

Measure G1 Carryover Justification

Long Form (Complete if carryover is more than \$5000)

Please do not type on this form, make a copy and save

Due Date: October 31, 2018

Revised: January 31, 2019

School:	Greenleaf Tk-8	Contact/Principal	Romy Trigg-Smith
School Address:	6328 E. 10 th Street Oakland, CA	Principal Email	romy.trigg-smith@ousd.org
		School Phone:	808-265-7248

Please fill out the information below for school-wide carryover.

2017-18 Measure G1 Allocation	\$34,746
2017-18 Measure G1 Dollars Spent	\$27,864.76
Carryover Amount	\$6,321

Summary of Approved Expenditures and Actual Spent from 2017-18

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i>		Budget Amount	Actual Spent
1	Extended contract for Art Teacher, Glee club/music, and hip hop spoken word, middle school retreat, MS camping trip, and garden club	\$12,609	\$10,580.64
2	Academic Mentor	\$15,400 (+\$2,262 STRS)	\$14,381.96
3	Supplies for Bridge Camp and Advisory Challenges	\$2,060	\$489.61
4	Admission Fees (Arts field trips and Presidio camping)	\$2415	\$2414.50
5			
6			
Total		\$34,746	\$27,864

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

2018-19 Proposed Carryover Expenditures from <i>Budget Justification and Narrative Section</i>		Budget
1	STIPEND FOR HIP HOP DANCE INSTRUCTOR	\$2100.00
2	HOST VIEWING of "HATE U GIVE" as a MIDDLE SCHOOL CULTURE EVENT (fee for movie showing, pizza and drinks)	\$500.00
3	BLACK STUDENT UNION (FIELD TRIP to "Black Girls Climb", teacher stipend, social family event with performance of student created two-voice poems)	\$850.00
4	COST TO PRODUCE/PUBLISH CHILDREN'S ART BOOK CREATED by 8TH GRADERS - Students then write, create art, format and publish the children's book and donate to primary grade classroom. Students through process of learning evolutionary theory and supporting evidence create a species-specific children's book explaining evolution to K-5.	\$450.00
5	OAKLAND MURAL TOUR (BART tickets, admission fees) - Precita Eyes Muralists	\$600.00

6	CAMPING TRIPS for grades 6-8th as CULMINATING CULTURE EVENT.	\$1351.00
7		
	Budget Total (must add up to Anticipated Grant Amount)	\$6321.00

Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.

Hours allocated towards Academic Mentor were not fully used and estimates for STRS higher than needed. Hours for extended contract were not fully used mostly because we did not have as much garden club or glee club as originally proposed. Dollars for supplies were overestimated given we got donations for challenge materials and did not hold the 6th grade bridge event in summer.

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

Community Engagement Meeting(s) to Address Carryover Funds	
Community Group	Date
Parent Leader Meeting - Friday, February 9th <ul style="list-style-type: none">• Agenda• Sign In Sheet• Notes• PHOTOGRAPH of Collaboration Space	2/01/2018
Student Council Meeting Agenda and Minutes	10/17/2018

Staff Engagement Meeting(s) to Address Carryover Funds	
Staff Group	Date
Middle School Meeting Agenda and Minutes	10/15/2018

Budget Justification and Narrative

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

The Goals of the Measure

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

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2017-18 school year.
2. Please explain how you plans to use the Measure G1 carry-over 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 carry-over amount.

1. Music Program

Programmatic Narrative Based on Rubric

We have improved our rubric rating slightly from 16-17 with help from the Measure G1 funds by being able to offer music opportunities to students based on interest (see successes below). However, we still have an access/equity barrier insofar as many of our Middle School students don't get to participate in music opportunities unless they opt in.

17-18 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 offered weekly music and theatre improv to Middle School students as an After School Glee Club
- Godffrey 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.

17-18 Challenges:

- We had a delayed start to the Hip Hop/Spoken Word Club as the instructor, Godffrey 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

Based on these learnings, we decided to use our 18-19 G1 funds to continue providing music opportunities to our students through extended contract for teachers onsite to provide music clubs. We will also be reaching out to Fillmore to continue to have District resources applied to instrumental music for additional Middle School grades. This year we were able to expand music from 4th and 5th, to 4th/5th/6th, and hope to continue that expansion to 7th grade. We still intend to provide field trip opportunities for exposure to the Arts, but have been using free opportunities such as the 6th/7th grade free field trip on November 2nd to the oakland ballet.

