



2019-20 Measure G1

Charter Grant Application

Due: April 17, 2019

School	Roses in Concrete	Contact *	Prakash Bhaskaran, CFO Megan Reed, Grants
School Address	4551 Steele Street Oakland, CA 94619	Contact Email	pbhaskaran@rosesinconcrete.org reedmegan@gmail.com
Principal	Salvador Padilla	Principal Email	spadilla@rosesinconcrete.org
School Phone	510-698-3794	Recommended Grant Amount**	\$20,634.13
2018-19 LCFF Enrollment (6-8)	45	Actual 2018-19 (6-8) Enrollment (Oakland Resident)	74

**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 prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.*

Summary of Approved Expenditures from 2018-19 (link to [2018-19 approved proposal](#))

2018-19 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Not Reported	
2		
3		
4		
5		
Budget Total (must add up to Current Grant Amount)		

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

2019-20 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Arts supplies (i.e. paper, paint, glue, and other materials) for project-based learning projects for SEL curriculum integration for each classroom in grades 6-8. (\$1,000 per grade)	\$3,000

2	Purchase of Toolbox (or other SEL-based curriculum and supplemental support/resources)	\$750
3	SEL-education consultant to versed in Toolbox to coach teachers in 10 professional development sessions throughout the school year at an estimate of \$150 per hour for \$1,500 total; provide 10 coaching hours for teachers to work directly on the curriculum for \$1,500.	\$3,000
4	An additional SEL mental health counselor/consultant to provide additional counseling hours to individual students one-on-one to support work in classroom and help supplant the need for behavioral intervention. (.25% FTE counseling position, or equivalent hourly rate)	\$13,884.13
5		
Budget Total (must add up to Anticipated Grant Amount)		\$20,634.13

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
186	182	67.18%	8%	<1%	6.81%	86%

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
146	1	0	120	4	7	6	24 (60 not reported)

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.

Name	Role
Salvador Padilla	Head of School
Prakash Bhaskaran	Chief Financial Officer
Leslye Salinas	Business Manager
Lil Milagro Henriquez	Director of Community
Karega Bailey	Dean of Students

School Vision (insert here):

The Roses in Concrete Community School is a K-8 school in East Oakland functioning as a center of health within the neighborhoods surrounding it, providing wrap-around services in education, health, housing, and job training. The long-term goal is to create a model for urban education that prioritizes the needs of youth and families as the pathway to building healthy and sustainable communities across the U.S. and around the world. The name of the Roses in Concrete Community School was inspired by the book of poetry based on the writings of Tupac Shakur released in 1999, *The Rose That Grew from Concrete*. This vivid image captures the need to celebrate the tenacity and will of the rose that against-all-odds, finds a way to grow in the inhospitable and toxic environment of the concrete that it might transform the concrete into a rose garden.

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

<u>Music</u> (Rubric Score)	2017-18 (last yr)	2018-19 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2017-187 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity	Basic	Basic	Access and Equitable Opportunity	Basic	Quality
Instructional Program	Basic	Basic	Instructional Program	Basic/Entry (tie)	Quality
Staffing	Entry/ Quality (tie)	Entry/Basic	Staffing	Entry/ Quality (tie)	Quality
Facilities	Entry/Basic (tie)	Basic	Facilities	Entry/Basic (tie)	Basic
Equipment and Materials	Entry/Basic (tie)	Entry/Basic	Equipment and Materials	Basic	Basic/Quality
Teacher Professional Learning	Entry	Entry	Teacher Professional Learning	Entry	Basic/Quality
<u>World Language</u> (Rubric)	2017-18 (last yr)	2018-19 (this yr)			
Content and Course Offerings	Emerging	Entry/n/a			
Communication	Emerging	Entry/ n/a			

