



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2020-21 Measure G1

Grant Application

Due: April 10, 2020

School	East Bay Innovation Academy	Contact	Kim Frankel
School Address	3400 Malcolm Avenue Oakland, CA94605	Contact Email	kim.frankel@eastbayia.org
Principal	Kim Frankel	Principal Email	kim.frankel@eastbayia.org
School Phone	510-577-9557	Recommended Grant Amount*	\$52,767.00
2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)	320	2019-20 LCFF Enrollment	107

*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 2019-20 (2019-20 Approved Proposal & 2018-19 Carryover Form)

2019-20 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
1	● 1 FTE Behavioral support aide to continue PBIS work, supporting students with conflict resolution and mediation; working with small groups to identify and practice tools for self-regulation and direction (identifying when students need breaks) and developing tools for self-advocacy; helping facilitate restorative conversations and working with students to develop behavior contracts and behavior goals, and year-long incentive plans. The IA will serve the 370 students at our middle school.	\$25,000
2	● Extend existing student support staff contract hours (overtime) to support transition-focused initiatives. Specifically, the extended contract hours will be used to develop and facilitate conflict resolution groups, self-identity/group identity groups, communication-building groups, and grief-hardship support groups. Staff will intentionally strengthen relationships between students and staff, and foster community-building through small groups.	\$6,000
3	● Musical theater preparation, performance and production. The musical will be accessible to all students at school. Funds will be used for licensing the production and bringing in arts instructors from local organizations to help support vocal coaching, direction and production. Set design will also be part of the production.	\$6,000
4	● High Resolves and other restorative justice training to support staff with understanding and implementation of the curriculum.	\$2,854
Budget Total (must add up to Current Grant Amount)		\$39,854

Summary of Proposed Expenditures for 2020-21 (listed in order of priority)

2020-21 Proposed Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	Musical Theater preparation, performance and production. The musical will be accessible to all students at school. Funds will be used for licensing the production and bringing in arts instructors from local organizations to help support vocal coaching, direction, choreography and production (including set and costume design).	\$6,000.00

2	Provide a stipend and training for our existing school social worker to create a peer mentoring program that partners 8th grade leaders with incoming 6th graders to support the transition to middle school, helping new students become familiar with both the physical landscape of school, and familiarity with schoolwide systems and technology, while fostering community-building with older mentors.	\$2,000.00
3	Expand professional development training for staff on the principles and practices associated with restorative justice methodology strategies and implementation of these practices in a classroom setting with on-site professional development from expert organizations.	\$2,000.00
4	.4 FTE Behavior Support Specialist - Build on the work of the Behavior Support aide to continue PBIS work and help support the work of the 5-6th transition by creating a part-time Behavior Support Specialist. This Specialist will develop school-wide protocols and systems for the work started by the current aide, and will continue to support students with conflict resolution and mediation and model this interaction for staff. The Specialist will extend the current work by supporting staff in training and implementation around restorative practices in the classroom. The Specialist will also continue to work with students to develop behavior contracts and behavior goals, and year-long incentive plans. Building on the work of this year, the Behavior Support Specialist will train staff to work with small groups to identify and practice tools for self-regulation and direction (identifying when students need breaks) and developing tools for self-advocacy. Additionally, the Behavior Support Specialist will also work to develop a scope and sequence and curriculum for a Transition to Middle School class for our 6th graders, focusing on the executive functioning skills and organization strategies needed for middle school success, as well as coping and advocacy strategies for social interactions in middle school. The Specialist will serve the 360 students at our middle school, with special emphasis on our 120 incoming 6th graders.	\$39,000.00
5	Extend content of grade-level morning meetings to address grade-level SEL concerns and issues, by bringing in speakers and assembly programs to support social-emotional development of students and positive school culture. Suggested topics include, anti-bullying campaigns, cyber-safety, body image, gender identity, etc.	\$3,000.00
6	Continue and expand student celebrations like student of the month and honor roll; purchase supplies for school-wide and grade-level competitions to build school culture, like door decorating and Phoenix Games; organize and facilitate pep rallies to promote school spirit and highlight student activities and leadership	\$767.00
Budget Total (must add up to Current Grant Amount)		\$52,767.00

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
52.45%	47.54%	35%	13%		5.73%	86.88%

Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
27.32%	<1%	5.19%	28.14%	<1%	1.36%	25.95%	11.20%

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

Name	Role
Michelle Cho	Executive Director
Kim Frankel	Principal
Ron Kemp	Dean of Students
Michael Trueman	8th Grade Team Lead
Tiara Patterson	7th Grade Team Lead
Christine Ashley	6th Grade Team Lead