Budget	Description of 2018-19 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

2. Art Program

Programmatic Narrative Based on Rubric		
<p>In 16-17, we scored a basic/quality score in most areas of the rubric for MS Visual Art Programming. By having additional funds to put towards extended contract, we had our elementary art teacher support the coordination of MS Art Honors as a supplemental offering to their enrichment opportunities. Therefore, we increased our rubric scores slightly but not as much as desired.</p> <p>17-18 Successes:</p> <ul style="list-style-type: none"> • 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 <p>17-18 Challenges:</p> <ul style="list-style-type: none"> • Classes are less frequent and reaching fewer Middle School students than originally intended due to our desire to combine the grade-levels for SEL benefits <p>Due to the challenge stated above, only a limited number of students were able to participate in our Advanced Arts class in 17-18. Therefore, currently, we have used 18-19 G1 funds to provide more Arts opportunities for our middle school students by funding FTE of our 17-18 art teacher to start teaching Art Classes for Middle School grade-levels within her contract hours (instead of as extended contract). This has allowed for the reach of the program to extend to many more students.</p>		
Budget	Description of 2018-19 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$450.00	COST TO PRODUCE/PUBLISH CHILDREN'S ART BOOK CREATED by 8TH GRADERS - Students then write, create art, format and publish the children's book and donate to primary grade classroom. Students through process of learning evolutionary theory and supporting evidence create a species-specific children's book explaining evolution to K-5.	<ul style="list-style-type: none"> • 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 bonding experience at the end of their middle school career • INCREASE of students meeting Greenleaf promotional

		<p>standards/contract (included are measures of attendance, GPA, conduct) as this trip is part of the incentive</p> <ul style="list-style-type: none"> ● Target reach: Approximately 60 students, all 8th graders, AND all K-5 classrooms receive student created art/science books
\$500.00	OAKLAND MURAL WALK (BART TIX) - Precita Eyes	<ul style="list-style-type: none"> ● 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 ● INCREASE of students meeting Greenleaf promotional standards/contract (included are measures of attendance, GPA, conduct) as this trip is part of the incentive ● Target reach: Approximately 60 students, all 8th graders
\$2100.00	STIPEND FOR HIP HOP DANCE INSTRUCTOR	<ul style="list-style-type: none"> ● 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 ● Target reach: Approximately 20 students but based on interest

3. World Language Program

Programmatic Narrative Based on Rubric

While we have scored Emerging in most sections of the Rubric, we have a history of using world language education in our lower grade levels with our bilingual early exit program. As we are becoming a dual Language School this year, we will be gradually moving towards sustaining and thriving in all grade levels. In order to accomplish this, we need to build capacity with teachers, including electives and have diversity in our teachers.

We will ensure a multilingual learning environment by continuing developing our **Language Program**. Currently, we have designated and integrated ELD throughout the grade levels. We will ensure that there is vertical alignment in our ELD program. For the integrated ELD, we will provide teachers with GLAD (Guided Learning Acquisition Development) training to support teachers in embedding ELD in content. Once teachers are trained in GLAD strategies, we can use the same strategies for Spanish Language Development throughout the content. Our transferability curriculum will also be used to create a strong multilingual learning environment. Our Dual Language model will emphasize the awareness of how both languages are connected. Students will develop their linguistic skills in both languages by transferring linguistic knowledge and experiences across both languages.

We have adapted our Principles of Learning to include the multicultural implications of being a Dual Language School, and we will adapt the explanation and understanding of the Principles of Being to take into account our multicultural community and our current Principles of learning, supporting teachers to explicitly connect the PoB to our Dual Language program.

- Pride: graduating a generation of students who not only experience profound achievement, but also feel the responsibility to work for the betterment of their community.
- Inquiry: instilling a lifelong curiosity for language acquisition and cultural exchange.
- Determination: fostering a will within our students to work to the best of their abilities with a rigorous educational experience to be college and career ready.
- Integrity: Understanding our values, principles, and beliefs through the study of not only our own linguistic and cultural heritage, but also that of others.

Our program will promote the diverse cultures present and equal status of both languages at our school site developing a system that outlines which language is spoken by teachers and students throughout the day, and in different areas of the school, to promote biliteracy in both languages. We will develop a multicultural calendar which we will discuss in detail in the Instructional Strategies.

