



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2020-21 Measure G1
Grant Application
Due: March 26, 2020 Revised: April 27, 2020

School	Greenleaf TK-8	Contact	Romy Trigg-Smith & Annika Rudback
School Address	6328 East 17th Street Oakland, CA 94621	Contact Email	annika.rudback@ousd.org
Principal	Romy Trigg-Smith	Principal Email	romy.trigg-smith@ousd.org
School Phone	510-636-1400	Recommended Grant Amount*	\$82,643.00
2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)	177	2019-20 LCFF Enrollment	168

**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 of Elective Teacher to continue Advanced Art for all 3 MS grade-levels to reach more students	\$8,616
2	Art supplies for Middle school Art and Arts Field Trip	\$3,959
3	3 Academic Mentors (one focused on Peer Mentoring program, another Advisory program, and another on RJ/Student support)	\$46,200
4	Restorative Justice Education - Online Professional Development for Four Train-the-trainers (RJ Coordinator and 3 Academic Mentors)	\$2,600
5	Extended Contract for Music Club After School	\$1,415
6	Developmental Designs Advisory Curriculum for Middle School	\$512
7	Camping Overnight Trip for 7th Grade students at Redwood Glen	\$7,472
8	Extended Contract for Staff attending overnight camping trip	\$2,960
9	6th Grade Ropes Course Field Trip with Cal Adventure, UC Berkeley	\$3,264
Budget Total (must add up to Current Grant Amount)		\$76,998

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

2020 - 21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	.1 of Elective Teacher to continue Advanced Art for all 3 MS grade-levels to reach more students	\$9,626.00
2	Art supplies for Middle school Art and Arts Field Trip	\$6,698.00
3	Dance Teacher (contracted for middle school)	\$9,000.00
4	Visiting Artists	\$4,950.00
5	6th grade ropes Course to Strawberry Canyon plus transportation	\$3,264.00
6	.4 FTE Music Elective for 6th and 8th grade (using average TCHR Cost in Site Handbook \$101,000)	\$40,400.00

7	Extended Contract for Fun Friday Art	\$1,385.00
8	Clubs (Extended contract plus supplies)	\$7,320.00
Budget Total (must add up to Current Grant Amount)		\$82,643.00

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
318	320	94.97%	4%	0	57%	99%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	White	Multiracial
8.30%	0.001	1.60%	83.90%	0.50%	0.50%	2.70%	0.50%

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

Name	Role
Romy Trigg-Smith	Principal
Annika Rudback	Assistant Principal
Joyce Hum	Culture Coach
Chris Rodriguez	PE teacher / Athletic Director
Angela Baker	Art teacher

School Vision:

At Greenleaf, academic excellence is our goal. We will use bilingualism and biliteracy as a vehicle to achieve educational equity for all students. We set high goals, and hold high expectations for all students and adults.

With a caring community as our foundation, we build deep relationships based on cross-cultural competency--the ability to interact with a variety of people, across cultural and linguistic boundaries, and collaborate successfully.

Together, we work and live by the Greenleaf Principles of Learning: Pride, Inquiry, Integrity, and Determination and Greenleaf Principles of Being: Be Safe, Be Respectful, Be Responsible, and Be a Team Player.

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.

<i>Music (Rubric)</i>	2018-19 (last yr)	2019-20 (this yr)	<i>Art (Visual Arts, Theater, and Dance)</i>	2018-19 (last yr)	2019-20 (this yr)
<i>Access and Equitable Opportunity</i>	Basic	Entry	<i>Access and Equitable Opportunity</i>	Quality	Quality
<i>Instructional Program</i>	Basic/Entry	Entry	<i>Instructional Program</i>	Basic/Quality	Basic/Quality
<i>Staffing</i>	Basic	Entry	<i>Staffing</i>	Quality	Quality
<i>Facilities</i>	Basic	Entry	<i>Facilities</i>	Basic/Quality	Basic/Quality
<i>Equipment and Materials</i>	Entry	Entry	<i>Equipment and Materials</i>	Basic	Basic

<i>Teacher Professional Learning</i>	Entry	Entry	<i>Teacher Professional Learning</i>	Quality	Quality
<u>World Language (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)			
<i>Content and Course Offerings</i>	Emerging	Emerging			
<i>Communication</i>	Developing	Emerging			
<i>Real world learning and Global competence</i>	Emerging	Emerging			

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)	For 64 available spots in 6th grade, we had 66 students start the school year and 66 of these students came from Greenleaf as 5th graders. We have lost 2 students over the year due to them moving.	For 62 available spots, we filled all spots, and 61 came from Greenleaf, while one was a sibling of a Greenleaf student.	Suspension	0%	0.01%
ES Outreach Strategy Actions	Middle School Enrollment Parent Meetings for 5th grade families AND "Enrollment Stations" to support online enrollment.	Parent meetings for 5th grade families moving to Middle School. Enrollment stations for families Coordination with Citizen Schools after school program with outreach	Chronic Absence	5.1%	10%
Programs to support ES students transition to MS	Citizen Schools, Study Hall Program, Advisory, MS Culture and Behavior Plan, Camp Phoenix over the summer, MS Sports Program	Citizen Schools, Study Hall Program, Advisory, MS Culture and Behavior Plan, Camp Phoenix over the summer, MS Sports Program	CHKS data (District) or Culture/Climate survey	--	