School Vision (insert here):

EBIA wants to rethink how schools are run and structured, so that they better reflect the needs of a 21st century world. Most traditional public schools have not changed their structure, organization, facilities or instruction in many years. While schools have not changed, our world has, rendering many of our schools, even the “best” ones, obsolete. Both our instructional approach and our school composition will address needs of the 21st century and beyond in order to ensure that 100% of our students are college and career ready. Further, we believe that this focus on 21st century skills will work to eliminate the opportunity gap that exists between various demographic groups system wide. In order to end schooling “as we know it” for Oakland students, and by developing a coherent learning community that aligns school work with productive life in the global 21st century; EBIA declares the following set of goals:

- To develop both young and mature leaders who collaborate, manage change, and take ownership of their learning experiences.
- To offer families a coherent 21st century program that offers new, innovative, and alternative educational offerings to the ones currently provided in Oakland.
- To increase the number of students who excel in math, technology, and innovation to become leaders in a new, rapidly evolving, economy.

Core Beliefs:

We will build, sustain and grow EBIA with teachers, families, support staff, leaders, and board members who demonstrate alignment with the following core beliefs:

- We believe in **POSSIBILITY and PERSEVERANCE**: all children can and will achieve at the highest levels and be prepared for success in college and career, regardless of background or circumstance, when held to high academic and behavioral expectations. We value courage, initiative, and tenacity.
- We believe in **CREATIVITY and CURIOSITY**: we aim to develop students who pursue inquiry collaboratively with critical and creative minds. We value exploration, perspective, and determination.
- We believe in **COMMUNITY**: Parents, teachers, school leaders, and board members assume collective and individual responsibility for all students’ success. We value relationships, kindness, integrity, and respect.
- We believe in the **GREATER GOOD**: Our school will open students’ minds to an enlightened sense of social justice and civic responsibility. Our students will give back to the community and work to make the world a better place. We value holistic thinking that can improve our school, our community, and our world.
- We believe in **DIVERSITY**: In order to prepare students for a global society and workforce, they need to learn to work with and appreciate the contributions of those that are different from themselves in all aspects of life.

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 (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2018-19 (last yr)	2019-20 (this yr)
<i>Access and Equitable Opportunity</i>	Entry	Basic	<i>Access and Equitable Opportunity</i>	Quality	Quality
<i>Instructional Program</i>	Entry	Entry	<i>Instructional Program</i>	Basic	Basic
<i>Staffing</i>	Quality	Quality	<i>Staffing</i>	Quality	Quality
<i>Facilities</i>	Entry	Basic	<i>Facilities</i>	Basic	Basic
<i>Equipment and Materials</i>	Entry	Entry	<i>Equipment and Materials</i>	Quality	Quality
<i>Teacher Professional Learning</i>	Entry	Entry	<i>Teacher Professional Learning</i>	Basic	Basic
<u>World Language (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)			
<i>Content and Course Offerings</i>	Sustaining	Sustaining			
<i>Communication</i>	Sustaining	Sustaining			
<i>Real world learning and Global competence</i>	Sustaining	Sustaining			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2018-19 (last yr)	2019-20 (this yr)	Safe and Positive School Culture (SPSA)	2018-19 (last yr)	2019-20 (this yr)
Enrollment Data (20 day)	357	365	Suspension	<5%	6%
ES Outreach Strategy Actions	School Tours, Information Nights, Student Panels, Elementary School Visits	School Tours, Information Nights, Student Panels, Elementary School Visits, Virtual Tours	Chronic Absence	<5%	<5%
Programs to support ES students transition to MS	6th Grade Orientation, Advisory Program, Cohort Model	6th Grade Orientation, Advisory Program, Cohort Model	CHKS data (District) or Culture/Climate survey	N/A	N/A

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

****The agenda and meeting notes must reference overview of Measure G1 and show dialogue and input from stakeholders.**

Community Engagement Meeting(s)	
Community Group	Date
Parent Meeting	April 13, 2020

Staff Engagement Meeting(s)	
Staff Group	Date
Lower School Staff Meeting	April 9, 2020

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 Measure G1

- 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 2019-20 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 the amount listed in "Recommended Grant Amount" above.

1. Music Program

Programmatic Narrative Based on Rubric

Team: Measure G1 Lead Team (as identified on page 1), Enrichment coordinator Janisse Watts, Musical Producer Michelle Fitts

Current Status: East Bay Innovation Academy's (EBIA) current music program consists of our after-school program and Intersession classes - week-long opportunities for students to explore hands-on learning opportunities with teachers and outside partners that occur three times each school year.

