



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

<b>2021-22 Measure G1</b>
<b>Grant Application</b>
<b>Due: March 26, 2021</b>

<b>School</b>	La Escuelita	<b>Contact</b>	Faris Jabbar
<b>School Address</b>	1050 2nd Avenue Oakland, CA 94606	<b>Contact Email</b>	faris.jabbar@ousd.org
<b>Principal</b>	Faris Jabbar	<b>Principal Email</b>	faris.jabbar@ousd.org
<b>School Phone</b>	510-874-7762	<b>Recommended Grant Amount*</b>	<b>\$44,286.00</b>
<b>2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)</b>	<b>97</b>	<b>2020-21 LCFF Enrollment</b>	<b>90</b>

\*Allocation 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 2020-21**

2020-21 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
<b>1</b>	Photography 1 / KDOL Partnership	\$10,000.00
<b>2</b>	Photography 2 Sound Video / KDOL Partnership	\$10,000.00
<b>3</b>	MOCHA Art Classes	\$23,585.00
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$43,585.00</b>

**Summary of Proposed Expenditures for 2021-22 (listed in order of priority)**

2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
<b>1</b>	Photography 1 / KDOL Partnership - 2 sections	\$24,286.00
<b>2</b>	MOCHA Art Classes - 2 sessions?	\$20,000.00
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$44,286.00</b>

School Demographics		Student Body Ethnic Composition	
Male	51%	Asian/Pacific Islander	<23%
Female	49%	Latinx	54%
% LCFF	90.7%	Black or African-American	15%
% SPED RSP	5.1%	White	4%
% SPED Mild-Moderate	1.7%	Indigenous or Native American	<1%
% English Learners	45.6%	Multiracial	2%
% Oakland Residents	98%		

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	School Role
Faris Jabbar	Principal
Olivia Wong	TSA
Bob Creek	Teacher
Jazmine Fortes	Teacher
Jennifer Brouhard	Teacher

**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><b>Music (Rubric)</b></u>	<b>2019-20 (last yr)</b>	<b>2020-21 (this yr)</b>	<u><b>Art (Visual Arts, Theater, and Dance)</b></u>	<b>2019-20 (last yr)</b>	<b>2020-21 (this yr)</b>
<b>Access and Equitable Opportunity</b>	Proficient	Proficient	<b>Access and Equitable Opportunity</b>	Proficient	Proficient
<b>Instructional Program</b>	Proficient	Proficient	<b>Instructional Program</b>	Proficient	Proficient
<b>Staffing</b>	Proficient	Proficient	<b>Staffing</b>	Proficient	Proficient
<b>Facilities</b>	Proficient	Proficient	<b>Facilities</b>	Proficient	Proficient
<b>Equipment and Materials</b>	Proficient	Proficient	<b>Equipment and Materials</b>	Proficient	Proficient
<b>Teacher Professional Learning</b>	Proficient	Proficient	<b>Teacher Professional Learning</b>	Proficient	Proficient
<u><b>World Language (Rubric)</b></u>	<b>2019-20 (last yr)</b>	<b>2020-21 (this yr)</b>			
<b>Content and Course Offerings</b>	Emerging	Emerging			
<b>Communication</b>	Emerging	Emerging			
<b>Real world learning and Global competence</b>	Emerging	Emerging			

**Measure G1 Data Analysis**

<b>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment )</b>	<b>2019-20 (last yr)</b>	<b>2020-21 (this yr)</b>	<b>Safe and Positive School Culture (SPSA)</b>	<b>2019-20 (last yr)</b>	<b>2020-21 (this yr)</b>
<b>Enrollment Data (20 day)</b>	385	400	<b>Suspension</b>	3 incidents	0
<b>ES Outreach Strategy Actions</b>	Parent Engagement	Parent Engagement	<b>Chronic Absence</b>	17.3	10.90%
<b>Programs to support ES students transition to MS</b>	MS Welcome Program	Middle School Orientation	<b>CHKS data (District) or Culture/Climate survey</b>	No results yet	No results yet

**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.**

<b>Community Engagement Meeting(s)</b>	
<b>Community Group</b>	<b>Date</b>
School Site Council	4.27.21

<b>Staff Engagement Meeting(s)</b>	
<b>Staff Group</b>	<b>Date</b>
Culture and Climate Team	4.27.21
ILT	4.29.21