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
<u>SSC mtg Agenda/Minutes</u>	March 10th , 3-4pm
<u>SSC sign-in sheet</u>	

Staff Engagement Meeting(s)

Staff Group	Date
Middle School Virtual Meeting 3/17 - AGENDA/MINUTES	March 17th, 1-2:30pm
Participants noted in agenda due to virtual meeting	

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		
<p>We have improved our rubric rating slightly 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. We also have a huge space constraint at our site in terms of a location for music class to happen. However, we are working to continue to expand the reach of our district allocated music teacher.</p> <p>Challenges: Due to the change in music from the district, from band and orchestra, we've focused our music teacher FTE in the lower grades. We also have a limitation of space.</p> <p>Our proposal is to hire a .4FTE music teacher for our 6th and 8th grade students. The music teacher would provide music during the enrichment time, whereas now students only have access to PE or Art. The rationale behind focusing on the 6th and 8th grade cohorts, is that they have struggled the most with culture building and they would benefit from additional arts enrichment and smaller class sizes. Since the music focus has been on lower grades this past year, this would help restore a music option to our Middle School students</p>		
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.
\$40,400	.4 FTE Music teacher (using average TCHR Cost in Site Handbook \$101,000)	<p><i>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</i></p> <p><i>Have MS Music classes more accessible and more frequent (approximate reach is about 120 students, or 2/3 of our middle school)</i></p>

2. Art Program

Programmatic Narrative Based on Rubric
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Our arts program has continue to grow in the past year, as we are now offering art to all of our Middle School students. We held one art showcase so far this year, as a chance for students to view and give praise to other student's work. We have even had our student's activist art work featured at SFO for a month as part of a rotating art exhibit.

We would like to continue to provide access to Arts opportunities for all of our middle school students by continuing to fund .1 FTE of our current art teacher to continue teaching Art Classes for Middle School grade-levels within her contract hours (instead of as extended contract as we did in the past). This would allow for the reach of the program to continue to reach all middle school students students. She is using more than 10% of her instructional minutes geared towards Middle School students, so .1 does not even represent the time she allocating to middle school students.

Additionally, in order to have successful Arts program for our middle school scholars we propose a portion of funds (around the suggested \$30 per student) for our art teacher to purchase art supplies for class as well as have the ability to organize Arts focused field trips. We would also like to bring on Visiting Teachers to the Middle School, including muralists, graphic artists, particularly artists of color.

We also want to expand our arts offerings to the performing arts and include a dance teacher, who we would contract out for 12 weeks to teach an elective dance class to our Middle School students. As we are a small Middle School and students don't have electives, including a dance teacher would provide a way for students to have some choice and increase belonging.

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.
\$9,626	.1 FTE for Elective Teacher (assuming her \$96,262 cost) to administer Middle School Art classes	<i>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</i> <i>Have MS Art classes more accessible and more frequent</i> <i>Support coordination of MS Art for all middle school grade-levels (6th-8th)</i> <i>At least one period per Grade-level Cohort on an A/B rotation each week</i>
\$6,698	Funds for Art Supplies and Arts Focused Field trips to support Middle School Arts Program (\$30 per student, for 177 students) + supplies	<i>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</i>
\$4,950	Visiting Artists, including muralists, graphic artists. Contract (6 weeks, 1 class per day, \$50 a class), three artists	<i>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</i> <i>Students gain relevant role models as artists</i>
\$9,000.00	Dance teacher (contracted) to provide performing arts instruction for students (12 weeks, 3 classes per day, \$50 per class)	177 students served <i>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</i>

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 prior bilingual early exit program. As we are working to become a full dual Language School K-8, we will be gradually moving towards sustaining and thriving ratings 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. Although, for our academic mentors, we would like for at least one to be bilingual in order to continue to lift up the importance of our Dual Language vision and bilingualism.

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		

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

At Greenleaf, the vast majority of our 6th graders attended Greenleaf in 5th grade as well. However, we want to make the transition to Middle School as successful as possible, and include activities that support the transition and community building for students. 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.

The past two years, 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.

Successes:

In the previous year, we used some of our Measure G1 funds to fund a Ropes Course for our 6th grade students, which took place at Berkeley. We were originally envisioning this to be a beginning of the year team building activity, but it ended up taking place later, in January. As we have had a greater challenge retaining 6th graders through 8th grade than retaining from 5th to 6th, this event provided a positive team building experience for our students. We would like to build on this success and plan for the ropes course early in the year as a bonding activity to prepare for Middle School.

Challenges

We were not able to hire for the academic mentor positions during the year to support the transition from elementary school to middle school. We initially hired two academic mentors, who later found more lucrative jobs and decided not to take the position in the end.