EBIA's afterschool program serves students in grades 6-8 running Tuesday through Friday from 3:30-5:30pm. This program is available to all current students and includes a range of academic, sports and club activities. Both drumline and the guitar program are open to students in grades 6, 7 and 8. This program is run as a single level class, accessible to students with novice level experience, and practices on a weekly basis with ongoing performances at EBIA events, like pep rallies and talent shows. The drum and guitar programs are run in conjunction with two area non-profits focused on introducing high needs students to musical instruments.

This year, due to Measure G1 money, EBIA was able to expand those opportunities to include Musical theater preparation, performance and production. The program was coordinated by a fully credentialed and qualified teacher, with many years of backstage experience in community theater. Funds were used to bring in arts instructors from local organizations (Berkeley Rep and independent local artists) to support set design and creation, vocal coaching, direction and production. Participation in the musical was open to all 370 students at the middle school. Ultimately almost 200 students were involved in the production - 44 participated in set and stage design, 25 participated in rehearsal and stage production of the musical and 120 participated in other acting classes to learn basic skills for the stage for participation in future performances. Students were also involved in costume design and creation, as well as stage management and choreography. In the transition to virtual school, we are working to produce an experience so all 370 students will get an opportunity to view selections from the musical this year, with a full performance for the entire student body after shelter-in-place is lifted.

Students who participated reported a greater sense of belonging and well-being, and displayed more confidence on campus. Families reported the sense of connection that being a part of the cast gave their students. Additionally, students who participated in the production components, reported pride in creating something for the greater community and appreciated getting to learn new skills to support the program.

EBIA's middle school building does not have a music or theater specific room. For the musical, students utilized both classrooms and the stage for both rehearsals and stage and set design and production. 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.

While the early end of school year did not allow for the performance of the musical, students were highly engaged in the production process, even sending videos of their at-home rehearsal to the director once we'd gone into quarantine. The school plans to use recorded versions of the songs in end-of-year celebrations and to produce the musical for the greater school community in the Fall.

Proposed Plan: Due to the above success of our plan, we would like to extend the use of Measure G1 money to build upon the foundation created this year with the musical program and apply it to Musical Theater preparation, performance and production. The musical will be accessible to all students at school. Funds will be used for licensing the production and bringing in arts instructors from local organizations to help support vocal coaching, direction, choreography and production (including set and costume design), and to support the creation of a theater space at school (including materials for sets and equipment rentals).

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
6,000	Musical production related costs, including licensing, coaching, and set and stage design	350 students will review the performance, 50 cast and crew members take leadership roles, 100 students involved in production and preparation (set, stage and costume design)

2. Art Program

Programmatic Narrative Based on Rubric

Team: Measure G1 Lead Team (as identified on page 1)

Current Status: At the middle school level, EBIA currently offers a visual arts elective to all students in the 7th 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 a variety of visual arts skills including drawing, painting, sculpture and more. Throughout the year, students have the opportunity to display and exhibit their work both within the context of designated presentations of learning, and as a part of gallery walls placed throughout the building. The course is taught by a fully credentialed and qualified art teacher with multiple years of experience, and the students receive academic credit for completion of the course. The course is taught in a designated makerspace with a great deal of storage ability for supplies and water/sink access for use during class. The budget for materials and supplies is sufficient for all art students, and is supplemented through grants and donations. Further, when not in the visual arts course, students have access to the makerspace and arts supplies in order to support the development of projects for core academic courses.

In addition to the visual arts course, all students participate in our intersession program which provides an opportunity for students to engage in real-world arts projects at a developmentally appropriate level for middle school students. Through this program, three times a year for two weeks at a time, students self-select and participate in STEAM-focused hands on projects with partner organizations from across Oakland. Over the years, these partners have included Destiny Arts, Attitudinal Healing, Nimby and more. These projects have had students create stop motion films, build stages and sets for a school musical and create murals and mosaics throughout Oakland. Throughout all of these experiences, students have been exposed to and learned about the demands of various arts fields of study and career and developed content expertise that has led to academic success in their core classes. Lastly, EBIA runs an afterschool program for students in grades 6-8 running Tuesday through Friday from 3:30-5:30pm. This program is available to all current students and includes a range of academic, sports and club activities. These club activities include a range of arts programming such as an open maker lab, musical theater and dance. These club activities occur on a weekly basis and are made available to all students at the school

G1 Funds were not used for art for the 2019-2020 schoolyear, and will not be requested for the 2020-2021 schoolyear.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
N/A	N/A	N/A

3. World Language Program

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 8th 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 9th grade based on 8th 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. Lastly, EBIA has integrated blended learning Spanish-language programs into the course curriculum in order to better differentiate instruction across multiple language levels.