To develop a school that truly supports biliteracy and celebrates the diverse cultures present on campus, we have created a multicultural calendar and a plan that supports developing the targeted languages. Our multicultural calendar incorporates each of the cultures represented at our school, through months that are focused on our student's culture, as well as integrating culturally relevant resources into our reading and writing units.

In addition to all of the above, we will continue to expand and enhance our multi-cultural celebration events and projects, while we look for ways to make our instruction more culturally relevant. We believe these cycles of inquiry into other cultures helps to promote cultural competency and empathy.

In light of our transformation into a full K-8 Dual Language program, our community is currently prioritizing the other Measure G-1 focus areas.

Budget	Description of 2018-19 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

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4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

17-18 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.
- Challenge kits built for team building using G1 funds, but used in Advisory spaces

17-18 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
- Overall challenge was having many different funded activities to manage.

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. In 17-18 year, for the second year in a row, we had 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.

This year, we created enrollment stations, in which we offered families personalized support if filling the enrollment application online, since a large population of our families don't have regular access to internet or don't feel confident enough to fill online applications. We also held strategic meetings to track the enrollment of all of our 5th grade families and make sure that we connected with them for 6th grade enrollment for the next year.

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 want to continue new structures that we have launched or solidified this year such as advisory, girls' friendship group, and clubs/internships to support the transitions of 5th graders to Middle School. However, we would also like to expand this work and possibly provide a boys' friendship group as well. As we have two Academic Mentors, this work to develop students' social skills could be expanded.

Additionally, during feedback sessions from our Staff and Parents, there was an overwhelming desire to

increase our Sports opportunities and support stronger coordination of our Sports program. Therefore, we propose having one of the Academic Mentors supporting our sports program as part of our student support and culture initiatives.

Budget	Description of 2018-19 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$450.00	5th GRADE BRIDGE TO Middle School - CAMPING TRIP as CULMINATING CULTURE EVENT	<ul style="list-style-type: none"> ● 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 bonding experience at the end of their middle school career ● Target reach: Approximately 75 students, all 5th graders

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis
<p>17-18 Successes:</p> <ul style="list-style-type: none"> ● Academic Mentor is served as an Advisor and led an Internship as well as administrative tasks for running the new Middle School internship program ● Academic Mentor led 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 was an awesome success <p>17-18 Challenges:</p> <ul style="list-style-type: none"> ● Academic Mentor time on campus not conducive to supporting with Sports so asked our PE teacher to be more involved with Sports Program (creating contracts, policies, etc.) ● Our sports program is something parents and kiddos really want to be strong but we are struggling with capacity to support it ● Wish that we could have more hours on site with Academic Mentor, but 20 hours is Max under classified position ● Academic Mentor cannot afford to continue her great work on current pay scale <p>According to SPF, we got a 5.17 for status on suspensions, 2.88 for status on Chronic Absence, and 3.50 for status on Student <i>CHKS data</i>. We believe we have a lot of growth still to be made still in our culture in our Middle School as we are only graduating our 4th 8th grade class this year..</p> <p>We have had great success the 17-18 year with our Academic Mentor providing critical culture support for our Middle Schoolers. This person has led an Advisory, launched a girls' friendship group to support social</p>

skills, coordinated Middle School internships, and provided support for our restorative work. Additionally, this person has provided support for developing peer mediation programs, referral and in-school suspension reflections and stronger systems for student behavioral support plans in Middle School.

Budget	Description of 2018-19 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$500.00	HOST VIEWING of "HATE U GIVE" as a MIDDLE SCHOOL CULTURE EVENT (fee for movie showing, pizza and drinks)	<ul style="list-style-type: none"> ● 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 bonding experience at the end of their middle school career ● Target reach: 100+ students/families

\$950.00	BLACK STUDENT UNION (FIELD TRIP to "Black Girls Climb", teacher STIPENDS, social family event with performance of student created two-voice poems)	<ul style="list-style-type: none"> ● INCREASE of AA students reporting that they feel part of their school community "All of the time" or "Most of the time" because they participate in bonding experience at the end of their middle school career ● INCREASE of students meeting Greenleaf promotional standards/contract (included are measures of attendance, GPA, conduct) as this trip is part of the incentive ●
\$1351.00 (Funds split equally between 6-8th grades.)	CAMPING TRIPS for grades 6-8 as CULMINATING CULTURE EVENT.	<ul style="list-style-type: none"> ● 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 bonding experience at the end of their middle school career ● INCREASE of students meeting Greenleaf promotional standards/contract (included are measures of attendance, GPA, conduct) as this trip is part of the incentive ● Provide 180 students with overnight outdoor experience

