip Hop - School partnership, 5-10 sections per week as available at time of contract.

\*\* Should funds become available due to over-estimation of other costs, we request the following. (Priority 2)

Budget	2017-18 Activities	Anticipated Outcome
\$76,579	0.83 - 1.0 FTE Music Teacher	5 new periods of music instruction daily
** \$20,000	Equipment and Supplies (Auditorium sound system for music and drama programs and instruments for music program.)	5 new periods of music instruction daily, music and drama performances held quarterly.

### **Mid-Year Reflection: Music Program**

#### **Narrative: Progress Towards Anticipated Outcomes**

We have surpassed our goals.

To date, we hired a full 1.0 FTE music teacher, who teaches 5 periods of music daily and 1 period of orchestra afterschool. We are looking into adding the orchestra period to our master schedule either at the semester mark and/or for the 2018-19 school year. We also opened up an additional elective period for students who want to learn guitar. Students in music classes performed at our last assembly in January and are currently planning to perform at current events as well (e.g. Black History Month Community Celebration.)

We also opened up a second section (2 elective classes altogether) of Drama/ Theater. Students have put on two performances (Shakespeare's *Romeo and Juliet* & *Macbeth*) in the fall and are currently auditioning for their spring performance of *The Bottom of the Lake*, voted on and chosen by our students. It details scary stories that come alive, told by funny campers. Performances were held for our school community. We hope to invite 5th graders of neighboring schools to upcoming events so as to develop an appreciation for the arts as well as strengthen our 5th grade to middle school pipeline.

SSC recently reviewed the outcome of our G1 spending and believes the money has been well spent. We have moved from "insufficient" to "basic" in many categories and "high quality" in a few categories. SSC members are pleased with the ratings, given it is a brand new program and feels we have truly "hit the ground running."

### **2. Art Program (PRELOADED)**

#### **Programmatic Narrative Based on Rubric**

N/A

Budget	2017-18 Activities	Anticipated Outcome

***Mid-Year Reflection: Art Program***

<b>Narrative: Progress Towards Anticipated Outcomes</b>
N/A

***3. World Language Program (PRELOADED)***

<b>Programmatic Narrative Based on Rubric</b>		
N/A		
Budget	2017-18 Activities	Anticipated Outcome

***Mid-Year Reflection: World Language Program***

<b>Narrative: Progress Towards Anticipated Outcomes</b>
N/A

***4. 5th to 6th Grade Enrollment Retention (PRELOADED)***

<b>Programmatic Narrative Based on Data Analysis</b>		
N/A		
Budget	2017-18 Activity	Anticipated Outcome

***Mid-Year Reflection: 5th to 6th Grade Enrollment Retention***

<b>Narrative: Progress Towards Anticipated Outcomes</b>
N/A

***5. Safe and Positive School Culture (PRELOADED)***

<b>Programmatic Narrative Based on Data Analysis</b>
<p>We would like to supplement our current Latino Men and Boys (Joven Noble) program, which serves predominantly Latino/ African American/ and Pacific Islander young boys in 7th and 8th grades. Currently, our contract with Joven Noble is for an advisory (20 min.) program. We would like to add an elective course and case management to this advisory (48 minutes on a regular day and 36 minutes on a minimum day.) This will allow us to serve students greater and capitalize on current data that demonstrates growth in the</p>

following areas: reduction of URFs by 57% and improved grade point averages by 0.7. Furthermore, we would like to add attendance data to their current data goals. Our nearest feeder school, Fremont High School also has a Joven Noble program, which will promote retention of students from middle to high school.

Budget	2017-18 Activity	Anticipated Outcome
* \$10,000	Supplement current Joven Noble Program	Improved HS Readiness, GPA, and attendance data for 30 boys who participate.

***Mid-Year Reflection: Safe and Positive School Culture***

**Narrative: Progress Towards Anticipated Outcomes**

We planned to use remaining G1 dollars to supplement our Joven Noble program. We successfully extended our total minutes serving student from 20 minutes to 68 minutes on a regular day and 20 minutes to 36 minutes on a minimum day. Our Joven Noble coordinator is taking a greater role in monitoring attendance and has began attendance contracts with students at risk of being chronically absent. Mid-year data on referrals and grade point averages are being collected after first semester grades are released. (Grades will be released to students and advisors on January 29, 2018.)

***Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***





# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## Measure G1 Mid-Year Reflection 2017-18 Due January 26, 2018

School:	Urban Promise Academy Middle School	Principal	Claire Fisher
School Address	3031 East 18 <sup>th</sup> Street Oakland, CA 94621	Principal Email:	claire.fisher@ousd.org
School Phone	510-436-3636	Grant Amount*	\$84,213
2017-18 Projected Enrollment (6-8)	359	Actual 2017-18 Enrollment (6-8) (20 day count)	372

\*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.

### Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

#### 1. Music Program (PRELOADED)

Programmatic Narrative Based on Rubric		
<p>To date we have utilized grant funds to pay an independent contractor to provide minimal music programming. Our students are not taught how to read music, so they are not able to move into music programs as a pathway in high school or college.</p> <p>We engaged all of students in the 6th and 7th grade around how to improve our music programming. 38% of our students (the majority) indicated that they wanted to learn rock band, band, and guitar. Our SSC voiced in the April meeting they wanted their children to have access to music classes that link to high school and college opportunities for music. In interviews, students have voiced wanting to be apply to high schools that offer Music programs, which require auditions.</p> <p>For 2017-18, we will hire a part time music teacher who will be able teacher all of our students a basic music class. This class will create a pathway for student to move into a advanced band class for 32 students. In the following years we will add level of music class in order to have a introduction, intermediate, and advanced course.</p>		
Budget	2017-18 Activities	Anticipated Outcome
\$27,000	0.5 FTE Music teacher -teach a basic music class to all students -teach an advanced class to students as an elective	-all students will have a basic music course -32 students will have an intermediate music experience that creates a pathway to high school music

\$7,713	Instruments for new course	-all students will have a basic music course -32 students will have an intermediate music experience that creates a pathway to high school music
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### ***Mid-Year Reflection: Music Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

This plan for a 0.5 music teacher was for if we had the full amount of G1 available. Because G1 funds were cut in half, and because the language teacher we hired for the other FTE role was more expensive than originally predicted, there was no music programming at UPA this year.

### **2. Art Program (PRELOADED)**

#### **Programmatic Narrative Based on Rubric**

N/A

Budget	2017-18 Activities	Anticipated Outcome
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### ***Mid-Year Reflection: Art Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

### **3. World Language Program (PRELOADED)**

#### **Programmatic Narrative Based on Rubric**

To date, UPA has not offered any World Language Class. Some of our students have come from bi-lingual and dual lingual schools, where they developed their language and literacy skills in elementary, but we have not offered programming to further their capacities. The majority home language in our UPA community in Spanish.

In April 2017, we held a African American Family Summit with the purpose of surfacing needs from the community and next steps to address those needs. The Families voted to add a Introduction to Spanish course

so that our African American students have an opportunity to learn Spanish, so they could communicate with Spanish speaking folks in their community. In our April SSC meeting, committee members spoke to wanting a

Native Spanish course for their children who had gone to dual language elementaries in order to hone their literacy skills, and therefore creating clear pathways for our students to hold multi-lingual roles in college and career. 38% of our current 6th and 7th grade students voted that they preferred Spanish courses for next year.

UPA's world Language program will be developed in order to move from emerging (non-existent) to developing. We will offer Introduction to Spanish courses to 192 (50%) of our students, and a Native Spanish

course to 192 (50%) of our students. These course will set students up to be able to pass the Spanish proficiency exam prior to high school, which qualifies them for A-G credits in high school, as well as advanced Spanish courses in high school and college.

Budget	2017-18 Activities	Anticipated Outcome
\$49,500	0.8 FTE Spanish teacher -language teacher will develop and teach 3 course of Spanish, one for non-Native and Native speaker per grade -host language exchange events for students and families in order to celebrate culture and language	-192 students master Spanish 1 -192 students master native speaker Spanish 1 -CHKs survey results for student and families improve by 10% specifically around questions around belonging in the community

### ***Mid-Year Reflection: World Language Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

In 2017-18, we began 4 sections of Spanish programming this year. We served all students through an elective wheel, so all students experienced at least 6 weeks of a Spanish course. We also provided a full year course of Spanish for non-Spanish speakers.