G1 Funds were not used for world language for the 2019-20 schoolyear, and will not be requested for the 2020-21 schoolyear.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
N/A	N/A	N/A

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

Team: Measure G1 Lead Team (as identified on page 1), School Social Worker Brandi Bellamy, School Psychologist Nicole Smith, Director of Student Support Ed Zander

Current Status: EBIA currently helps support the transition to middle school in a variety of ways. Upon entry to school, students are assigned an advisor to support both social and emotional development, and also to provide an on-campus advocate for academic and other concerns. Advisors support both the student and the family, and advisories develop a smaller community within the broader school population. All students are organized into around 20 student advisories with an assigned advisor who loop up with them across grades 6-8, and another advisory that loops up with them across grade 9-12. 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 and family across the year and containing goals for academic and social-emotional growth.

Students spend the first week of school in orientation activities, learning about EBIA systems and policies, including academic support like how to turn in work and how work will be graded, and practicing things like group roles to support a smooth transition into class. They also meet important advocates on campus and begin to develop relationships with peers and adults alike. Emphasis is also placed on executive functioning, teaching students tools for time and task management (including planners and online calendars and to-do lists), professional email writing and communication with teachers and peers and prioritizing work and assignments. Additionally, there are a number of opportunities for parents and families of incoming 6th graders to learn about the community and school. In addition to Back to School Night, EBIA hosts a family Pot Luck to encourage community building, and a number of parent tutorials to assist with middle school onboarding, including a Tech Tutorial and a Math Night (both designed to allow parents to experience firsthand what it's like to be a students at EBIA.

Proposed Plan: We would like to use G1 money to provide a stipend and training for our existing school social worker to extend her scope of work and create a peer mentoring program that partners 8th grade leaders with incoming 6th graders to support the transition to middle school, helping new students become familiar with both the physical landscape of school, and familiarity with schoolwide systems and technology, while fostering community-building with older mentors.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students/families to be served and achievement for specific student groups.
\$2,000	Provide a stipend and training for our existing school social worker to extend her scope of work and create a peer mentoring program that partners 8th grade leaders with incoming 6th graders to support the transition to middle school, helping new students become familiar with both the physical landscape of school, and familiarity with schoolwide systems and technology, while fostering community-building with older mentors.	<ul style="list-style-type: none">- Increased sense of belonging and social perspective-taking as reported by the Panorama Survey with participants,- Open to participation by all 6th and 8th graders (up to 240 students)

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

Team: Measure G1 Lead Team (as identified on page 1)

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 around 20 student advisories with an assigned advisor who loop up with them across grades 6-8, and another advisory that loops up with them across grade 9-12. 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 and family 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. EBIA has used curricular resources for SEL from Wildwood, Whole Human Project and High Resolves.

Our implementation of our current school culture and climate plan is monitored via our yearly school culture and climate survey (the Panorama Survey), along with our tracking of predictive data associated with school culture – attendance, suspensions, etc. In the 2019-20 school year, EBIA was able to strategically react to this data by adding a Dean of Students role to support the PBIS process and by using Measure G1 money to provide staff with SEL-focused professional development (including trauma-based practices and training for our SEL curriculum).

Additionally, Measure G1 funds allowed for the addition of a Behavior Support aide to implement a number of supports for students that struggled both with emotional-regulation and peer conflict, as well as executive functioning and organization. Some of these supports included student check-ins and reflections around self-regulation and support for re-entry to class. The Behavior Support aide was also able to provide in-class support around behavior and management, helping provide check-ins and breaks for students as needed, and implementing strategies to support emotional regulation. Additionally, the Behavior Support aide was able to launch an executive functioning small group to support students struggling with managing the transition to middle school. While the aide was available to support all students, the priority was to foster development of executive functioning skills for incoming 6th graders. As a result of this work, 56% of students who participated in Executive Functioning Small Groups showed improved academic performance as a result of these check-ins, where students focused on time and task management, prioritization of work, organization of physical materials, tools for self-advocacy and goal-setting. These changes have also produced more positive outcomes on interim culture and climate surveys for students, as well as a decrease in Tier III student conflict. There was also an overall decrease in behavior incidents by over 50% between January and March, in particular Tier II, especially with 6th grade. While emotion regulation remains an area of growth, there was a small increase in students reporting that they are able to remain calm when things go wrong for them.

In the transition to virtual school, our Behavior Support Aide was able to continue daily check-ins with small groups online, continuing the work around these skills.