**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.

5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

### 1. Music Program

Programmatic Narrative Based on Rubric		
Budget	Description of 2021-22 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		

### 2. Art Program

Programmatic Narrative Based on Rubric		
Budget	Description of 2021-22 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.
\$20,000.00	Continuing partnership with MOCHA Arts. MOCHA hires and provides a teacher artist to teach students in grades 6-8 various visual art techniques using a variety of media, everything from pencils to watercolors. The MOCHA teaching artist will have access to teachers' scope and sequence in order to provide relevant activities and projects that deepen student content understanding through the vehicle of visual art. The increased cost of the program will allow the teaching artist to collaborate more effectively with core content teachers to incorporate core content learning into art classes.	<i>Increase student engagement. Connect visual art and literacy. Will serve 40% of Middle School students. End of cycle showcase with displays in the library for whole school to experience. Art installations at major cultural celebrations throughout the year.</i>
\$24,286.00	Continuing partnership with KDOL. KDOL hires and provides a teacher artist and teacher assistant to teach students in grades 6-8 various photography techniques using digital cameras, and additionally teaches editing skills in their on site media lab. The KDOL teaching artist will have access to teachers' scope and sequence in order to provide relevant activities and projects that deepen student content understanding through the vehicle of photography.	<i>Increase student engagement. Connect photography and literacy. Will serve 40% of Middle School students. Photography installations in the library for whole school to experience at the end of each semester to showcase student work.</i>

### 3. World Language Program

Programmatic Narrative Based on Rubric		
Budget	Description of 2021-22 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		
Budget	Description of 2021-22 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.

N/A		
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### 5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
Budget	Description of 2021-22 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.
N/A		

## 21-22 Carryover Justification Form

Anticipated Carryover Amount	\$
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### 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. All budget items should total up to the total carry-over grant amount.

### Summary of Proposed Use of Carryover for 2021-22

Proposed Carryover Expenditures from Budget Justification and Narrative Section (add more lines if needed)	Budget
Budget Total (must add up to Anticipated Grant Amount)	\$

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

Covid19 and severely impacted our ability to spend our G1 money this year. From launching a brand new mode of learning (virtual), to having to scramble to reopen our school by the March 19th deadline, we have consistently been inundated with new and unanticipated problems and issues which kept us from maximizing our G1 money this year. We also received discounts from our arts program providers.

**Please submit your 2021-22 Measure G1 proposal to Cliff Hong ([clifford.hong@ousd.org](mailto:clifford.hong@ousd.org)) and Karen Lozano ([karen.lozano@ousd.org](mailto:karen.lozano@ousd.org)).**

## La Escuelita April SSC Agenda

# La Escuelita

School Site Council Meeting

April 27, 2021 at 5:30pm

Zoom Meeting ID: 8222 2608 504

Password: 688918

[Planning and Engagement Calendar for SPSA](#)

[SPSA 2020-21](#)

[SPSA 2021-22](#)

[Allowable Uses Matrix for resource Allocation](#)

Items
<p>1. Welcome, Introduction, Norms/<a href="#">Sign in</a>  Faris Jabbar (principal)  Bob Creek (teacher)  S. (Tom) Slivinski (teacher)  M. Gutierrez (teacher)  Asase Omowalle (librarian)  Alexia Maciel (parent)  Maria Cortez  Keziah Young (parent)  Lisa Green (parent)  Quorum achieved</p> <p><b>Others in attendance:</b> none  Camisha Coleman (parent)</p>
<p>2. <a href="#">SPSA</a> Review and Input  Reviewed data, goals and proposed programs</p>
<p>3. Measure G1 Review and Input</p> <p>a. <a href="#">The Goals of Measure G1</a></p> <ul style="list-style-type: none"> <li>- Increase access to courses in arts, music, and world languages in grades 6-8</li> <li>- Improve student retention during the transition from elementary to middle school</li> <li>- Create a more positive and safe middle school learning environment</li> </ul> <p>Reviewed criteria and proposed ways of spending G1 money next year.</p>

4. English Learner Supports No input
5. Public Input None
6. Establish Date of Next Meeting and Adjourn May 25, 5:30 - 6:30 via Zoom