The majority of our students are Spanish speakers, and we have about 25% of students who speak no Spanish.

For the elective wheel, our Spanish teacher designed, using the OUSD curriculum, a basic course for Native Spanish speakers around culture. Students learned geography, lessons around Latino culture and around the diaspora of Spanish language. They completed a research project on what of the countries they studies and presented to the class in Spanish.

The full time Spanish course for non-Native speakers is using the OUSD text for Spanish A course.

Our wins this year with our Spanish course were:

- offering a World Language at UPA for the first time
- Beginning a program that will lead to our student populations being able to relate to each other via language. Our community named language creating a cultural divide, specifically between our Latino and African American Students.
- Program developed to meet the diverse names of the students at our school.
- High quality teacher who can adapt curriculum to meet needs.

Our struggles:

- it is tough to meet the needs of our Newcomers. Should they be in another language course?
- Our master schedule doesn't currently allow for full Spanish courses for students who elect to take language and so our elective wheel exposed student to a language class, but won't prepare them to earn high school credit.

**4. 5th to 6th Grade Enrollment Retention (PRELOADED)**

Programmatic Narrative Based on Data Analysis		
N/A		
Budget	2017-18 Activity	Anticipated Outcome

**Mid-Year Reflection: 5th to 6th Grade Enrollment Retention**

<b>Narrative: Progress Towards Anticipated Outcomes</b>
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**5. 3. Safe and Positive School Culture (PRELOADED)**

Programmatic Narrative Based on Data Analysis		
N/A		
Budget	2017-18 Activity	Anticipated Outcome

**Mid-Year Reflection: Safe and Positive School Culture**

<b>Narrative: Progress Towards Anticipated Outcomes</b>
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).**



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	West Oakland Middle School (WOMS)	Principal	Neha Ummat
School Address	991 14 <sup>th</sup> Street Oakland, CA	Principal Email:	<a href="mailto:Neha.Ummat@ousd.org">Neha.Ummat@ousd.org</a>
School Phone	510-874-6788	Grant Amount*	\$42,226
2017-18 Projected Enrollment (6-8)	200	Actual 2017-18 Enrollment (6-8) (20 day count)	

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

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

**Mid-Year Reflection: Music Program**

Narrative: Progress Towards Anticipated Outcomes
[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**2. Art Program (PRELOADED)**

Programmatic Narrative Based on Rubric
Our arts program is enriched by a partnership we have begun with the ArtEsteem program, which is sponsored by

Attitudinal Healing Connection. The program provides visual arts integration activities for 6th grade social studies classes. We do not have a visual art program, and we have never had dance programming at school.

Budget	2017-18 Activities	Anticipated Outcome
30,000	Hire dance instructors from local dance companies that specialize in African and African American dance traditions. This will complement the music programming that we introduced in 2016-2017	Female students have expressed an interesting having dance as an outlet for their creative expression. We are particularly concerned about suspension rates among our female students. We anticipate that having an outlet for their emotions, as well as an opportunity to collaborate with each other on an artistic endeavor, will reduce suspensions, specifically among females.

### ***Mid-Year Reflection: Art Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

We are thrilled to have Dimensions Dance Theatre on our campus. The esteemed Oakland-based dance company has provided us with two amazing dance instructors, who teach African and hip-hop dance to our students. The majority of the dance instruction is embedded in the PE class. One dance class, African dance, is offered on its own. Students have already performed at our winter concert, and were met with a warm reception. What we have see is that students are still getting used to the idea of what it means to be a performer, and that has been a challenge for some. Students are still coming to understand that practice is essential when preparing for a performance. It can be tempting for those who have chosen dance to revert back to PE, where the work is more relaxed and less high stakes. However, overall, bringing dance to our students has enriched their overall school experience. It has provided students an outlet for their creativity and energy, mentors who care for them as people, and is teaching many of them tough lessons about perseverance and practice.