Furthermore, we were able to extend existing support staff through overtime and stipends to support peer-to-peer and peer-to-teacher conflict mediation sessions and communication-building groups. These staff members also worked in small groups to foster community building and strengthen peer-to-peer and peer-to-staff relationships to increase a sense of connectedness and belonging to the school community. Survey results also indicated that students felt they had more capacity to understand others' points of view, and more overall social awareness (in particular when they disagreed with another point of view). Sense of belonging to the school community remains an area of growth, with about 50% of our school community reporting a sense of belonging to the school community.

In the transition to virtual school, our staff were able to continue daily check-ins with small groups online. Additionally, they extended this work to family and community outreach during virtual school to help students stay connected to school, and to assist with executive functioning skills around time and task management and work prioritization.

Lastly, we were able to implement a number of celebrations for positive student behavior, including student of the month and grade-level and advisory competitions to support positive school culture. Students and families reported sense of connectedness to school and appreciation for celebrations of positive behaviors.

Building on this momentum remains a focus for next year.

Proposed Plan: Due to the above described success of our prior G1 plan, we would like to continue to support SEL professional development for our staff and continue to build staff capacity for implementing restorative practices within their classrooms, as well as increase the restorative justice and conflict mediation supports for students especially for our entry grade (6th).

It is our intention to do this through the development of a two-part school culture and climate plan. The first part of this plan is focused on the continued development of restorative justice and PBIS systems at school and expand support for students in reflection and self-regulation. G1 money would be used to expand professional development training for staff on the principles and practices associated with restorative justice methodology strategies and implementation of these practices in a classroom setting with on-site professional development from expert organizations.

Additionally, we would like to use G1 funds to build on the work of the Behavior Support aide to continue PBIS work and help support the work of the 5-6th transition by creating a part-time Behavior Support Specialist. This Specialist will develop school-wide protocols and systems for the work started by the current aide, and will continue to support students with conflict resolution and mediation and model this interaction for staff. The Specialist will extend the current work by supporting staff in training and implementation around restorative practices in the classroom. The Specialist will also continue to work with students to develop behavior contracts and behavior goals, and year-long incentive plans. Additionally, the Behavior Support Specialist will work to develop a scope and sequence and curriculum for a Transition to Middle School class for our 6th graders, focusing on the executive functioning skills and organization strategies needed for middle school success, as well as coping and advocacy strategies for social interactions in middle school. Additionally, the Behavior Support Specialist will train staff to work with small groups to identify and practice tools for self-regulation and direction (identifying when

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above). Outcomes should reference data from CHKS or Climate/Culture survey, i.e., Student survey data will show an increase in satisfaction with their school experience prior year.
\$39,000	Build on the work of the Behavior Support aide to continue PBIS work and help support the work of the 5-6th transition by creating a part-time Behavior Support Specialist. This Specialist will develop school-wide protocols and systems for the work started by the current aide, and will continue to support students with conflict resolution and mediation and model this interaction for staff. The Specialist will extend the current work by supporting staff in training and implementation around restorative practices in the classroom. The Specialist will also continue to work with students to develop behavior contracts and behavior goals, and year-long incentive plans. Building on the work of this year, the Behavior Support Specialist will train staff to work with small groups to identify and practice tools for self-regulation and direction (identifying when students need breaks) and developing tools for self-advocacy. Additionally, the Behavior Support Specialist will also work to develop a scope and sequence and curriculum for a Transition to Middle School class for our 6th graders, focusing on the executive functioning skills and organization strategies needed for middle school success, as well as coping and advocacy strategies for social interactions in middle school. The Specialist will serve the 360 students at our middle school, with special emphasis on our 120 incoming 6th graders.	<ul style="list-style-type: none"> - While the aide will spend significant time with 6th graders to support their transition to middle school (130 students), the aide will support culture and climate across all grades (370 students). - Schoolwide increase on school climate surveys in the areas of self-management and self-efficacy
\$2,000.00	Expand professional development training for staff on the principles and practices associated with restorative justice methodology strategies and implementation of these practices in a classroom setting with on-site professional development from expert organizations.	<ul style="list-style-type: none"> - The training will be provided for all teaching staff and will impact culture and climate across all grade (360 students). - School will report a 10% decrease in Tier II and Tier III interventions from the prior school year. - Schoolwide increase on school climate surveys in the areas of self-efficacy and self-management
\$3,000	Extend content of grade-level morning meetings to address grade-level SEL concerns and issues, by bringing in speakers and assembly programs to support social-emotional development of students and positive school culture. Suggested topics include, anti-bullying campaigns, cyber-safety, body image, gender identity, etc.	<ul style="list-style-type: none"> - Morning meetings will be delivered for all students at grade-level meetings (groups or 120 at a time) serving a total of 360 students - Schoolwide increase on school climate surveys in areas of connectedness, social awareness and perspective-taking
\$767	Continue and expand student celebrations like student of the month and honor roll; purchase supplies for school-wide and grade-level competitions to build school culture, like door decorating and Phoenix Games; organize and facilitate pep rallies to promote school spirit and highlight student activities and leadership	<ul style="list-style-type: none"> - Celebrations and competitions will impact all students across campus (360 students) - Schoolwide increase on school climate surveys in areas of connectedness