Real world learning and Global competence	Emerging	Entry/ n/a	
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Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
2017-18 Enrollment Data (20 day)	36 (6 th grade)	45	Suspension	27 suspensions	3 suspensions
ES Outreach Strategy Actions	Attending middle school fairs put on by OUSD and Enroll Oakland Attending all charter school fairs	Attending middle school fairs put on by OUSD and Enroll Oakland Attending all charter school fairs	Chronic Absence	2 students	3 students
Programs to support ES students transition to MS	Week-long middle school orientation	Week-long middle school orientation	CHKS data (district only)		Note: We have a comprehensive survey platform called the Teaching Excellence Network which is utilized two times each year to combine data from families, students, and teachers

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

Community Engagement Meeting(s)

Community Group	Date
Culture and Climate Community meeting	April 11, 2019

Staff Engagement Meeting(s)	
Staff Group	Date
Middle School Teacher meeting	April 15, 2019

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team's plan to address the following:

The Goals of the Measure

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

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2017-18 school year.
2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric

Our school already has a performing arts base in its foundational community responsive education curriculum. Our Director of Performing Arts created the music curriculum to be reflective of our students' demographics and cultures (we are almost 50/50 African American and Latino/a), to foster their own voices and increase sense self and identity. Our teachers are all professional, working musicians and provide excellent models for how powerful musical expression can be in society. We learned from our self-assessment that, similar to last year's feedback, we are just meeting the entry to basic needs of the program in almost all aspects, with a desire to grow our supplies and facilities and support our teachers with further professional development and growth opportunities. As mentioned elsewhere, most of our meeting feedback reflected a desire for additional/expanded social-emotional support, which is where we are prioritizing funds. (We did not allocate funds for 18-19 to the music program).

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
	N/A	

2. Art Program

Programmatic Narrative Based on Rubric

Our school has an arts base in its foundational community responsive education curriculum. Our Director of Performing and Visual Arts has created a visual arts curriculum that is reflective of our students' demographics and cultures (we are almost 50/50 African American and Latino/a), to foster their own voices and increase sense self and identity. Our teachers are all professional, working artists and provide excellent models for how powerful artistic expression can be in society. We learned from our self-assessment that we're meeting the basic needs of the program in almost all aspects, with a desire to grow our supplies and facilities and support our teachers with further professional development and growth opportunities.

Importantly, it came up in both staff and parent meetings that they wished to see more SEL and arts-based strategies integrated into regular classroom time for middle schoolers. We prioritized SEL/mindfulness-based strategies to attend to the immediate and high needs of our middle schoolers last year (many of whom summer from--and continue to--remarkably high rates of traumatic stressors), which provided the much-needed immediate supplemental support they needed. This year, we plan to expand that work by bringing SEL curriculum and arts-based and art therapy approaches into the regular classroom. For that purpose, we are budgeting for arts supplies to be purchased for our middle school classrooms to supplement and support that work. (The curriculum itself and related SEL support are budgeted in the Safe and Positive School Culture section below).

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$3,000	Arts supplies (i.e. paper, paint, glue, and other materials) for project-based learning projects for SEL curriculum integration for each classroom in grades 6-8. (\$1,000 per grade)	<ul style="list-style-type: none"> - Reduced instances of behavioral referrals to dean and principal by 20% - Increased reported feelings of support and safety from students by 25% as measured by the surveys distributed by TEN (Teaching Excellence Network). - Teacher-reported assessments of student engagement increased by 15%

3. World Language Program

Programmatic Narrative Based on Rubric

In addition to our school's performing and arts base, we are a dual language learner school as well. To support this, all students learn half the day in English and half the day in Spanish, with again, an emphasis on celebrating and integrating the language and culture of many of our students into the fabric of the everyday curriculum. We universally scored as emerging in all categories of this self-assessment. Our middle school staff and parents agreed in assessments, both last year and this year, that dual language learning – though a school priority – is proving stressful for many of some of our mono-lingual middle schoolers, who are subject to toxic stressors, ongoing trauma and resulting behavioral issues. As a result, we are suspending dual language learning in middle school and supplanting it with SEL curriculum, as described below.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
	N/A	