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

2/9/2018 Parent Leader Meeting Agenda

- 1) Reflection and Self-Assessment on Measure G1 (30 min)
 - a) Framing the Proposal - What and Why
 - b) Rubric evaluation and New Idea Brainstorm
 - i) **Aligning to Priorities - Big buckets**
 - (1) Music [RUBRIC](#)
 - (2) Arts [RUBRIC](#)
 - (3) 5th to 6th retention
 - (4) MS Culture
 - (5) World Languages [RUBRIC](#)
 - ii) PROTOCOL for reflection, self-assessment, and brainstorm
 - (1) Review and Discuss [17-18 Proposal & Use of Funds](#) in bucket
 - (2) Self-Assess on Rubric as a Group
 - (3) Chart new ideas to consider
 - c) Engagement opportunities
- 2) Needs for Parent Outreach (10 min)
 - a) Parent Workshop Planning - NEXT WEDNESDAY 2/14 - 1:30pm
 - b) Parent Workshops - Wednesday, 2/21
 - i) K-2nd: 3:00pm
 - ii) 3-5th: 3:30pm
 - iii) 6th-8th: 4:00pm
- 3) DACA Update (See below)
- 4) Parents Lift Up Needs/Concerns (10 min)
- 5) Upcoming Events (10 min)
 - a) "KNOW YOUR RIGHTS", Centro Legal Presentation/Workshop
 - i) March 7th, 3pm, Greenleaf Auditorium
 - b) Career Day on Thursday, March 22nd

In response to a recent federal court decision, the government is temporarily accepting DACA renewal applications. The Department of Justice has announced it is challenging this decision so OUSD family members with DACA that previously expired, or will expire in the coming months, should apply for renewal as soon as possible. Infographics on the renewal process are available in [English](#) and [Spanish](#).

Centro Legal de La Raza is holding free DACA renewal clinics, with financial support available to cover the \$495 filing fee. OUSD families interested in attending one of these clinics should call (510) 437-1554, email info@centrolegal.org, or stop by Centro Legal's Fuitvale office at 3400 E. 12th Street Oakland, CA 94601

Agenda para la Junta de Padres Lideres

6) Actualizacion de la Propuesta de Measure G1 (10 min)

a) Contexto de la [Proposal](#) - Que y por que

i) **Alineamiento de las Prioridades - Aligning to Priorities - 3 categorias:**

(1) Musica, Arte, Idiomas

(2) Retencion de 5th a 6th

(3) MS Cultura

b) Rubrica de evaluacion

c) Oportunidades de participacion

7) Actualizacion sobre Doble Lenguaje: Plan de Transformacion (10 min)

a) **Progreso:**

i) Visitas al hogar

ii) Celebraciones multiculturales

iii) Talleres multiculturales

iv) Padres Lideres contactando a families y colaborando en eventos

v) robocall y iTalking Points

vi) Visitas a preschools and visitas a las escuelas

vii) Visitas de Orientacion a la escuela

b) **Nuevas practicas**

i) Padres representantes en cada clase

ii) Plan de voluntarios

iii) Encuesta para las familias

iv) Dos talleres familiares al anno organizados por los grados

v) Un taller familiar al anno para entrenar a familias para ser presentadores

c) **Challenges**

i) Diversity: mid-year check-point home visits

ii) continuous and systematic participation continuously celebrate the participation of our families with bulletin boards, classroom trackers with positive incentives and a Mid-year parent volunteer celebration.

8) Siguietes pasos (10 min)

a) [Volunteer sign in](#)

b) Encuesta en los reportes de notas

9) Logistica para los siguietes pasos (10 min)

a) Dia de las Profesionas el 10 de marzo

b) Feria del Libro marzo 13-17



Oakland Community Organizations

To receive correspondence in Spanish
please check this box. Para recibir
correspondencia en español, por favor
marque este cuadro.