Tuesday April 27, 2021

Understanding Goals	Norms
<ul style="list-style-type: none"><li>★ How will we meet the SEL needs of students and families during distance learning?</li><li>★ How can we acknowledge and celebrate ALL students' contributions and accomplishments to the community</li></ul>	<p><b>COMMUNITY AGREEMENTS</b></p> <ul style="list-style-type: none"><li>• Keep Ss, equity, and social justice at the center of our work</li><li>• Be present and engaged for our time together</li><li>• Honor time by starting and ending on time</li><li>• Have fun, celebrate, and support each other</li><li>• Land the plane</li></ul>
<p><b>What is the Purpose of the Culture &amp; Climate Team?</b></p>	

Time	Content	Resources
3p	<p><b>Ignite:</b> <a href="#">Circle a Day Generator</a> -</p> <p>→ Welcome/intro - Set Roles (Timekeeper/Valerina, Notetaker/Amara, Resource Finder/Adimu, Priorities Tracker/Faris )</p>	
	April Campaign: Stress Awareness/Arab American Heritage/National Poetry/Earth Day	<p><a href="#">Jeopardy Slides</a> <a href="#">Zoom Expectation Slides</a></p> <p><a href="#">Imagine Learning SuperHero Flyer!</a></p>



		<a href="#">Gratitude Campaign</a>
	Measure G1 <ul style="list-style-type: none"> <li>• Supports for Middle School</li> </ul>	<a href="#">La Escuelita Assembly PowerPoint Slides</a>
	Promotions <ul style="list-style-type: none"> <li>• Kinder</li> <li>• 5th</li> <li>• 8th</li> </ul>	
3:55p	<ul style="list-style-type: none"> <li>❖ Share out next steps</li> <li>❖ Reflection/Feedback</li> <li>❖ Next Meeting</li> <li>❖ Appreciations and Closing</li> </ul>	

### Next Agenda Items:



Today's Notes:

**4/27/21**

- Assembly Flow
  - Welcome
  - Attendance/Birthdays
  - Engagement Winners
  - Tribute Videos (3 min, diverse ages)
  - Mr. Swihart Songs
  - Arab American presentation? - Check with Karina's contact
  - Maybe 1-3 min YouTube video on Arab American Heritage Month
- Measure G1 (local, city or county)





- Allocates money based on LCFF (free/reduced lunch)
- Usually pays for KDOL and MOCHA
- Ideas for carryover
  - Drama/theater
  - Dance
  - Boxing
- Long-term dream ideas
  - Foreign language
  - Dance
  - Theater
- Graduation
  - 5th grade on Weds 5/26

#### **4/13/21**

- Flyer is done for assembly, thanks Valerina!
- Karina is getting resources to share with families about Arab American Heritage Month (share with talking points, IG)
- Ideas for Assembly project
  - Tribute (<https://www.tribute.co/earth-day-assembly/>)
    - Videos of what students & families are doing to help the Earth
    - Poems about the Earth, written by students
- May promotions (K, 5th, 8th):
  - Drive thrus: Kinder - Thursday 5/27, 5th/8th - Friday 5/28
    - Scheduled times for each class
  - Backdrop at far end of parking lot, able to take pics (Karina has stands for backdrops)
  - Certificates for everyone, Graduation stress balls for everyone? (11 packs total)
    - Balloons for Kinder (
    - Graduation Stress Balls for 5th (oriental trading)
    - Stoles for 8th graders
  - Banners to decorate school?
- Kathy, Aleja, Holly: reentry circles, RJ discussions

#### **3/30/21**

- Spirit Week when we return:
  - Monday 4/12 - Pajamas/Stuffed Animal Day



- Tuesday 4/13 - Crazy Hair/Hat Day (Festive Head Day)
- Wednesday 4/14 - Sports Day
- Thursday 4/15 - Costume Day
- Friday 4/16 - La Escuelita Swag or Colors (Black & Red)
- Mr. Marcos will help create Spirit Week Flyer
- Assembly 4/30:
  - Stress Relief Activity, coordinated by Adimu & Behavioral Health?
  - Speaker coming in to explain hijab-wearing and meaning (female students wear a hijab for the whole day and then meet at the end of the day to discuss experiences, maybe hold until next year and in-person)
  - Earth Day Slam Poetry as projects to display?
    - TK/2 - Song for Earth Day with Mr. Swihart
    - 3-5 - Start Planning
    - MS - Start Planning
- Honoring Arab American Heritage Month
  - Ms. Karina will connect with Ms. Mohsin to see if a read-in for classes can be coordinated for Arab American Heritage Month
  - Share what we all did in our classrooms to explore Arab American Heritage Month
- RJ Circles