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

As we are reporting on our second year of middle school, retention is less evident in our numbers. However, we continue to welcome new students throughout the school year into our program who have not had successful experiences at other schools. As a community responsive curriculum, we welcome high needs students, often those subject to severe traumatic stressors, supplementing our existing student population that already trends higher in its suffering from exposure to toxic stress. While retention is of a very high priority, we have again elected to focus all grant funds on the creation of a positive middle school culture that attends to the very high social emotional needs of our students so as to support and retain the students we have and will continue to welcome as we grow to 8th grade in the 2019-20 school year.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
	N/A	

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

Roses in Concrete has an extraordinary number of high needs students, many of whom suffer from complex traumas and repeated exposure to toxic stressors. This is reflected in our behavioral intervention numbers. As with last year, what emerged from our community meetings was a continued and pressing need for social-emotional and trauma-informed support strategies (we have many high needs students in our middle school) to provide our middle schoolers with increased skills and support as they navigate immediate mental health issues. Parents and staff both echoed a desire for and offered many ideas of what could be implemented to add SEL skills into the regular classroom curriculum. Consensus seemed to lie with the purchase of an SEL and arts-therapy based curriculum like [Toolbox](#) to provide teachers with the structure to bring this approach into all subjects using a project-based approach rooted in SEL strategies. We would use funds to purchase this curriculum, associated supplies for each classroom (see in the Arts budget category), a consultant versed in the curriculum to coach teachers on usage and implementation both in professional development sessions and in some coaching hours. We would also hope to retain a consultant who can supplement the work by providing additional counseling hours to individual students one-on-one so as to lessen the need for behavioral intervention and create conditions for student wellness amid adequate support.

Ultimately, we hope the implementation of this curriculum will benefit all of our middle schoolers by creating a safe, supportive and well-resourced classroom (and thus school culture by extension), rooted in SEL strategies for them to do well and thrive.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$750	Purchase of Toolbox (or other SEL-based curriculum and supplemental support/resources)	<ul style="list-style-type: none"> - Reduced instances of behavioral referrals to dean and principal by 20% - Increased reported feelings of support and safety from students by 25% as measured by the surveys distributed by TEN (Teaching Excellence Network). - Teacher-reported assessments of student engagement increased by 15%
\$3,000	SEL-education consultant to versed in Toolbox to coach teachers in 10 professional development sessions throughout the school year at an estimate of \$150 per hour for \$1,500 total; provide 10 coaching hours for teachers to work directly on the curriculum for \$1,500.	<ul style="list-style-type: none"> - Reduced instances of behavioral referrals to dean and principal by 20% - Increased reported feelings of support and safety from students by 25% as measured by the surveys distributed by TEN (Teaching Excellence Network). - Teacher-reported assessments of student engagement increased by 15%

\$13,884.13	An additional SEL mental health counselor/consultant to provide additional counseling hours to individual students one-on-one to support work in classroom and help supplant the need for behavioral intervention. (.25% FTE counseling position, or equivalent hourly rate)	<ul style="list-style-type: none"> - Reduced instances of behavioral referrals to dean and principal by 20% - Increased reported feelings of support and safety from students by 25% as measured by the surveys distributed by TEN (Teaching Excellence Network). - Teacher-reported assessments of student engagement increased by 15%
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Please submit your 2019-20 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure G1
Mid-Year Reflection 2018-19
Due: April 4, 2019**

School:	Roses in Concrete	Principal	Salvador Padilla
School Address	4551 Steele Street Oakland, CA 94619	Principal Email:	spadilla@rosesinconcrete.org reedmegan@gmail.com pbhaskaran@rosesinconcrete.org
School Phone	510-698-3794	Grant Amount	\$11,402
2017-18 LCFF Enrollment (6-8)	25		

- Grant allocation is based on 2017-18 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

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

1. Music Program (PRELOADED)

Programmatic Narrative Based on Rubric		
NA		
Budget	2018-19 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		
NA		
Budget	2018-19 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.

