



## Measure G1 Carryover Justification Form

**Due Date: November 2, 2020**

**REVISED: December 8, 2020**

School:	Greenleaf TK-8	Contact/Principal	Annika Rudback
School Address:	6328 East 17th Street Oakland, CA 94621	Principal Email	annika.rudback@ousd.org
		School Phone:	510-636-1400

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

2019-20 Measure G1 Allocation	\$76,998.00
2018-19 Carryover Allocation	\$10,988.20
2019-20 Measure G1 Dollars Spent	\$1,335.67
Total 2018-19 & 2019-20 Carryover Amount	<b>\$86,650.33</b>

### **Carryover Justification and Narrative**

In the following section, please explain how you plan to use the Measure G1 carryover funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.

#### **Music**

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 were not able to hire a .4 FTE music teacher this year after searching for a few months. However, our elementary music teacher has now agreed to begin teaching **2 enrichment music classes on Wednesdays** to support our students having access to music during Distance Learning, as well as additional choice in extracurricular activities. In order to teach these two classes, we will need instruments (midi keyboards and bucket drums) to send home with students who are participating in the class. We will be using the district subscription to SoundTrap for students to learn how to create and mix music online, providing them with many digital engineering skills.

We would also like to invest in the instruments we have on campus for our Middle School music program. In the past year, our elementary teacher has been gathering instruments for our younger students, but we would like to have additional options for our Middle Schoolers, including keyboards, ORFF instruments and a range of percussion instruments. We have an exciting opportunity to connect with an artisan in Guatemala who will create hand instruments for students. As we have a growing newcomer population, largely from Guatemala, this will be an exciting opportunity to connect culture to school through music. To ensure that we're able to maintain the instruments over time, we would also like to invest in storage for the instruments.

<b>Budget</b>	<b>Description of 2020-21 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> (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 groups.
\$21,000	Purchase of <b>instruments</b> including midi keyboards, drums, ukuleles, ORFF instruments. Hand made Guatemalan instruments as well as videos of how the instruments are made. Storage for instruments	<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>

## Art

We have strengthened our MS art program over the years, and all MS students now have access to art classes during the year. Our next steps are supporting integration of art into our humanities classes, as well as providing our Middle School students with art materials to take home during Distance Learning.

Student engagement during DL has been a challenge for Middle School in particular. In order to increase engagement and joy of learning in our classes, we are planning to **increase integration of art**. Our Humanities team is eager to partner with our Art teacher to integrate with the Engage curriculum to bring to life the topics that are being discussed in literature and history. In order to do so, we will need materials, as well as **extended contract time** for collaboration.

In addition, we will provide supplies to students to be able to do **art projects at home** for their regularly scheduled art classes. This requires more supplies that might be needed in the classroom because students will need access to some of the supplies that are often shared.

<b>Budget</b>	<b>Description of 2020-21 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> (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 groups.
\$7,760	<b>Extended Contract</b> time for art teacher and humanities teachers to plan integrated projects  4 people X 30 hours X 48.50	Increase of students with access to art  # of students impacted: 184

\$16,191.00	<b>Art Supplies for Distance Learning</b>  to send home to students, including arts integration supplies, as well as supplies for art class + editing / animation software costs for student	Increase in number of students with access to art during Distance Learning  # of students impacted 184
-------------	--	--

## Retention

At Greenleaf, our students are participating in distance learning as per the current requirements within OUSD. Though challenging, this new norm offers various opportunities for students to participate in online platforms that diversify the normal offerings of regular in-person classes. To **keep interest high and retain our students across middle school grades we are increasing our programming to include aspects that cultivate choice, broaden electives and incorporate our families** in new and creative ways. We initiated the listening campaign in August in which surveyed teachers, parents and families across middle school campus as to their experiences and needs. Based on the responses we intend to have a series of equity training for teachers on campus. Additionally we are **targeting increased supports for our African American families** that historically leave at some point during middle school years.

In addition to the above, we plan to begin providing monthly meetings for our African American families that increase parent voice and provide a platform to discuss and solve important issues that impact African American students at Greenleaf. Our focus is to engage our African American families in a way that feels authentic, useful and culturally relevant to them. Cooking has long been a way of building community and relationship in African American culture. Nikki Giovanni, stated that “historically the enslaved woman would wake up before dawn and put a pot on and cook the food all day.” “Upon returning from working in the field there would be food that is warm that she prepared.” This sentiment around food and family is another way we believe will assist us in actualizing our goal of **building community and retaining our African American families**. COVID has taken away the ability for family and friends to gather in person. In bringing families together in a safe way through an online cooking series that focuses on recipes from African American cuisine we hope to build community even in distance that supports **retention of our African American students**, builds and families at Greenleaf.

We are also offering morning dance/yoga classes that students and parents can participate in together as well as offering foreign language classes through both live instruction and online platform subscriptions for students on Wednesdays.

We are supporting retention from 5th to 6th grade by holding community and parent engagement events online, providing enrollment and options informationals for 5th grade students. Informationals and online zoom events will share our middle school programming and the advantages of Greenleaf’s community and academic programs.

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. This year though we are in distance learning we still expect to see a full roster of students that intend to move from 5th to 6th grade with us. We believe that continued support and more innovative socially distant community-building efforts should continue during the transition from 5th to 6th grade. In doing so we hope to see a stronger sense of culture and belonging in our Middle School.