Please submit your 2020-21 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).



Parent Meeting Notes 4/13/2020, Zoom 9 am

Attendees: Kim Frankel, see sign-in sheet

1. Measure G1 Background
2. Measure G1 - Teacher-Proposed Ideas
3. Measure G1 - Discussion of Proposed Ideas
4. Measure G1 - Other Parent-Proposed Ideas
5. Spirit and Culture Plans for the Remainder of this Year



Parent Meeting Notes 4/13/2020, Zoom 9 am

Attendees: Kim Frankel, see sign-in sheet

<p>1. Measure G1 Background</p>	<p>Supports arts, music and language, culture and climate and teacher retention in Oakland middle schools</p> <p>Also, programs to support the transition to middle school</p> <ul style="list-style-type: none"> - Has funded restorative justice coordinator and behavior support specialist in the past - Has supported SEL curriculum in advisory and PD for teachers - Helped support lower school musical - Some funds used for school celebrations, Phoenix Games, advisory competitions (door decorating contest) <p>Cannot be used for sports or food</p> <ul style="list-style-type: none"> - Can this be used for pep rallies? (Amy Powers) - Can this be used for transportation to games? (Amy Powers) - Could possibly be used sports swags? (Kim)
<p>2. Measure G1: Teacher-Proposed Ideas</p>	<ul style="list-style-type: none"> - Expand behavior support role <ul style="list-style-type: none"> - Really appreciated Jordan at school (AP) - Continued support for musical (and carryover b/c of virtual school) <ul style="list-style-type: none"> - This seems to bring a lot of people together too (AP) - Restorative Justice Training / Coordinator <ul style="list-style-type: none"> - Is there a way to get students involved in this? Peer conflict resolution / peer counseling? Mentoring program for 8th graders? Have students sign up for this when they end 7th grade? Any time we can get stu in a leadership role there = more ownership (AE) - Also really helps with the transition (AP) - Great for staff to partake in Emotional Intelligence workshop (virtually or in person), helps folks learn to work together and identify their own strengths, also a platform for our students (MR) - Give Thx Platform <ul style="list-style-type: none"> - Tech platform for shout outs (KF) - Is there a way to make some of it public or create scaffolds, bc part of giving shout outs is the public component to shift culture at school (AP) - Assemblies for Advisory / Grade-level meetings <ul style="list-style-type: none"> - Center for Human Development - PEP (parent edu program) might have some assemblies / speakers for this, goes up to grade 8, taught

	by parents, might have resources, I would be happy to help with that (AE)
3. Parent Discussion of Proposed Ideas	See above notes
4. Measure G1: Other Parent-Proposed Ideas	<ul style="list-style-type: none"> - Potluck for parents happens at the beginning of the year - but could we do a grade level retreat for a day or something to help kids build a sense of community, possibly during orientation and get some parents involved that want to be a part of that (AE) - I like that, Also like the mentoring / pairing up idea (AP) - Can we spend money on school dances / events? Kids are always looking for a place to hang out because we are all coming from different locations and I think the dances are really popular bc it gives kids an opportunity for them to hang out. Maybe a photo booth? PopLife - photo booth and prints out the pics. Enhance the dances (AP) - Could be used for lots of activities for school (AE) - Campus beautification - garbage and discarded clothing, murals (AP) - More involvement for student government - stipend for a teacher? (AE) - Music program - enhances student life, but also really thinking about ways to increase advocacy and create more things to support student life, music program feels grassroots and could def use some resources, also stu dances and allowing for get togethers outside of the school day, the balance between class and social is important and the social component reinforces what happens in class, Really thinking about how to support the cultivation of stu life to support the stu body (MA) - Connection between upper and lower school (AE) <ul style="list-style-type: none"> - Bring drumline to lower school? - Help create a sense of one school
Spirit and Culture Plans for the Remainder of this Year	<ul style="list-style-type: none"> - Virtual Spirit Week (April 20 - 24) - Stu of the Month Virtual Celebration -

Addendum: Other parent input via email from people who couldn't join our virtual meeting

The screenshot shows a Gmail interface on a desktop. The email being viewed is titled "FW: EBIA: Needs Your Input" and is from "shelley@mezcalamaras.com". The email content discusses the transition from elementary to middle school and lists several points for consideration, such as training on web-based learning, understanding classroom expectations, and handling bullying. The desktop background shows a scenic view of a coastline with a cliff and the ocean. The taskbar at the bottom displays various application icons including Safari, Google Chrome, and others.