[This coming year, we would like to do the Ropes Course again, as it was a huge success with our 6th grade students. It is a great team building initiative and way for students to connect as Middle Schoolers, particularly with their 6th grade teachers and our after school program staff who works with 6th grade.](#)

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.
\$3,264	6th grade Ropes Course at Strawberry Canyon - \$50 per person + transportation	<i>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</i> <i>INCREASE of # of 6th grade students reporting that they feel part of their school community "All of the time" or "Most of the time" because they participate in a community and culture building activity</i>

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

In the past years as we've rolled out our Middle School programming, we've continued to build on our advisory structure to support students building a safe and positive culture. This past year, we purchased advisory curriculum, Developmental Designs, that we are beginning to explore to better meet the needs of our MS students in building community.

Successes:

- The 6th grade Ropes Course was a success. Almost all of the 62 students attended and reported a positive experience.
- More of our Middle School staff and Citizen Schools after school program staff has been trained with the Bay Area Wilderness Project, allowing them to rent camping gear for free

Challenges:

- Our 7th grade field trip to Redwood Glen was cancelled due to the concerns around COVID-19, so we were unable to have a key 7th grade bonding opportunity.
- We were unable to hire for the Academic Mentor positions

One of the highlights for students feeling part of the Greenleaf community has been being a part of one of the sports teams offered at Greenleaf. Our sports offerings have grown over the years to include basketball, volleyball, soccer, and track. In order to engage a wider range of students in sports activities and to experience being part of a team, we would like to begin an Intramural sports program on Friday afternoons. This would encourage a more diverse group of students into sports programs and thereby feeling included in the school environment.

Clubs are another way that we've been able to support students feeling included at Greenleaf. Not only are students able to find peers with similar interests, but it supports students in finding a trusted adult they can connect with and trust. This has been especially true this year when we had an influx of students into our 8th grade cohort from the Roots closure - clubs and sports have given many a way to concretely connect to the Greenleaf community, as well as with other adults that they trust.

Camping is another opportunity for our students to bond with the student community, as well as with adults they can trust in a less formal space than school. To support creating a positive school culture, we plan for 7th and 8th grade to go on camping trips this coming year. With 5 staff trained through BAWP, we can access gear for free.

Finally, field trips are a way that students connect with the school community and have a chance to learn about arts, music and build community. We want to ensure that our 7th and 8th grade students get a chance to participate in field trips that expand their horizons, make them feel that school is a chance to do interesting things, and build positive school culture.

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.
\$7,320	Clubs (GSA, BSU, Art Club, Student Council, Yearbook) - extended contract for club leaders and materials for supplies for each club (48.5 per hour) + \$200 per club for supplies	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

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

MS Meeting - March 17th- 2020

COLLABORATIVE NORMS	MEETING NORMS
<ul style="list-style-type: none"> ● Assume positive intent ● Stay student centered. ● Be hard on the problem easy on the people - ● Equity of voice 	<ul style="list-style-type: none"> ● Start on time, end on time ● Come prepared: ● Be an active and mindful participant- Joyce, Marika

- Walk through

Time	Topic	Notes								
5 min	Check in: How are you?	Melissa: Julian says Good they are doing good Angela: Feels good, a little cooped up Coats: Post office? OPEN - fedex etc., need to get out, but good Jeremy: doing well but hectic Marika: Great, a little nervous because sick at the tail end of school closing, feeling better, HIKING :) Maya: Worried about family, mom is a flight attendant Romy: Veronica: Feels much better, was a little scared last week Annika: Work from home routine, got chromebooks and packets out to people, thinking about how best to support you all and students Chris: Good, staying active, working on Spanish, putting together Instagram/Twitter/Tiktok accounts to connect with students. Mariah:like Maya worried about family								
2 min	Norms Check Timekeeper: Notekeeper: Romy	ROMY notes Marika - time								
20 min	MS Online Learning <ul style="list-style-type: none">- How is it going?- Support needed- Resources for others	<table><tr><td></td><td>How's it going?</td><td>Support Needed</td><td>Resources/helpful tips</td></tr><tr><td>Melissa</td><td>So far, no issues b/c all work for initial 2 wks sent on</td><td>Help reaching out to families about whether or not they can</td><td>You probably know most of these but just in case here is</td></tr></table>		How's it going?	Support Needed	Resources/helpful tips	Melissa	So far, no issues b/c all work for initial 2 wks sent on	Help reaching out to families about whether or not they can	You probably know most of these but just in case here is
	How's it going?	Support Needed	Resources/helpful tips							
Melissa	So far, no issues b/c all work for initial 2 wks sent on	Help reaching out to families about whether or not they can	You probably know most of these but just in case here is							