Greenleaf

Feb 9, 2018

Date

Purpose

Organization

NAME/NOMBRE	ADDRESS/DOMICILIO	ZIP CODE	PHONE/ TELEFONO	INFO IN SPANISH	EMAIL	SCHOOL/ESCUELA OR CONGREGATION
Rolando Perez	5533 Edgewood St	94601	(510) 379-6939		Rolando.Perez@leaves	Greenleaf
Paula Cardona	5478 Princeton St	94601	(510) 706-0737			
Maria Contreras	6261 Hayes St	94602	(510) 824-5449			Greenleaf
Sara Lucas	2328 Swinney Ave	94605	502-1033		Saralucas82@gmail.com	Greenleaf
Candelario Gutierrez	5839 Avenida Ave.	94605	302 3848			Greenleaf
Wendy Lopez	1800 57th Ave	94601	510 927 8532			Greenleaf
Maria Sosa	11-56-61 W 118th	94601	510 1575-5843			Greenleaf
Maria Zaragoza	1357 84th Ave	94601	510 3952 1728			Greenleaf
Karla Villalva	2932 Seminole St	94605	(510) 329-9259			Greenleaf
Jessica Milán						
Andrea Morales	5604 Elgin	94602	(510) 712-9008			Greenleaf
Patricia Barnett	5612 E 1651	94601	(510) 822 7662			Greenleaf
Romy Trigueros			800 265 7249			Greenleaf

MUSIC

Middle School Music Rubric - Program Evaluation

	Entry	Basic	Quality
Access/Equity	<ul style="list-style-type: none"> Self Select-Pull Out Before/After School Not all students are able to participate (required academic interventions, ELD) 	<ul style="list-style-type: none"> Scheduling is arranged so that all members of each ensemble can meet as a unit during the school day Efforts are made to avoid single offering single section courses against each other Instruction in ensembles is provided to students in durations commensurate with other core academic subject areas Scheduling considerations made for students with disabilities and English learners 	<ul style="list-style-type: none"> In addition to basic... All Students participate Support for students with disabilities & English Learners
Instructional Program	<ul style="list-style-type: none"> Single Level: No advanced or novice level classes One offering (eg. General music only, or beginning band only) Classes scheduled by grade level only without consideration to performance level of student or ensemble type. Limited performance opportunities 	<ul style="list-style-type: none"> Standards Based Instructional Program Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) Classes scheduled such that students are able to participate in appropriate leveled ensembles, (eg. beginning band, beginning orchestra, concert band, concert orchestra) Every performing group presents a series of performances, for parents, peers, and the community. The number of performances is sufficient to demonstrate the nature and extent of the students' learning but not so great as to interfere with the learning process, to reduce the amount of time available to achieve instructional objectives of the ensemble, or to suggest an emphasis on entertainment rather than education. 	<ul style="list-style-type: none"> In addition to basic... Involves community resources, musicians to enhance educational experience Diverse offerings (Band, Orchestra, Choir, Jazz Band, Guitar, Keyboard, General Music) Performance opportunities outside school community
Teachers	<ul style="list-style-type: none"> Emergency Credentials Non-Credentialed Outside contractors 	<ul style="list-style-type: none"> Fully credentialed and qualified Instruction is provided by Highly Qualified/Certified music teachers who have received formal training (including inservice training) in the ensemble taught. Students receive regular credit for courses Teachers teaching in their area of expertise. (Band, Orchestra, Vocal, General) 	<ul style="list-style-type: none"> In addition to basic... Program is enhanced with community artists to provide specialty instruction. Or a second music instructor added to provide additional music experiences not covered by the first. (eg. choir, jazz band, brass choir)
Facilities	<ul style="list-style-type: none"> Shared spaces (stage, lunch room, gym) Limited or no secure storage or lockable cabinets available. Located in close proximity to academic classes (creating excessive noise) Unsecured location <p>Note: most OUSD middle school facilities were constructed with music rooms that meet the basic quality requirements.</p>	<ul style="list-style-type: none"> Meets basic music instructional needs. Dedicated Secure Music Room Performance Space - auditorium or theater Secure Storage Sink Music Stands Piano Sound, A/V system Rehearsal Space for large group (50+) students Acoustic considerations: <ul style="list-style-type: none"> Dampening as needed or required for safety (carpet, acoustic tiles, non parallel walls, etc.) Space and ceiling height to provide good acoustics. Acoustically isolated from other classrooms 	<ul style="list-style-type: none"> In addition to basic... Driven by instructional needs of music programs (eg. vocal program in room with risers) Floor space adequate to limit congestion during transitions Specialty Music Chairs - promoting appropriate posture Practice rooms for small groups and individuals Built-in storage for large instruments (basses, cellos, percussion) Keyboard Lab