Mr. Adimu will create 2 RJ circles around Earth Day that teachers will hold with their class
- Next meeting: April 13

Assembly planning, update on Arab American read-in, WAG updates, April RJ circles, May EOY Awards assembly date

### **3/16/21**

- What policies would you implement if you were principal?
  - \*Structured PLC time
  - \*Make lunch longer
  - \*Monthly community service project (garden, labyrinth)/cross grade levels
  - \*Every student in every grade has to learn a musical instrument (each grade level to learn a particular instrument), weekly/monthly concerts
- How to celebrate whole class?



- Teams inside classroom that can be rewarded for various tasks, group pressure will encourage expected behavior
- Students of the week/month to celebrate all students individually
- Spirit Week!
  - 8th grade class has a plan, gotta get it to share with everyone
- Next Meeting: March 30th
  - Poetry Month/Arab American Heritage Month/Earth Day (4/22)
  - Decide on Spirit Week & share out
  - April Assembly: 4/30

### **3/2/21**

- Amara will add Emily's questions to Tribute page
- Check in with grade level bands if anyone knows a woman making/part of history to join the assembly
- Mr. Adimu will create 2 RJ circles for folks to implement this month (implement 3/9 & 3/23)
- CHKS survey - families have until April to complete
  - Admin will send out
  - Teachers will push
    - Collect pictures of confirmation page
    - Track on engagement tracker
    - Rewards for individual completion, one pizza meal per grade level
    - Per grade level band, \$50 gift card for highest percentage
- Student surveys will happen in class
- Spirit Week
  - Involve MS in picking theme days (brainstorm, vote for ideas, top 5 win)
  - Introduce spirit week at assembly for ES - ambassadors can create slides
- MS can reintroduce expectations after spring break if possible

### **2/16/21**

- BHM RJ Circles
  - TK-2
    - took more time to set up RJ circle norms
    - Foods, music
  - 3-5
    - Focused on norms also



- Discussion will continue Thursday
- 6-8
  - Postponed to next week, still in SexEd week
  - Students will either engage or crickets
  - Maybe have Mr. Adimu come in to help facilitate
- Resource around [SEL DOK](#) questions that could go deeper
- Goal is that students will be able to facilitate their own RJ circles, have conversations/discussions with each other
- [BHM Assembly Friday 2/26](#)
  - Black History - wear something that shows your support
  - Grade levels share projects
    - TK-2: Song with Ms. Kate, she will sing live, all will have coordinated hand motions, can share work if they have it
    - 3-5: protest signs, flyers inviting people to protests
    - 6-8: acknowledge discussion leaders,
  - Birthdays/Attendance recognition
  - Oratorical Fest Submissions
- March Focus
  - Attendance competition between networks: March Madness
    - Grade level competition onsite
  - Women's History Month - Assembly 3/26
    - Interview a woman you know, what's her story?
      - Challenges
      - Accomplishments
      - Who is the most powerful woman in your community? Who is the Shero in your life? What's herstory?
      - Submit as Tribute?
      - Examples for teachers
    - Tie in to other famous powerful women
    - National Women's History Museum has virtual field trips
- Week of April 12th as Spirit Week
  - Boost attendance & energy before possible SBAC testing
  - Pre-recorded video, MS hyping up elementary
  - Middle school could create & then we approve
- [National Women's History Museum](#)- virtual field trips
- WAG:
  - Blurb about black history month assembly
  - Preview on Women's History Month interview project



**2/2/21**

How do we hold & promote BHM at Lita?