			<p>paper - Have gotten some student questions re: work that were able to be answered. Preparing for online learning if we are not able to return post 4/6 - Feeling very confident about being able to set up learning platform and resources. Have not yet gotten much feedback from kids about who has access and/or hardware needs</p>	<p>access computers/internet - Missing phone #s</p> <p>Maybe about 40% of folks responding</p> <p>Is there a way to get 6th graders set up with an email that they can access and check?</p>	<p>a list of resources shared by a former principal of free resources</p>
		Josh		Lori was going to support Josh	
		Jeremy	<p>At-Home Learning section set up on Google Classroom, expectation went out to kids to check M-F. Workbooks went out to students without internet access/device (informal survey conducted</p>	<p>Most students said they have internet access. So far, though, I've only seen somewhere between a third to a half of each class accessing and completing content on Khan Academy.</p>	

				Friday). Checked in with Lori on strategies to connect with kids, accountability, etc.		
			Marquel	<p>I've contacted parents in the morning with reminders of what work is and checking in about internet and tech access. At least 60% of students have the work and those that don't can get it off Google Classroom or emailed to them. I don't know how many access Google Classroom from home but slides can be emailed as well. I will let parents know to talkingpoints or email me if their child needs those sources. I hope to send out daily warm-up/check-ins (Google Form) to check Ss learning and to give feedback.</p>	<p>2-3 kids/students do not have talkingpoints</p> <p>Plan to email students to see who responds</p> <p>Support with contacting Spanish speaking families</p>	

			<p>Marika</p> <p>adjusting slides and providing a menu of text sets</p> <p>We cannot require kids or grade them for this work- how could we keep track of who's</p> <p>Internet access and tech access survey was done boy for 8th grade, not copied into other doc</p>	<p>kids with iep assessments/u pdates</p> <p>Collecting data about high schools from 8th or supporting them making decisions- are deadlines extended?</p>	<p>observation journals - reacting and responding to news articles (from Kate)</p>	
			Francis			
			Angela	<p>Ousd's art teachers are meeting daily while we are out specifically to share online learning resources & give peer training. Some schools in district had Hapara which can be used to monitor students when they use chromebooks but there is also a workspace similar to google classroom where</p>	<p>Just feel really behind getting things on google classroom. Also wish I had collaborated with homeroom teachers to get students into the classrooms. Maybe collaborate on talking points message re: art on google classroom to not inundate families w/messages?</p>	<p>About half of students got or made a sketchbook to take home. Remote Lesson Plans Hapara Tate Modern Kids</p>

				students can access resources/assignments. Now hapara suppose to be free to all in district.		
			Chris	I have been waiting to see what others were doing. For PE, I think we are going to do something different to start--Instagram & TikTok to try to directly connect and engage with students.	TBD. I have been in contact with Joyce, Corona Ms. Ashley,, and Marcella our OUSD PE coordinator.	https://docs.google.com/presentation/d/1xgo3Nx mz5qw0vWoLbXIAOtorhZJ4xy12Jp5el3NYYlo/edit?ts=5e6e80ba#slide=id.p
			Veronica (CS)	Just finished planning with Maria and the regional manager . We have a solid plan on what the next two weeks will look like for the regional, CD's and TF's.	Constant communication with my regional manager, Maria, and with Greenleaf Admin when necessary.	Keep a certain window of time when you plan to work and stick to it!
			Inventory of Access Wellness Check (OEA) GREENLEAF AT HOME LEARNING PAGE <ul style="list-style-type: none"> This will go live tomorrow from the district page, please update with anything you want! <p>Grade Level and Department PLC times?</p> <ul style="list-style-type: none"> 6th: 7th: 8th: Humanities: 			