### ***3. World Language Program (PRELOADED)***

#### **Programmatic Narrative Based on Rubric**

N/A

Budget	2017-18 Activities	Anticipated Outcome
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### ***Mid-Year Reflection: World Language Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

### ***4. 2. 5th to 6th Grade Enrollment Retention (PRELOADED)***

<b>Programmatic Narrative Based on Data Analysis</b>		
<p>We hope to enroll a large group of 6th graders for 2017-2018. We plan to have multiple spring events to entice parents from our feeder schools to attend West Oakland MS. We will also be providing a summerbridge program, complete with summer reading, an orientation, and a preview of classes for 6th grade. <a href="#">ol enrollment data here]</a></p>		
<b>Budget</b>	<b>2017-18 Activity</b>	<b>Anticipated Outcome</b>
	<p>We are planning to do outreach to the neighborhood and larger community to increase enrollment for the upcoming school year. We will need funding for promotional materials, and will need to compensate staff to do home visits and outreach to the community over the summer. Finally, we will be asking 6th graders to do a summer bridge program to help acclimate to middle school. We will also be reaching out to our returning families over the summer, and will offer a summer program to help students strengthen their skills to prevent “summer slide”</p>	<p>The ultimate goal is to attract and retain students for West Oakland Middle School.</p>
\$2,100*	<p>Extended contracts: Four staff members will conduct home visits to families of students in our community. Specifically, the visits will be to homes of incoming 6th graders. *This totals an estimated 71 hours including benefits</p>	<p>The ultimate goal is to attract and retain students for West Oakland Middle School.</p>
\$7,000*	<p>Extended contracts for four staff members who will work with incoming 6th graders at the summer bridge programing late July &amp; early August. Staff duties include: formally assessing students’ reading levels, introducing study skills, technology skills, and social and emotional skills necessary for middle school. *This totals an estimated 237 hours including benefits</p>	<p>The ultimate goal is to attract and retain students for West Oakland Middle School.</p>
\$2,900*	<p>Marketing materials, such as posters, banners, pamphlets, and postcards need to be printed and distributed in order to market West Oakland MS widely in the community.</p>	<p>The ultimate goal is to attract and retain students for West Oakland Middle School.</p>

#### ***Mid-Year Reflection: 5th to 6th Grade Enrollment Retention***

<b>Narrative: Progress Towards Anticipated Outcomes</b>
<p>We are happy to report that our enrollment was 50 students over the projected enrollment for this year. We did this through home visits and phone calls, which enticed families to send their children to our school. The money for extended contracts was used in this way and compensated those staff members who went into our neighborhood and spoke directly to families who may have considered other schools, but ultimately</p>

chose WOMS. This spring, we held a pancake breakfast for incoming 5th grade families, and we are currently working with a marketing company to produce materials for distribution that advertise WOMS' progress and growth as a school.

**5. 3. Safe and Positive School Culture (PRELOADED)**

**Programmatic Narrative Based on Data Analysis**

N/A

Budget	2017-18 Activity	Anticipated Outcome

**Mid-Year Reflection: Safe and Positive School Culture**

**Narrative: Progress Towards Anticipated Outcomes**

[Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges. ]

**Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).**





**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2017-18  
Due January 26, 2018**

School:	Westlake Middle School	Principal	Jonathan Ferrer
School Address	2629 Harrison Street Oakland, CA 94612	Principal Email:	jonathan.ferrer@ousd.org
School Phone	(510) 879-2130	Grant Amount*	\$79,919
2017-18 Projected Enrollment (6-8)	350	Actual 2017-18 Enrollment (6-8) (20 day count)	373

*\*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.*

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program**

Programmatic Narrative Based on Rubric		
Westlake does not use Measure G1 funding to support our Music program.		
Budget	2017-18 Activities	Anticipated Outcome
N/A	N/A	N/A

**Mid-Year Reflection: Music Program**

Narrative: Progress Towards Anticipated Outcomes
Although Measure G1 funding is not used to support our Music program, 63 scholars are enrolled in our Music program over 5 sections. Our Music program continues to conduct musical performances throughout the Bay Area and maintains extensive partnerships with local organizations. In addition, our Music program completes annual fundraising events to fiscally sustain its experiences. The Music program recently collaborated with our Arts, Choir, Drama, and Dance programs for a Winter Arts Showcase for our community.