FW: EBIA: Needs Your Input

shelley@mezcalamaras.com
to me, brithewineguy

Kim
Wish I could join but I'm working during those hours and on conf calls (the new norm).

My thoughts on transition from Elementary to Middle as it was tough for our child and some things that could have helped:

- Training on web based learning
- Understanding the expectation of daily self-learning in the classroom vs teacher's lecturing or teaching the class
- Understanding the dynamics of 100% group based learning and how to coach your team mate when they don't participate (and how it affects your grade)
- The constant fluctuation on grading and the anxiety associated with grades that are 90% one day and failing the next based on timeliness of teacher grading or weighting
- The weight of grading (testing, assignments, office hour attendance)
- A day to walk the school, classroom schedule, etc before school opens so they get familiar with the new schedule
- How to handle bullying privately and confidentially so they feel they have a 'safe place' and not ostracized by classmates or teachers
- How to handle classmate diversity in behavior, language and outbursts that was not normal in some elementary schools – this was a reality and added to much anxiety

Thanks for allowing parents to share their thoughts on the first year so we can build a better community and prepare our kids for a softer landing in Grade 6.



Parent Meeting Notes 4/13/2020, Zoom 9 am

Attendees: Kim Frankel, see sign-in sheet

Ankie Edgar (Rosi - 9th grade)

Amy Powers (Jake - 7th grade)

Marcus Amaro (Kaitlin - 8th grade)

Margie Rubio (Jabez - 7th grade)

Sarah Lopez (Sofia - 6th grade)

Mailisha Chesney-Adam (Elliot - 6th grade)



Lower School Staff Mtg

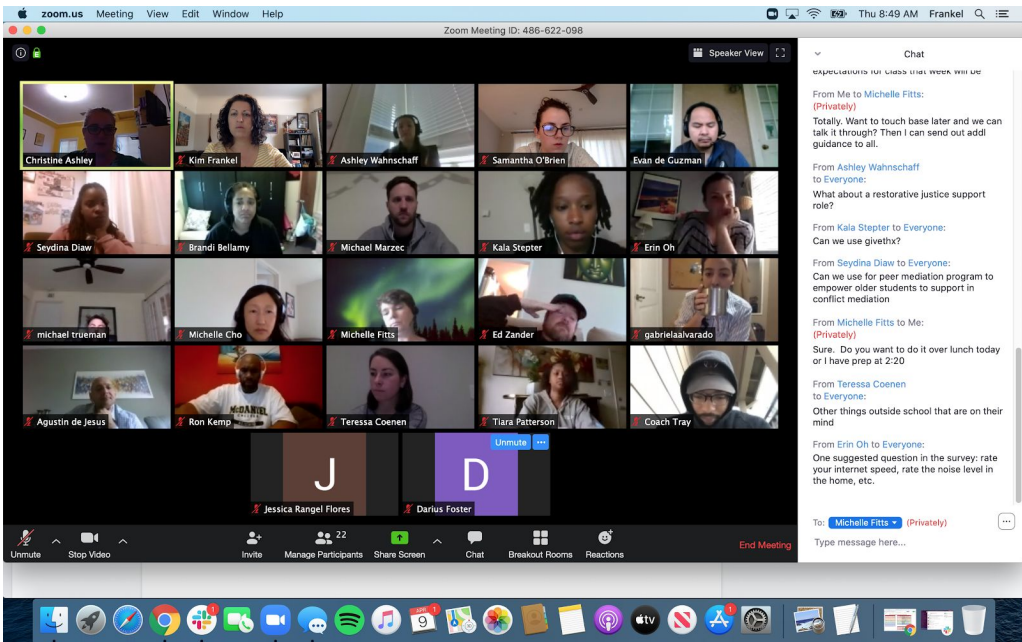

Agenda

Staff Meeting Agenda 4/9/2020

1. Rising Phoenix
2. Grading Policy
3. Capstone
4. Measure G1
5. Announcements

Lower School Staff Mtg

Minutes

4/9	Virtual Sign In Sheet	
		
DATE	AGENDA	MEETING MINUTES
	<p>Rising Phoenix...</p> 	<p>Rising Phoenix goes to Mrs. Ashley</p>