		<ul style="list-style-type: none"> - Math: - Science: 															
30 min	<p><u>Measure G1 Planning 20/21</u></p> <ul style="list-style-type: none"> - What is already allocated: - .1 for MS Art <p>What was allocated in the past?</p> <ul style="list-style-type: none"> - Academic Mentors for culture/RJ support - Extended contract for field trips/camping trips - Fees for camping - Extended contract for clubs - dance, hip hop spoken word, talent show 	<p><u>KEY GOALS</u></p> <ul style="list-style-type: none"> • 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. <table border="1"> <thead> <tr> <th><u>Idea</u></th><th><u>Cost</u></th><th><u>Needs</u></th></tr> </thead> <tbody> <tr> <td>Music teacher allocation (FTE) or cantare - since right now music is possibly just going to be elementary allocation</td><td></td><td></td></tr> <tr> <td>visiting artists for student retention?</td><td></td><td>retention is especially critical for black Arab American Asian America. And Pacific Islander families - how do we use the arts to center these families?</td></tr> <tr> <td>Extended contract for teachers for field trip planning (specifically arts integrated)</td><td></td><td></td></tr> <tr> <td>Dance teacher/lesson</td><td>TBD: My guess, \$250-300 per day which will cover instructor cost, transportation, other possible costs.</td><td>It could be a 5-10 week elective program. From a company - liability</td></tr> </tbody> </table> <p><u>From G1 meeting earlier this year:</u> <u>Brainstorm of ideas:</u></p> <ul style="list-style-type: none"> • *** 11/4 deadline for Bay Area Childrens Theatre (disney musicals in school), \$1500 (Francis) • ***** Makerspace in the library + staffing for it (ltraining) <ul style="list-style-type: none"> • visiting artists!! stipends? • Maya help with setup • ACOE STEM Department 	<u>Idea</u>	<u>Cost</u>	<u>Needs</u>	Music teacher allocation (FTE) or cantare - since right now music is possibly just going to be elementary allocation			visiting artists for student retention?		retention is especially critical for black Arab American Asian America. And Pacific Islander families - how do we use the arts to center these families?	Extended contract for teachers for field trip planning (specifically arts integrated)			Dance teacher/lesson	TBD: My guess, \$250-300 per day which will cover instructor cost, transportation, other possible costs.	It could be a 5-10 week elective program. From a company - liability
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		<ul style="list-style-type: none"> • <u>*Visiting authors</u> • <u>***Full set of athletics uniforms and equipment !!</u> • <u>Prescott Theatre</u> • <u>****Drama/Theater - with possible set building/costume design side focus</u> • <u>*****Clubs -- give clubs starting \$ for projects, etc. (50? 100?). stipend for leader and \$ for projects, club t-shirts</u> <ul style="list-style-type: none"> • <u>GSA - Mariah(gets a stipend-\$500 for snacks)</u> • <u>LOL - Mariah</u> • <u>BSU - Marquel, Veronica</u> • <u>Student Council</u> • <u>Peer RJ (Elijah)</u> • <u>Arts & Crafts? (Parent idea)</u> • <u>Drama club (Parent idea)</u> • <u>Filmmaking</u> • <u>Yearbook, Maya</u> • <u>Book Clubs!!!</u> • <u>**Art during fun friday</u> • <u>T-shirt design/supplies for Cricut</u> <ul style="list-style-type: none"> • <u>\$40 for Saturday class to learn how to use it (teacher training)</u> • <u>vinyl, shirts, tote bags for clubs/groups</u> • <u>***Musical Instruments for use every year (Drums?)</u> <ul style="list-style-type: none"> • <u>piano maintenance/tuning</u> <p><u>Some ideas that have been floated for next year already include:</u></p> <ul style="list-style-type: none"> - Extended contract for clubs -extended - Extended contract for Art Fun Friday - Angela - Extended contract for Friday Intramural sports league- Chris - Funds for camping trips - Marika - Arts field trips - Funds for art supplies - Angela <p><u>Next steps:</u></p> <ul style="list-style-type: none"> • Help determine the cost of projected ideas • Sending a survey for weighing <ul style="list-style-type: none"> ○ Money for field trips bucket? If more specific, please add in the survey. ○ <p><u>Survey</u></p>
	Closing and Next Steps	

Greenleaf TK-8 MINUTES

SSC Meeting - *Junta del Concilio Escolar (SSC)*

March 5th, Tuesday 2020 - martes, *marzo 5th de 3:00 pm - 4:00 pm*

1. Welcome Roll Call and Establish Quorum (5 min)

Bienvenida / Asistencia y Establecer Quórum

We welcomed everyone to the meeting, did roll call and established our Quorum.

Total present: 3 teachers, 2 staff members and 4 parents:

Romy Trigg-Smith, Principal (Staff)

Chelita Reed, (Staff)

Hugo Lawton (Teacher)

Caitlin Monson (Teacher)

Kate Keith (Teacher)

Janeth Lara (Parent)

Alejandra Gonzalez (Parent)

Carmen Lopez (Parent)

Santos Ramirez (Parent)

2. Reading and approval of minutes (5 min.)

Aprobación de Minutas

Ms. Trigg-Smith read the minutes from the last SSC meeting and lifted up for approval of the minutes:

Motioned to approve: Janeth

Seconded by: Ms Keith

Unanimous vote by all to approve the minutes.

3. Review the 2020-2021 SPSA Priorities/Big Rocks and Aligned Budget (20 min.)

Reviso las prioridades de 2020-2021 SPSA / Rocas Grandes de SPSA 2020-2021 y Revisar el presupuesto actual para 2020-2021

- **Language and literacy - Using research based practices to inform literacy instruction across Tk-8 in tier 1 whole group instruction, tier 2 small group instruction, and tier 3 intervention spaces.*
- **Standards based instruction - Be critical consumers of curriculum and responsive to student needs in order to ensure that we are creating tasks that are standards-aligned, rigorous, and culturallay relevant, according to common core shifts.*

- **Conditions for student learning - Develop strong learning spaces to build SEL skills in students and understanding of Restorative Justice practices.*
- **Conditions for adult learning - Strengthen the Professional Learning cycles by clear backwards planning and incorporation of teacher voice/leadership.*
- **Conditions for Language learner development - Teachers implementing explicit language development strategies in designated and integrated spaces to support both Spanish Language learners and English Language learners.*

Next we reviewed the 2020-2021 SPSA Priorities and Ms. Trigg-Smith shared that we would review the whole site budget and then VOTE on the usage of the Title I, Title 4, Parent Title I funds for the 20-21 school year.