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3. World Language Program (PRELOADED)

Programmatic Narrative Based on Rubric

NA

Budget	2018-19 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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2. 5th to 6th Grade Enrollment Retention (PRELOADED)

Programmatic Narrative Based on Data Analysis

NA

Budget	2018-19 Activities	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.

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3. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on school culture data here]

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Budget	2018-19 Activities	Anticipated Outcome
11,402	Hire a mindfulness-based teacher/consultant/clinician to provide social-emotional and trauma-informed instruction to middle schoolers and training for middle school staff and teachers (.50 FTE)	All middle schoolers will all receive trauma-informed support and strategies by way of a mindfulness-based class to help them address behavioral and other mental health needs. - Reduced instances of behavioral referrals to dean and principal by 20% - Increased reported feelings of support and safety from students by 25% as measured by the surveys distributed by TEN (Teaching Excellence Network).

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 successfully hired a mindfulness-based teacher to provide social-emotional and trauma-informed instruction to our middle schoolers, as well as training to staff and teachers. Our greatest challenge was in locating a candidate in a short amount of time (over the winter holiday break) and so have experienced a small amount of delay in getting the work started. We are now moving forward and our middle schoolers have this added support they need. We will be able to assess the impact of this work at the conclusion of the school year in June when we can evaluate behavioral intervention metrics pre and post this work, as well as feedback received by the TEN survey.

Culture and Climate Community Meeting

April 11, 2019

Agenda

- Measure G1
 - Self assessment
 - Program overview
 - Proposed use of funds
- Survey for middle school parents
- Counselor
- Support for Black families
- More programs on kids understanding culture and faith
- How to develop cultural competency and create an environment that feels safe to kids
- Need to have an anti-bullying campaign at the school
- Also need to develop what it mean to be able to fully express themselves as they grow into their gender and sexuality
- Programs on girls empowerment groups - boys group so that they can have facilitate conversation on the world and where they stand
- Middle School is a very delicate time and it's nerve-racking
- Creation of a positive space with their peers
- How to create service learning projects where students can give back to their community
- Tutoring where they can work on homework and it's not taking away from class time
- Eating healthy for mood regulation and the growth of their healthy bodies
- Connection to our school garden and cooking class
- Someone who can oversee SEL support and cultural learning - So many hours of week to overseeing it and ensuring it meets the right students
- Someone to oversee and implement an sel based curriculum
- Community is key to have us be in a position to reflect an how we can be in a different circumstance.
- Aspire project - scale way to playing for tutoring
- Curiosity and sexuality and mentorship
- Community mentorship projects
- Bullying, cyber-bullying for colorist, religion, cultural awareness
- STEM Gems - 42 week course is a parent that can implement here and it's geared for girls and scientists and tech. Volunteer - National but it Can offer a hybrid approach for boys and girls
- Reading buddy between middle and elementary schools so that they can learn to be respectful
- Outreach to Karega
- Arts Academy - - how to intentionally build that so that we're not calling people out but you are accountable
- Education on how to be supportive in the lower grades

- Project based learning or challenge that you can work with them on it -- there are integrated arts based and SEL programs for this--brings more skills into the classroom

Middle School Teacher Meeting

April 15, 2019

Agenda

1. Measure G1
 - a. Self assessment
 - b. Program overview
 - c. Proposed use of funds

Meeting minutes:

- Needing an SEL based curriculum - SEL 6th - 8th is a priority
- SEL Field trips - community building
- Ropes Course at Cal Berkeley - they have an SEL component
- Environmental stewardships - salt ponds, Marin headlands,
- Buy more supplies for arts based programming within our subjects to then incorporate project based SEL learning
- More team building activities and field trips
- Escape rooms for team building
- Camping
- Programs that actual teach them the skills that are research based from the very beginning like empathy

Overview and conclusion of both meetings by project team:

Overarching consensus to meet needs outlined below is a SEL arts into the classroom