1. Music Program

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"> After school Glee Club/Choir led by teacher in community One Glee Class per grade-level Coordinate School Performances aligned with School Multicultural Celebrations Online Music Program for methodologies to use during Glee Club <ul style="list-style-type: none"> https://www.smartmusic.com/ Teach Version (\$399) 	<ul style="list-style-type: none"> Have all students who express a strong interest in music able to participate in music class Provide exposure to students of arrangements of all genres 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
\$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"> Trips to recording studio (1 visit each grade-level, twice a year) Rehearsing time for Performances 	<ul style="list-style-type: none"> Have students in each grade-level who express a strong interest in music able to participate in a class of interest 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
N/A	Building out music program by offering MS instrumental classes <ul style="list-style-type: none"> Already Asked Fillmore (VAPA Director) to increase FTE for classes for MS and he has agreed 1 hour a week of music per MS grade-level or ensemble meeting during Study Hall 	<ul style="list-style-type: none"> Have a Music teacher to start developing a music program in MS Have students in each grade-level who express a strong interest in music able to participate in a class of interest
\$1500 (\$25 x 60 tickets) \$480 (\$8 x 60) Bart Transport	7th grade Trip to the Theater to view a play or musical <ul style="list-style-type: none"> Students attend a musical/theatrical performance with teachers and chaperones 	<ul style="list-style-type: none"> Build interest and investment in music and arts

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Brainstorm

Hip Hop/Spoken Word

- Include Dance w/ music (Folklorico, etc. drumming)
- Students to use music to showcase their interest + create a space for students to etc. showcase their skills. (ie. Back to School, Assembly, Music Field Trips to watch others perform)

ARTS

Visual Art Rubric - Program Evaluation

	Entry	Basic	Quality
Equity	<ul style="list-style-type: none"> Self Select-Pull Out Before/After School Not all students are able to participate (required academic interventions, ELD) 	<ul style="list-style-type: none"> Scheduling is arranged so that each type of art class can meet as a unit during the school day (eg. Art 1, Art 2, Ceramics) Efforts are made to avoid single offering single section courses against each other Instruction in Art is provided to students in durations commensurate with other core academic subject areas 	<p>In addition to basic...</p> <ul style="list-style-type: none"> All Students participate Instructional aid support for students with disabilities
Instructional Program	<ul style="list-style-type: none"> Single Level: No advanced or novice level classes One offering (eg. intro to visual art) Classes scheduled by grade level only without consideration to performance level of student or ensemble type Limited performance opportunities 	<ul style="list-style-type: none"> Standards Based instructional program Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) Classes scheduled such that students are able to participate in appropriate leveled classes. (eg. Art 1, Art 2 Ceramics) Exhibition opportunities are provided for students to show their mastery of art content 	<p>In addition to basic...</p> <ul style="list-style-type: none"> Involves community resources, artists to enhance educational experience Diverse offerings (Intro to Art, Art History, Ceramics, etc.) Exhibition opportunities outside the school community, Art festivals.
Teachers	<ul style="list-style-type: none"> Emergency Credentials Non-Credentialed Outside contractors 	<ul style="list-style-type: none"> Fully credentialed and qualified Instruction is provided by Highly Qualified/certified art teachers who have received formal training (including inservice training) in the area taught Students receive regular credit for courses 	<p>In addition to basic...</p> <ul style="list-style-type: none"> Use community partnerships to enhance student learning experience
Facilities	<ul style="list-style-type: none"> Shared spaces (stage, lunchroom, art on a cart) Limited or no storage cabinets for art materials and supplies <p><i>Note:</i> most OUSD middle school facilities were constructed with art rooms that meet the basic/quality requirements.</p>	<ul style="list-style-type: none"> Meets basic visual art instructional needs Display space for student work Storage space for student work in progress (lockable), Drying racks Dedicated, lockable, organized storage space for materials and supplies Hard Floors Space to facilitate easy movement around the room Designed with the ability to work on a variety of art projects Easily accessible for delivery of large materials Ample natural light Large deep sinks with a source of hot water Ventilation Work tables wide enough for students to work from both sides Other considerations: safety, lighting, energy, location, sound control 	<p>In addition to basic...</p> <ul style="list-style-type: none"> Separate Kiln Room Space for working outdoors Floor space adequate to limit congestion during transitions
Equipment/Materials	<ul style="list-style-type: none"> Limited materials available 	<ul style="list-style-type: none"> Instructional Materials budget sufficient for all art students (providing funds for consumables paper, water paint, paint, clay, brushes) <i>Rule of thumb:</i> budget \$15 per art student Equipment available: mirrors, easels, pottery wheels, kiln, etc. AV equipment for displaying student work, instructional videos, displaying a variety of artwork 	<p>In addition to basic...</p> <ul style="list-style-type: none"> Instructional Materials budget sufficient to purchase and update equipment Technology for student and teacher use