- Supes email with resources
- Needs to be leveled depending on grade level
  - MS:
    - Regular discussion on Black history related topic & remember to bring in modern times
    - Reading materials on theme
    - Can incorporate on all subjects (Black scientists & mathematicians)
  - 3-5
    - Jazmine had anti-racist curriculum, might be able to leveled up through 5th
  - TK-2
    - Giving context to important figures since this is new for them
    - Focus on acceptance
    - Link to being able to do this work today and we can work together to improve communities
- Anti-Racist education & curriculum at Lower levels already
- Teacher expectation: 1st day of each week, RJ circle
  - Tie to an activity to be shared during the assembly
- Can we give time during PD/PLC time to collaborate and share resources? Maybe a little time to discuss how/what to present at Assembly
- **Link in WAG to shared document where teachers can add resources**
- Use staff meeting time so everyone is included, breakout discussion groups, help staff to identify a question or concept to bring back to classroom and explore together
  - 12 tenets of BLM
  - Is police brutality real?
  - What does it mean to defund the police?
  - Black Panthers & 10 point plan: where did they go?
  - BLM vs All Lives Matter
  - What is public education/testing designed to do?
  - What are systems of oppression?
  - How can we instill pride in our students and who they are? Especially if we are different races?
  - Why is Black History limited to one month? Why isn't it incorporated every day? Is Black history only for Black students and Black teachers?
  - How do we live Black history? What's the difference between celebrating and living Black history?
  - What's the connection between Black History & other cultural history months?



- Go deeper: ethical thought
  - What does justice mean?
  - What is power?
  - Where does Black come from? What does it mean? History?
  - Place things in context, all the way to Africa & roots
  - Civilizations before slavery
  - How do we research and find answers, present to group
  - Model after Black Studies at a university level
  - BLM vs All Lives Matter
- African-American Read-In on 17th
  - ES at 9:30 (Robinson at 9, Fortes at 9:45)
  - MS at 11:35
  - Volunteers & Books already identified
- Incorporate Discussions into Morning Affirmations
- Oratorical Fest
  - Judges: Ms. Omowale, Ms. Wong, Teacher Will - need Calendar Invite
  - ES Flipgrid Due Friday 2/5
  - MS Due 2/12 (can use same link as ES)
    - Show trailer on a Wednesday Advisory
    - Ask Ms. Omowale to share resources, join Advisory
    - Flipgrid link sent to MS teachers (Amara can't add as admin until teachers have Flipgrid account)
  - Videos shared during Assembly

Middle School Assembly slides look great! Includes attendance key survey & goal setting.

Elementary: Attendance key survey to do with students during lesson, not assembly

Start rewarding students for full engagement (track with engagement tracker), weekly "Superstar".

- Give teachers random name picker
- They'll pick 2 students/week to win prizes/class
  - Mini puzzle erasers
  - Mini notebooks
  - Gel pens
  - Stickers



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## 30m event Agenda

Welcome from Principal

Who We are and Where We Come From

Visual of world map (Holly)

\*Share tribute website for families to submit

- 30seconds limit
  - Maybe only a few get showcased, but rest will be accessible through tribute, can share link with community
- Why is education important to you and your family?
- What food/song/clothing/dance represents your culture?
- What do you wish others knew about your culture?
- How do you say love/hello/thank you?
- What is something beautiful about where you come from?
- Videos due 12/11

Usually 5-6 pm on family engagement night, also promotes family engagement night

- Family Engagement Cultural Unity Extravaganza (what name?)
- 12/17, 5-6
- Afterschool Showcase 12/15, 5-6
- Raffle prizes for submitting videos, names on internet wheel
- Come to night wearing clothes that represent your culture
- Slides or art from KDOL and MOCHA
- Coming from and embodying multiple cultures is beautiful
- Where we come from (the world) to where we're at (Oakland baby)
- What does Oakland mean to me?
  - Posters, pictures, poems, art, etc.
  - Hamilton-daveed diggs
  - Oakland dance meme

Culture for Kids Video (example): <https://youtu.be/RwSYrsjTiW4>

How to get info to families & staff:

- Amara set up Tribute & send to C&C committee
  - C&C committee submit sample videos



- Share link with teachers for distribution on their channels
- Share link through TalkingPoints
- Need poster/flyer
  - Mr. Marco?
- Mr. Adimu will create 15 sec ad video

RJ circles around Family, School, Connection, culminates in culture to tie in to extravaganza night

### **Agenda**

We ARE FAM-ILY (music)

Recap of first months with pics and music/narration

Adimu introducing Family Engagement Night and the ExtravaGANzaaaaa

- Talk about culture... Traditional culture, Oakland Culture Eagle Culture: Safe Respectful Responsible

Raffle

Our Community - languages and countries representation

- Chat room, put where you're from!