Ms. Trigg-Smith shared some context around allocations for this year. Reductions in Discretionary but an additional block grant (**CSI Grant**). We have received an additional 220k in funds to improve performance in ELA/MATH SBAC and also

25 Core teachers

3 enrichment teachers

We have been approved for an additional 200k from salesforce

4. Approve the Usage of Title 1 and Title IV Funds (20 min.)

Aprobar el uso del Título 1 y Titulo IV Fondo

Title I Approvals

TSA-Literacy Coach 3-8 - Fund fully through title I to support teachers making instructional improvements

TSA-Literacy Interventionist 4-8 fund as much FTE as possible of literacy interventionist to provide small group literacy intervention to students

Motioned moved by Ms. monson for the above info

Seconded by: Janeth

Voted all in favor, all raised hands

Title IV Approvals

Suggest the same funding as this year to support additional hours for literacy/language intervention for our Kinder-2nd graders by funding Literacy interventionists Overtime 13, 925.00

Motioned moved by: Mr. Lawton

Seconded By: Alejandra seconded it

Voted all in favor, all raised hands

Parent Title I Funds

Voting for computers for next year and the rest of the money for this year to use for chromebooks for next year.

Motioned: Ms. Carmen

Seconded: Mr. Lawton

Voted all in favor, all raised hands

Next years funds 4,456.00 going towards chromebooks

5. Measure G1 areas for funding and proposals

Medir áreas G1 para financiación y propuestas

Reminded committee of the focus of Measure G1 and our ratings.

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

Discussed ratings in the domains of the grant: world languages, music, art, safe & positive culture, and 6th grade retention/supportive transition.

Shared what we have previously funded using Measure G1 funding over the past years and why.

Asked parents and staff for input for next years (20-21) funding:

- Continue with Art funding
- More sports opportunities for students
- More field trips
- More club opportunities for students

6. Public Input/Announcements (5 min.)

Anuncios públicos de entrada / Noticias (5 min.)



School Site Council (SSC) Meeting

Sign-In Sheet

Meeting Date:

Elected SSC Members	Category	Signature
1. Ronny Trigg Ronny Trigg	Principal	Ronny Trigg
2. Kaitlin M. Keith Hugo Lawton (Hugo Lawton)	Teacher	Hugo Lawton
3. Kaitlin M. Keith	Teacher	K.M. Keith
4. Caitlin Munson	Teacher	Caitlin Munson
5. Chelita Reed	Classified Staff	Chelita Reed
6. Janeth Lara	Community Member/Parent	
7.	Community Member/Parent	Janeth Lara
8. Alexandra Gylis	Community Member/Parent	Alexandra Gonzalez
9. Carmen Lopez	Community Member/Parent	Carmen Lopez
10. Santos M Ramirez	Community Member/Parent	Santos M R
11.	Alternate	
12.	Alternate	

*Note: SSC must have a quorum (51%) to vote on agenda items. Alternates are not voting members, and do not count towards quorum.

School Site Council (SSC) Meeting

Sign-In Sheet



School:	Greenleaf TK-8	Principal	Romy Trigg-Smith
School Address	6328 East 17th Street Oakland, CA 94621	Principal Email:	romy.trigg-smith@ousd.org
School Phone	510-636-1400	Grant Amount	\$76,998
2018-19 LCFF Enrollment (6-8)	167		

- Grant allocation is based on 2018-19 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

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

1. Music Program (PRELOADED)

Programmatic Narrative Based on Rubric		
<p>We have improved our rubric rating slightly 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. We also have a huge space constraint at our site in terms of a location for music class to happen. However, we are working to continue to expand the reach of our district allocated music teacher. Successes: • Our band program has expanded from 4th & 5th grades to now include 6th and 7th grade. We have had multiple concerts for our school that have featured middle school students. • Fillmore met with our team again this Fall and shared ideas for expanding our District Funded music resources into 8th grade next year. Challenges: • We lost the ability to have Mr. Godfrey conduct Hip Hop/Spoken Word Club. • Our after school music club offerings have not launched due to staffing constraints, but we hope will start before Spring Break.</p> <p>Based on these learnings, we would like to continue providing music opportunities to our students through extended contract for teachers onsite to provide music clubs. However, we need to secure commitment from a potential club leader prior to launching the year. 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/7th, and hope to continue that expansion to 8th grade. We still intend to provide field trip opportunities for exposure to the Arts.</p>		
Budget	2019-20 Activities	Anticipated Outcome
\$1415 (About 1 hour per wk *38 weeks including benefits)	Extended Contract Funds to Continue Music Clubs by paying community members to hold these after school • Funds for at least 1 hour music club per week	• Have 100% of students who express a strong interest in music able to participate in a music opportunity • 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 <ul style="list-style-type: none"> • Offering of afterschool Glee/Theatre Club, Hip Hop Spoken Word or other Music Club
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Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes

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

We are still actively recruiting staff to lead this club. We hope that we can launch classes in the near future if we can find a staff member to lead the club.

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric

Last year, we had our elementary art teacher support the coordination of MS Art Honors as a supplemental offering to their enrichment opportunities using extended contract. However, there was definitely still an access and equity issue with this model. Therefore we worked hard to embed an Arts Class for Middle School scholars as part of their schedule. This year, we are proud to have expanded even more consistent opportunities for Middle School scholars to have access to art.