2. Art Program

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)	<p>Extended contract for Art Teacher</p> <ul style="list-style-type: none"> Teacher MS Art Honors for all classes One Honors class for each grade (6,7,8) 	<ul style="list-style-type: none"> Have MS Arts Honors classes for each grade-level Have all students who express a strong interest in Art able to participate in MS Arts Honors classes 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

Brainstorm

10

→ Fondos para que todos los estudiantes tengan acceso a arte avanzado (maestros/a adicional?)

Preguntas: ¿Qué es el costo?

¿Ms Eling (sp?) es de tiempo

completo? ¿Tiene la capacitación para enseñar niños más grandes arte avanzado?

Partial FTE towards art teacher?

CULTURE

5th → 6th
RETENTION

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 • Developing a bridge camp between 5th and 6th grade to building community and culture with teachers before 6th grade	<ul style="list-style-type: none"> 100% of our 6th grade spots will be filled with Greenleaf scholars Stronger culture data (CHKS, RJ survey, referrals, suspensions) from 6th graders

\$1000 Supplies	<ul style="list-style-type: none"> Support relationship building between students and teachers before the year starts Develop trust amongst students and staff in 6th grade 	
\$1000 for supplies \$432 for Extended Camp (6.5 hours * 2 teachers - total includes benefits)	<ul style="list-style-type: none"> Use the San Jose Downtown College Prep Challenges and build our own materials for kits Supplies for building the challenges (reclaimed wood, string, plastic cups, etc.) 	<ul style="list-style-type: none"> 100% of our 6th grade spots will be filled with Greenleaf scholars Stronger culture data (CHKS, RJ survey, referrals, suspensions) from 6th graders

5. Safe and Positive School Culture

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 mentors. 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

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"> Conduct Advisory sessions and Mindfulness classes for Middle School <ul style="list-style-type: none"> Conduct social skills groups Support with Middle School culture development Middle School student support including behavior contract development and monitoring, Check in and Check out Coordinating peer mentoring and peer mediation programs Coordinating Restorative reflection processes during In-School Suspensions Coordinating for the MS Sports program to improve School Culture through Sports MS sports program to support strong culture and reinforce Principles (Pride, Responsibility, Being a Teamplayer) 	<ul style="list-style-type: none"> 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 We will decrease the red for growth, in both our Chronic Absence rate and suspension rate as measured by SPF. Reinforce the Principles of Learning and Principles of Being Instill Pride in our Middle School students Provides a point of connection to school for students who have athletic strengths 80% of students who participate in Sports program "agree" or "strongly 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) <ul style="list-style-type: none"> 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, etc.) 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> \$45 per teacher (CAP leadership training) 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> \$75 per class (up to 30 people) \$100 for roundtrip transportation (if needed) 	"Most of the time"
	Garden Club <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> INCREASE of students reporting that they feel part of their school community "All of the time" or "Most of the time"

⊕ MORE OPPORTUNITIES to celebrate & learn about different cultures (locker room, equipment, uniforms)

Brainstorm

more facilities

⊕ MORE SPORTS OPPORTUNITIES (clubs or all year long?)