Budget	Description of 2020-21 Proposed Expenditures	<b>Anticipated Student Outcome</b> (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 groups.
\$6000.00	<p><b>Cooking Series Student/Parent Workshops</b>  <b>Cooking Kit</b></p> <p>Series of six cooking classes (10 families X 40 each class) , chef (\$2500.00) focusing on american/southern cuisine = (10 families X (\$100.00) one time cost for cooking kit/utensils bag.</p> <p>Series of 6 classes</p>	<p>Increase of students who feel that Greenleaf Middle School is a Safe and Positive environment.</p> <p>Up to 20 students served, with a focus on our African American MS students</p>
\$6637.00	<p><b>African American family outreach and support</b></p> <p>The outreach coordinator will work weekly to engage our African American families and support awareness and participation in school activities.</p> <p>This will also support a team of 3 teachers who coordinate and run the AA family nights for the year, which would occur monthly.</p> <p>Consultant Coordinator: \$50/hr 3 hours a week for 20 weeks starting in January 2021</p> <p>Support Team:  3 teachers x 25 x \$48.50 = \$3637.00</p>	<p>SIcrease of students who feel that Greenleaf Middle School is a Safe and Positive environment.</p> <p>Students reached: 25</p>
\$4000.00	<p><b>Morning Dance</b></p> <p>AfroFusion/Zumba/Yoga on Zoom for students and families.</p> <p>Costs include:</p> <ul style="list-style-type: none"> <li>- For yoga/dance class teacher (2000)</li> <li>15x30 for yoga mats (550) for end of the year showcase and (1000) editing</li> </ul>	<p>Increased # of students with access to performing arts.</p> <p>Students reached: 50</p>

\$7000.00	<p align="center"><b>Language Program</b></p> <p>\$175 per class per week 2 classes provided on Wednesdays for up to 50 students. Allotment is for 2 teachers from January-May 2021 which includes planning time and delivery of content through conferencing platforms zoom or hangouts. This also includes async and sync time with language offerings and are based on interest. Offerings include 2 of the 3 options, German, Arabic or Spanish.</p>	<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 align="center"><i>Students reached: 50</i></p>
-----------	--	---

## Safe and Positive School Culture

### Service Projects/Speaker series

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 an advisory curriculum, Developmental Designs, that we are beginning to explore to better meet the needs of our MS students in building community. In addition to this we intend to incorporate a speaker series that promotes activism and encourages student voice and participation.

Some plans include to offer courses, **workshops and seminars** in which speakers would lecture on, activism, mental health, life skills, financial awareness/planning for youth and families, digital citizenship and social media responsibility as well as tobacco/drug awareness.

In addition to speakers we want to provide students with ways to be active and learn about various issues that are impacting our country and world today. In doing so we hope to cultivate voice around environmental activism, no your rights and BLM movements. Which are just a few movements that students would study and learn about through these series. We want to educate our young people to elevate their voices and speak out in safe and positive ways.

Budget	Description of 2020-21 Proposed Expenditures	<p align="center"><b>Anticipated Student Outcome</b></p> <p>(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 groups.</p>
\$5000.00	<p><b>Speaker Series</b></p> <p>It will include workshops for parents/students that include Social Media Responsibility, Financial Awareness, Life Skills, Mental Health and Wellness</p> <p>Stipends for speakers</p>	<p align="center">Increased number of students who feel they are a part of the school community.</p> <p># of students impacted: 50</p>
\$7000.00	<p><b>Service Learning and Activism Elective</b></p> <p>Lesson planning that works with teachers, incorporates speakers, engages/includes</p>	<p align="center"><i>Increased number of students saying they have a positive and safe learning environment</i></p>

	<p>community organizations, local government to educate students.</p> <p>\$2500.00 for coordination and work with teachers</p> <p>\$500.00 stipend for 4 teachers to work with coordinator and incorporate activism lessons to increase student leadership and voice between January-May 2021</p> <p>Additional materials kit for this work includes poster boards, markers, labels, stickers, glitter, glue and paint.(\$2,500)</p>	# of students: 60
\$6,062	<p><b>Coordination of Wednesday advisory / electives</b></p> <p>2 lead coordinators x 25 hours each extended contract (1 administrator, 1 teacher) (\$2424)</p> <p>5 teachers x 15 hours planning time X 48.50 <b>(\$3637.50)</b></p>	<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>

All budget items should total up to the total carry-over grant amount.

**Summary of Proposed Use of Carryover for 2019-20**

2019-20 Proposed Carryover Expenditures from <i>Budget Justification and Narrative Section</i>		Budget Amount
<b>1</b>	Music Instruments	\$21000.00
<b>2</b>	Extended Contract for Arts Integration	\$7760.00
<b>3</b>	Art Supplies for Distance Learning	\$16191.33
<b>4</b>	Cooking Series Student/Parent Workshops/Cooking Kit	\$6000.00
<b>5</b>	African American family outreach support	\$6637.00
<b>6</b>	Morning Dance	\$4000.00
<b>7</b>	Language Program	\$7000.00
<b>8</b>	Speaker Series	\$5000.00
<b>9</b>	Service learning and activism elective	\$7000.00
<b>10</b>	Coordination of Weds Advisory/Electives extended contract	\$6062.00
	Total	<b>\$86,650.33</b>

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

Our Measure G1 monies were not all spent for a few reasons. Primarily, a few field trips were cancelled due to COVID, and an art supply order that we had loaded was not ordered due to the halt on ordering. Some of the funding may have inadvertently been paid out of another bucket of funds, such as the art teacher. We also had the academic mentor positions open for months and were not able to fill the positions.

***Please submit your 2019-20 Measure G1 Carryover Justification Form to Cliff Hong ([clifford.hong@ousd.org](mailto:clifford.hong@ousd.org)) and Karen Lozano ([karen.lozano@ousd.org](mailto:karen.lozano@ousd.org)).***