	<p><u>Virtual Grading Policy</u></p> <ul style="list-style-type: none"> - Rationale - Review relevant sections - Questions? 	<p>Virtual Grading Policy (with Alix)</p> <ul style="list-style-type: none"> -Revised to align with new state guidelines/expectations -Adapting grading policy for Tri 3 to hold students harmless for the things outside of their control; keeping equity in mind; flexibility in the way students will access their learning -Attendance grade - X's instead of 0's for non-attendance <ul style="list-style-type: none"> -Question: Should we continue to take attendance as a grade in ECHO? TBD as LS or GL. -Prioritize meaningful learning (for students who have a lot of missing/late work pick and choose what they need to make up) -No students are going to fail Trimester 3. They will either get an A, B, C or a P. Trimester 3 grade will not be calculated into final GPA. <ul style="list-style-type: none"> -But shhh, don't tell them -- still a draft -Continue to think about how to maximize instructional time for modeling & helping them get started, continue to slow down on deliverables and shorten assignments for students as needed, continue to differentiate in many ways including visual and verbal, integrate CFUs, limit executive functioning hurdles <p>Questions:</p> <ul style="list-style-type: none"> -Can students who do well in Tri 3 have that grade factored in? Some students are counting on that Tri 3 grade to bring up their average. -Are we allowed to encourage students to turn on cameras for increased engagement? <ul style="list-style-type: none"> -Maybe students who are shy on camera could share screen instead? -Note: It is possible to enable multiple screen shares at a time. -Should we leave missing assignments as blank or excused instead of putting in 0's? <p>Note from Michelle:</p> <ul style="list-style-type: none"> -Virtual learning is a temporary status, as soon as we go back on campus all of the things in the charter and the contract will resume.
	<p>Capstone</p> <ul style="list-style-type: none"> - Career - Other proposed ideas? - Committee to own planning? Or plan in grade level teams? 	<p>Capstone:</p> <ul style="list-style-type: none"> - "Who am I at 25?" -8th Grade ideas: Virtual Field Trip as capstone project launch, students would then create a website taking other students on their own virtual field trip. Could be done as 8th grade or across all LS. Still needs more planning. -Committee willing to take this on? Should it be GL? <ul style="list-style-type: none"> -Due to no strong feelings... GLTs will decide! -Proposed start date: May 18th

	Measure G1 <ul style="list-style-type: none"> - Proposed expenditures for next year - Musical? - Behavior Support Specialist? - Other? 	Measure G1 <p>-(Review: This is grant money from Oakland. Helped support things like bringing in Mr. Jordan, getting things for musical, and helping out Phoenix games)</p> <p>-What do we want next year?</p> <p>Ideas: Support musical again, expand/continue behavior support role</p> <ul style="list-style-type: none"> - Brandi - <u>Conflict mediator.</u> - <u>Michelle Fitts - community building assemblies.</u> - <u>Erin - restorative justice coordinator.</u> - <u>Kala - Give Thnx?</u> - <u>Ashley restorative justice support</u> - <u>Aries - peer mediation support</u> <p>-Group discussion - want to continue the musical and support for culture, think</p> <p>-Applies to specific categories: culture/climate, PBIS, music, world language, and art</p> <ul style="list-style-type: none"> -Sports are explicitly written out of it -Cannot be used for academic intervention -No food
	Announcements <ul style="list-style-type: none"> - Peer Support - Student of the Month - Student Feedback <ul style="list-style-type: none"> - What would be useful for you to know? 	Announcements <p>-Peer support - Kim encourages us to find time to observe peers in their virtual classrooms</p> <p>-D42 has a list of all class links https://docs.google.com/spreadsheets/d/1_aNeZ4M4SC15VxVpl_e7Ty-ukBgnejZPTYQdJGBbL_Qg/edit#gid=757079838 (side note: make sure your links are accurate)</p> <p>-Student of the Month: We're doing it this month. Decide at Grade Level how to celebrate/acknowledge this student. Deadline for names: April 15th (Wednesday). Celebration will be the following week (Day TBD).</p> <p>-Student survey coming soon. Is there anything specifically we should ask?</p> <ul style="list-style-type: none"> -What else is on your mind (besides school?) -When you are most quiet in class, what is the reason? -Rate the noise level at home, rate your internet speed, etc. <p>-Can we also send out a survey for parents?</p>

Lower School Staff Meeting Sign In

4/9/2020

Virtual Sign In Sheet