Successes:

- ALL Middle Schoolers engage in Art classes

We would like to continue to provide access to Arts opportunities for all of our middle school students by continuing to fund .1 FTE of our current art teacher to continue teaching Art Classes for Middle School grade-levels within her contract hours (instead of as extended contract as we did in the past). This would allow for the reach of the program to continue to reach all middle school students. She is using more than 10% of her instructional minutes geared towards Middle School students, so .1 does not even represent the time she allocating to middle school students. Additionally, in order to have successful Arts program for our middle school scholars we propose a portion of funds (around the suggested \$15 per student) for our art teacher to purchase art supplies for class as well as have the ability to organize Arts focused field trips.

Budget	2019-20 Activities	Anticipated Outcome
\$8,616	.1 FTE for Elective Teacher (assuming her \$86,162 cost) to administer Middle School Art classes	<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 • Have MS Art classes more

		accessible and more frequent <ul style="list-style-type: none"> • Have additional students able to participate in MS Advanced Art classes • Support coordination of MS Art for all middle school grade-levels (6th-8th) • At least one period per Grade-level Cohort on an A/B rotation each week
\$3,959	Funds for Art Supplies and Arts Focused Field trips to support Middle School Arts Program	<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

Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes

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

Our art teacher is reaching all of our middle school students with enrichment classes. And we are achieving our outcomes of:

- Have MS Art classes more accessible and more frequent
- Support coordination of MS Art for all middle school grade-levels (6th-8th)
- At least one period per Grade-level Cohort on an A/B rotation each week

Our art teacher will be using the supply funds to support art class and Fun Friday art club in the near future. Our 6th and 8th grade classes also have a field trip planned to the Soul of the Nation show at the DeYoung museum.

3. World Language Program (PRELOADED)

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 prior bilingual early exit program. As we are working to become a full dual Language School K-8, we will be gradually moving towards sustaining and thriving ratings 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. Although, for our academic mentors, we would like for at least one to be bilingual in order to continue to lift up the importance of our Dual Language vision and bilingualism.

Budget	2019-20 Activities	Anticipated Outcome

Mid-Year Reflection: World Language Program

Narrative: Progress Towards Anticipated Outcomes

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

We have not been able to hire a bilingual academic mentor.

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

Programmatic Narrative Based on Data Analysis

Successes:

- With our partner, Citizen Schools, we had a bridge event at the end of last year at Lake Merritt to build

community and support investment in our school and retention. It represented a new event for families and students to help the transition to middle school and build culture at Greenleaf.

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. This year, for the first year while concertedly working on retention, we had 100% of our 6th grade spots filled by Greenleaf scholars. This is a huge accomplishment and we believe a testament to our work on building a strong community.

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.

Last 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, peer mentoring, and clubs/internships to support the transitions of 5th graders to Middle School. However, we would also like to expand this work, especially with our peer mentoring program. If we can find an additional Academic Mentor, and train this person in Restorative Practices, then our peer mentoring program and 6th grade support could be more robust.

Additionally, during feedback sessions from our Staff and Parents, there was an overwhelming desire to support the transition of students into Middle School and this developmental stage. Parents were expressing concern that as student move towards adolescence they experience bullying but are less likely to share with parents. Parents expressed a want for additional trusted adults to confide in and support students.

Therefore, we propose having one of the Academic Mentors supporting our advisory and 1:1 or group circles with students.

Budget	2019-20 Activities	Anticipated Outcome
See below	Three Academic Mentors to continue work on Middle School Culture, RJ Support, Advisory, Social Groups, and Peer mentoring program <ul style="list-style-type: none"> • Conduct Advisory sessions for Middle School • Conduct social skills groups • Support with Middle School culture development 	<ul style="list-style-type: none"> • 100% of our 6th grade spots will be filled with Greenleaf scholars • Increase 6th grade student self-reported satisfaction on the CHKS survey • Decrease # of referrals of current

	<ul style="list-style-type: none"> • Middle School student support including behavior contract development and monitoring, Check In and Check out • Coordinating/Supporting mentoring and peer mediation programs through Middle School Internship/Club structures • Coordinating Restorative reflection processes during In-School Suspensions • Tracking and reflecting on Culture and Attendance data from RJ survey, CHKS, and Aries • Support MS sports program to support strong culture and reinforce Principles (Pride, Responsibility, Being a Teamplayer) 	cohort as they move into 6th grade
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Mid-Year Reflection: 5th to 6th Grade Enrollment Retention

Narrative: Progress Towards Anticipated Outcomes

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

We have not been able to hire an academic mentor for this school year. We had only a handful of candidates apply and couldn't find a good fit.

5. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis

Successes:

- Academic Mentors lead a small groups that supports social skills
- Academic Mentors provide 1:1 check-ins with students who are struggling or need additional connection with an adult
- Academic Mentors are supporting a space for Peer Mentors/Mediators to develop
- Academic Mentors are facilitating restorative conversations

Challenges:

- Wish that we could have more hours on site with Academic Mentors, but 20 hours is Max under classified position

- Academic Mentors require additional training and support to further develop skills

According to the dashboard, we have reduced our middle school suspensions and referrals. Additionally, we are currently seeing an increase in positive responses from our middle school scholars on our internal "Culture/RJ" survey for questions like "I feel a part of the Greenleaf team" or "I have a trusted adult on campus" (We have not had 18-19 CHKS results as we are in the process of administering the survey). We are encouraged by improving metrics, but we still believe we have a lot of growth to be made in our culture in our Middle School as we are only graduating our fifth 8th grade class this year and are still defining our middle school culture.

We have had great success this year with our Academic Mentors providing critical culture support for our Middle Schoolers. These two adults have led small groups, supported Middle School internships, held 1:1 check-ins with students and provided support for our restorative justice work. Additionally, these two academic mentors have provided support for developing our peer mediation/mentoring programs, referral and in-school suspension reflections and stronger systems for student behavioral support plans in Middle School.

As we consider deepening the work of our advisory and our peer mentoring systems, we know that we need additional hours and capacity. Therefore, we would like this year to bring into the community three Academic Mentors so that one can spend more time solidifying and supporting the Peer Mentoring/Mediation program, while the other two support Advisory and RJ/small social groups.

As we well know, building community and relationships in our schools is vital to the support of our students. We hope to find Academic Mentors, with comparable capacity to the ones we have this year, to continue the strong culture and Restorative Justice work needed to support our Middle School scholars. As we wanted to increase the hours of support from our Academic Mentor, but there is a cap of 20 hours per week for each mentor, we decided to put funds towards an additional Academic Mentor to deepen our culture work.

Budget	2019-20 Activities	Anticipated Outcome
\$46,200	<p>Three Academic Mentors to continue work on Middle School Culture, RJ Support, Advisory, Social Groups, and Peer mentoring program</p> <ul style="list-style-type: none"> • Conduct Advisory sessions for Middle School <ul style="list-style-type: none"> ○ Conduct social skills groups ○ Continue Friendship group • Support with Middle School culture development • Middle School student support including behavior contract development and monitoring, Check In and Check out • Coordinating/Supporting mentoring and peer mediation programs through Middle School Internship/Club structures • Coordinating Restorative reflection processes during In-School Suspensions • Tracking and reflecting on Culture and Attendance data from RJ survey, CHKS, and Aries • Support 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 • INCREASE # of students reporting that they feel part of their school community "All of the time" or "Most of the time" because they have space with a trusted adult to connect and build SEL skills • We will decrease both our Chronic Absence rate and suspension rates for middle schoolers
\$2,600	<p>Restorative Justice Education - Online Professional Development for Four Train-the-trainers (RJ Coordinator and 3 Academic Mentors)</p> <ul style="list-style-type: none"> • 4 courses x \$650 per course 	<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 because we will have strong support staff on campus with RJ training
\$512	<p>Advisory Curriculum "Developmental Designs" to support Middle School teachers conduct advisory</p> <ul style="list-style-type: none"> • \$32 per set (Advisory Book & Advisory Book Study Guide) x 16 staff 	<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 • INCREASE # of students reporting that they feel part of their school

		community "All of the time" or "Most of the time" because they have space with a trusted adult to connect and build SEL skills
\$3,264	6th Grade Ropes Course @ Retreat Strawberry Canyon w/ Cal Adventures, UC Berkeley <ul style="list-style-type: none"> Approximately \$50 per participant 	<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 INCREASE of # of 6th grade students reporting that they feel part of their school community "All of the time" or "Most of the time" because they participate in a community and culture building activity
\$7,472	Fee for 64 7th grade students and 8 adults to attend Overnight Camping trip at Redwood Glen <ul style="list-style-type: none"> \$76 per person, 1 night with 3 meals Bus cost approximately \$2000 	<ul style="list-style-type: none"> INCREASE of # of 7th grade students reporting that they feel part of their school community "All of the time" or "Most of the time" because they participate in a community and culture building activity
\$2960 (10 hours for 8 staff including benefits)	Extended contract for staff to support overnight 7th grade Camping trip at Redwood Glen	<ul style="list-style-type: none"> INCREASE of # of 7th grade students reporting that they feel part of their school community "All of the time" or "Most of the time" because they participate in a community and culture building activity

Mid-Year Reflection: Safe and Positive School Culture

Narrative: Progress Towards Anticipated Outcomes

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

As mentioned, we have not been able to hire an academic mentor for this school year. We had only a handful of candidates apply and couldn't find a good fit.

Our 6th graders had an amazing time developing community and trust at the Ropes Course trip the last week of January. We will be looking at culture/connectedness data from our internal RJ/Culture survey at the end of the year.

We are planning for our camping trip with 7th grade for March.

We have purchased the Developmental Designs curriculum, but have yet to receive the books yet as we had to wait for the company to be created as a vendor.

We have yet to have staff complete the RJ training online.

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Please submit your 2019-20 Measure G1 Mid-year Self Reflection Form to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).