**2. Art Program**

Programmatic Narrative Based on Rubric
Westlake's Visual Art Program continues to remain strong and is a district exemplar. It has, and will continue

to be funded by base allocation and supplemental funding outside of Measure G1. However, Westlake would like to implement a Drama Program and Choir/Dance Program using Measure G1 funding.

<b>Budget</b>	<b>2017-18 Activities</b>	<b>Anticipated Outcome</b>
\$66,000	.80 Drama Teacher	Implementation of a drama program to supplement existing elective programs.
\$11,919 (other site funds will be allocated to cover the balance of \$54,081)	.80 Choir/Dance Teacher Implementation of a choir/dance program	To supplement existing elective programs.
.		

### ***Mid-Year Reflection: Art Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

We have retained a .80 Drama Teacher for a program that serves 51 scholars over 4 sections. Strengths with this program are definitely the teacher's commitment to continue to remain at Westlake as Drama Teacher and to implement scholar driven productions. As we offer 5 Arts based electives, the Drama program is challenged in ways to increase enrollment. Due to budget restrictions, It is also challenged with purchasing rights to drama productions. We will attempt to address both challenges by reviewing our master schedule so that scholars can take 2 elective classes instead of 1, and by hopefully receiving a Turnaround Arts grant for the 2018/2019 school year and beyond that will support free access to drama productions as part of the grant guidelines. Our Drama program recently collaborated with our Arts, Choir, Music, and Dance programs for a Winter Arts Showcase for our community.

We have retained a .80 Choir & Dance Teacher for a program that serves 58 scholars over 4 sections (29 scholars for Choir over 2 sections, 29 scholars for Dance over 2 sections). Strengths with this program are definitely the teacher's commitment to continue to remain at Westlake as Drama Teacher and to implement scholar driven songs and dance performances. As we offer 5 Arts based electives, the Choir & Dance program is challenged in ways to increase enrollment. Due to budget restrictions, It is also challenged with purchasing Choir & Dance equipment. We will attempt to address both challenges by reviewing our master schedule so that scholars can take 2 elective classes instead of 1, and by hopefully receiving a Turnaround Arts grant for the 2018/2019 school year and beyond that will provide some funding for supplies as part of the grant guidelines. Our Choir & Dance program recently collaborated with our Arts, Drama, and Music programs for a Winter Arts Showcase for our community.

### **3. World Language Program**

Programmatic Narrative Based on Rubric		
Westlake does not offer a World Language Program supported by G1 funding.		
Budget	2017-18 Activities	Anticipated Outcome
N/A	N/A	N/A

***Mid-Year Reflection: World Language Program***

Narrative: Progress Towards Anticipated Outcomes
Westlake does not offer a World Language Program supported by G1 funding.

**4. 5th to 6th Grade Enrollment Retention**

Programmatic Narrative Based on Data Analysis		
Westlake does not offer an Enrollment Retention Program supported by G1 funding.		
Budget	2017-18 Activity	Anticipated Outcome
N/A	N/A	N/A

***Mid-Year Reflection: 5th to 6th Grade Enrollment Retention***

Narrative: Progress Towards Anticipated Outcomes
Westlake does not offer an Enrollment Retention Program supported by G1 funding.

**5. Safe and Positive School Culture**

Programmatic Narrative Based on Data Analysis		
Although Westlake has a Safe and Positive School Culture Plan, Measure G1 funding is not used to support the plan.		
Budget	2017-18 Activity	Anticipated Outcome
N/A	N/A	N/A

***Mid-Year Reflection: Safe and Positive School Culture***

Narrative: Progress Towards Anticipated Outcomes
Measure G1 funding is not used to support Westlake's Safe and Positive School Culture Plan.

**Please submit your Mid year Reflection document to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).**