What's the difference between Attendance and Engagement /Jabbar

- Short & Sweet/Slides
- Expectations during the break and preparedness for January

Raffle

Tribute Video - La Escuelita Cultures

Appreciations/Shoutouts for parents and staff! (in chat and through raising hand and unmuting)

Video of Oakland Culture - dance

Tribute Video Link: <https://www.tribute.co/la-escuelita-culture-extravaganza/>

Family Engagement Extravaganza Link:

<https://ousd.zoom.us/j/88118339852>

Meeting ID: 881 1833 9852

11/3/20

- [Using Video To Assess Student Attention in Virtual Class Meetings](#)
- [November Attendance Campaign](#)





- [Gratitude Quotes](#) (already in slides so you can cut into your own slide deck)
- National Gratitude month [QUOTES](#) for morning affirmation
- [6 min video](#) for staff meeting
- Engage students in [reflection and action activities around gratitude](#)
- How can we translate Anti-Bullying month success to November's assembly?
  - Tentatively the 20th
  - Also includes attendance celebrations
  - TK-2: Create and share posters on things they are thankful for, both in assembly & on seesaw
  - 3-5: Class Jamboards to share in slideshow
  - 6-8: Gratitude Circle to Advisory during November, Padlet during assembly to share what they are thankful for, live during assembly (?)
- SEL Goals for Parent/Teacher Conferences
  - Share tech check survey & wellness survey
    - Admin will share list of families who have/have not completed yet
    - 1 wellness survey per family
    - For tech check add in section per child
  - [SEL Report Card Resource Packet](#) , [Video](#)
  - Maintain asset-based lens when speaking to families about their children, lead with strengths
  - Refer students with literacy needs or social skills needs to ASP
  - Have slide deck available for staff with goals & list of resources to share with families during conferences
- Imagine Learning Superhero
  - Individual prizes for students who meet weekly averages for Imagine Math & Imagine Language/Literacy
  - Launch at November assembly, heads up that it's coming
  - Ways to celebrate
    - Continue for multiple months, couple winners/month?
    - Classes with good participation entered for larger prizes (one per grade band)

### **Bully Prevention Month - October**

Focus Week of October 19th: Daily Video (from [OUSD](#) or lesson from [CommonSense Media](#)) + Discussion during Morning Meeting

- Monday 10/19: Video/Discussion + Announce National Awareness Day (Wednesday 10/21) and to wear BLUE for Friday Assembly (10.23)
- Tuesday 10/20: Video/Discussion
- Wednesday 10/21: Video/Discussion + National Awareness Day + Start creating Bullying Prevention poster
- Thursday 10/22: Video/Discussion
- Friday 10/23: Video/Discussion + All School Assembly @ 9 a.m.



- Attendance shout-outs
- Behavior shout-outs
  - Each grade level gets a slide, enters two student names per teacher who were models of bullying prevention that week (through participation in daily discussion or creation of an exceptional bullying prevention poster)

Share in WAG - 10/12

- Document from attendance team has videos and resources, lesson plans, etc.
- Focus in Morning Meetings
  - What does it look like in online learning?
  - Mr. Adimu can support teachers in RJ Morning Meeting to discuss
- Launch Bullying Prevention Week/Assembly

Mr. Ortiz: Usually does an altar/ofrenda for entire school, each class contributes

- Mr. Jabbar will connect and see what might work for this school year

### **Middle School buddy classrooms for reading to the little ones!**

**10/20/2020**

### **[PBIS Computer/Internet Use Poster](#)**

Assembly Prep:

- Assembly link is morning affirmation link
- Team members share slides with grade level bands, make sure everyone knows the expectations & completes

November: National Gratitude Month (Friday, 11/20 Assembly)

- Tier 1 circles will be once a week (Mr. Adimu will train)
- Any activities to support gratitude practice?
  - School art from Mocha?
- Family Stories Month
  - Listen & record family stories from members of all ages
- Find ways to connect monthly themes to home
  - Family education/activities to do together
  - Resources



- Connect areas of attendance growth with acknowledgments to help build engagement there
  - Focus on most improved
  - positive attendance (certain percentage growth) vs. perfect attendance
- Jamboard or Slides for virtual gratitude wall

[Student Survey](#) from Joaquin Miller