- Buy curriculum--they exist, like Toolbox
- Use some funds for arts supplies for each classroom to
- Bring in somebody to help implement & provide more counselor hours (one person or two depending)
- Using art to process SEL - loop in and/or do workshop, art therapy in class and out
 - Buying the curriculum- money for art supplies
 - parents/teachers all liked this idea

4/11/19 Cultured Climate Community Meeting

Name	Student/grade	email
Noelle & Kearna Hendrix	Zoe Kinder	noelleandkearna@gmail.com
Corey	HHS	Hiphopscholastic@
Kareem Bailey	Dean of culture	Rose in Con GMAIL.com
Oscar Peña	Esmeral 3rd	mr.oscarpena@gmail.com
Claudia Gomez Hays	teacher	cgomez@rosesinconcrete.org
Jil Milegro Pariguiz	Organizer	jilmilegro@rosesinconcrete.org
Salvador Padilla	head of school	spadilla@rosesinconcrete.org
Alia Phelps	Una/Amar/Zhuren	yuphelps13@gmail.com

Middle school teacher meeting Attendance

Name of teacher

Role

Kurt KaeKunhini

Teacher

Million Kelati

SPED

Ricardo Ceja

Teacher

Fil Milagro Henriquez

Organizer

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

<u>Music</u> (Rubric Score)	2017-18 (last yr)	2018-19 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2017-18 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity		6	Access and Equitable Opportunity		7
Instructional Program		7	Instructional Program		8
Staffing		8	Staffing		8
Facilities		6	Facilities		6
Equipment and Materials		6	Equipment and Materials		7
Teacher Professional Learning		7	Teacher Professional Learning		7
<u>World Language</u> (Rubric)	2017-18 (last yr)	2018-19 (this yr)			
Content and Course Offerings		3			
Communication		3			
Real world learning and Global competence		3			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
2017-18 Enrollment Data (20 day)		6	Suspension		6
ES Outreach Strategy Actions		6	Chronic Absence		6

Middle School Measure G1 Self- Assessment:

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<u>Music</u> (Rubric Score)	2017-18 (last yr)	2018-19 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2017-18 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity		7	Access and Equitable Opportunity		10
Instructional Program		6	Instructional Program		10
Staffing		2	Staffing		9
Facilities		5	Facilities		8
Equipment and Materials		2	Equipment and Materials		8
Teacher Professional Learning		5	Teacher Professional Learning		10
<u>World Language</u> (Rubric)	2017-18 (last yr)	2018-19 (this yr)			
Content and Course Offerings		0			
Communication		0			
Real world learning and Global competence		0			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
2017-18 Enrollment Data (20 day)			Suspension		
ES Outreach Strategy Actions			Chronic Absence		

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

<u>Music</u> (Rubric Score)	2017-18 (last yr)	2018-19 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2017-18 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity		6	Access and Equitable Opportunity		6
Instructional Program		8	Instructional Program		8
Staffing		7	Staffing		7
Facilities		8	Facilities		8
Equipment and Materials		8	Equipment and Materials		8
Teacher Professional Learning		9	Teacher Professional Learning		9
<u>World Language</u> (Rubric)	2017-18 (last yr)	2018-19 (this yr)			
Content and Course Offerings		0			
Communication		0			
Real world learning and Global competence		0			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
2017-18 Enrollment Data (20 day)		6	Suspension		6
ES Outreach Strategy Actions		8	Chronic Absence		7

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

<u>Music</u> (Rubric Score)	2017-18 (last yr)	2018-19 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2017-18 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity		6	Access and Equitable Opportunity		9
Instructional Program		7	Instructional Program		10
Staffing		7	Staffing		9
Facilities		6	Facilities		8
Equipment and Materials		7	Equipment and Materials		9
Teacher Professional Learning		5	Teacher Professional Learning		7
<u>World Language</u> (Rubric)	2017-18 (last yr)	2018-19 (this yr)			
Content and Course Offerings		0			
Communication		0			
Real world learning and Global competence		0			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
2017-18 Enrollment Data (20 day)			Suspension		
ES Outreach Strategy Actions			Chronic Absence		