→ outside coach? / Credentialed

⊕ Retention → More advanced math support
→ More arts opportunities

⊕ More time on campus from Academic Mentor

⊕ FIELD TRIP funds → Culture AND retention 5th-6th [TO COLLEGES/ UNIVERSITIES]

⊕ Counselor/Mental Health Specialist for MS

MS Meeting Agenda, 10/15/18

Francis' Room @ 3:00-4:00

Outcomes	Meeting Norms	Roles
<ul style="list-style-type: none"> We will generate ideas for leftover G1 funding We will discuss next steps for Student Council and elect students for Peer Council We will review weeks 7 of Advisory curriculum and Halloween Haunt logistics We will plan for MS Parent Workshops happening on Wednesday (4-5) Annika will review test security for upcoming IAB tests 	<ul style="list-style-type: none"> Start on time, End on time Be an active and mindful participant Come prepared - 	Note Taker: Time Keeper: Flowers Process Check:
	Collaborative Norms	
	<ul style="list-style-type: none"> Assume Positive Intent Be hard on the problem, easy on the people Stay student centered Equity of Voice 	

Time	Agenda Item	Notes
3 min	Arrive & Check In (Pieter) <ul style="list-style-type: none"> Weekend check-in (How was your weekend? What do you have planned for the upcoming 3-day weekend?) 	Shared weekend plans with a partner
3	G1 Funding (Pieter) <ul style="list-style-type: none"> Popcorn ideas \$6,321 to go towards foreign languages for MS kids, Arts for MS kids, music for MS kids, OR culture support Share with student council <ul style="list-style-type: none"> And Parent leadership/SSC 	<ul style="list-style-type: none"> Example of idea: <ul style="list-style-type: none"> Offering another enrichment during 6th grade block Suggestions: <ul style="list-style-type: none"> Teach Arabic language class Field Trips - Culture and Art Clubs: <ul style="list-style-type: none"> Dance Club Anime Club Theatre Group/performance Talent Show Sports Support

	<ul style="list-style-type: none"> • Student Council/Peer Council (Brian/Pieter) <ul style="list-style-type: none"> • RJ Event 10/30 (FREE PIZZA!) • SC Agenda 10/4 • Halloween Haunt, 10/31 	<ul style="list-style-type: none"> • Peer council students needed <ul style="list-style-type: none"> ◦ Teachers nominate students <ul style="list-style-type: none"> ■ One from each advisory ◦ Need staff to drive to 10/30 event ◦ Opportunities to visit other campuses ◦ Event at the end of the year ◦ Questions about how this all works <ul style="list-style-type: none"> ■ Sol, CCPA, Roots • Have Student Council bring up possibility of allowing students to wear costumes on Halloween <ul style="list-style-type: none"> ◦ SC will need to address need to have be academically focused during the day and only celebrate at 2:45
3	Book Speaker Perry Wallace 10/29 (Sparks) <ul style="list-style-type: none"> • 6th/7th grade elect 2 students per homeroom 	<ul style="list-style-type: none"> • Perry Wallace (basketball player, author, professor and lawyer) will be speaking to students on 10/29 • Advisory schedule needs to be shifted for that Monday morning at 9am. There will be no advisory that Monday. • March Jewell Parker Rhodes will be speaking in March
8	Checking Grades in Illuminate (Coats) Illuminate Greenleaf Grizzly's Advisory Canned Food Drive	<ul style="list-style-type: none"> • Students go to Illuminate (can go through school portal) • Text parents if kiddos have Ds/Fs weekly • Refer to Middle School assessment calendars for Mid-Marking Period Progress Reports • Canned food drive for advisory <ul style="list-style-type: none"> ◦ Contest ◦ 50 cans per advisory ◦ Pizza party for winner ◦ Flyer available ◦ Coats' advisory will pick up cans
10	Parent Workshop (Brian) <ul style="list-style-type: none"> • Notes & Agenda Draft • Translation needs? 	<p>Cooper reported out on parent workshop</p> <ul style="list-style-type: none"> • Week of October 22 (Is there volleyball practice in the gym during the 4-5 meeting time?) • Meet in auditorium • Brian will lead • Break up into RJ circles

		<ul style="list-style-type: none"> Teachers will have prompts
18	IAB Test Security (Annika)	<ul style="list-style-type: none"> For math and ELA Security clearance Required interims Newcomers - arriving after April 15, 2018 <ul style="list-style-type: none"> - must take math but exempt from ELA <ul style="list-style-type: none"> No students meet this category Reading 10/26 Performance Task 2/1/19 More after that Instructional materials can be left up for IAB Tell Annika or Peter if there are security issues During Test <ul style="list-style-type: none"> Active supervision No cellular devices Leave note on the door Limited test access Secure browser After Test Login
5	MS Team check-in (Marika)	

Resources:

[Chromebook assignment Tracker](#)

[Condition of Chromebooks](#)