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

Board Cover Memorandum

To Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

From Middle School Network

Meeting Date April 23, 2024

Subject Roosevelt Middle School 2024-25 Measure G1 Application

Ask of the Commission Approve the Roosevelt Middle School 2024-25 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Roosevelt Middle School 2024-25 Measure G1 Application.

Fiscal Impact The recommended amount is **\$337,409.00**. It's coming from resource 9332 - Measure G1.

Attachment(s) Grant application attached.





**2024-2025
 Measure G1 Application**

Due: March 14, 2024

Allocations are provisional subject to Board approval

School Information & Student Data

| | | | |
|---|-------------------------|--|--------------------------------------|
| School | Roosevelt Middle School | School Address | 1926 19th Avenue Oakland CA 94606 |
| Contact | Joao Solomon | Contact Email | joao.solomon@ousd.org |
| Principal | Joao Solomon | Principal Email | joao.solomon@ousd.org |
| School Phone | 510-535-2877 | Total Number of Students | 566 |
| Recommended Grant Amount¹ | \$337,409 | 2022-23 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only) | 583 |
| | | 2023-24 LCFF³ Enrollment | 556 |

| Student Demographics (%) | | | | Measure G1 Team | |
|--------------------------|-------|-------------------------------|-----|------------------|-------------------|
| English Learners | 37.5% | Asian/Pacific Islander | 37% | Name | Position |
| LCFF | 97.5% | Latinx | 40% | Joao Solomon | Principal |
| SPED | 17.5% | Black or African-American | 17% | Brenda Saechao | CSM |
| | | White | 2% | Kim Padua | Teacher |
| | | Indigenous or Native American | <1% | Marisela De Anda | Community Partner |

¹ 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.

² The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

³ Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

| | | | | | |
|--|--|-------------|----|--|--|
| | | Multiracial | 4% | | |
|--|--|-------------|----|--|--|

| Chronic Absence (Include raw number and percent) | | | | |
|---|---------------------------|---------------------------|---------------------------|--------------------------------|
| | 2021-22 raw number (%) | 2022-23 raw number (%) | 2023-24 raw number (%) | 2024-25 Goal raw number (%) |
| Student Population Overall | 37.2% | 33.3% | 8.9% | 5% |
| Asian/Pacific Islander | 18.8% | 14% | 3.7%/ 10.5% | 2.5% /5% |
| Latinx | 43.2% | 43.8% | 10% | 5% |
| Black or African-American | 53.8% | 41.3% | 13.8% | 7.5% |
| White | 38.5% | 31.3% | 11.7% | 6.5% |
| Indigenous or Native American | NA | NA | 3.3% | 1% |
| English Learners | 28.3% | 25.8% | 9.5% | 5% |
| Students w/ IEPs | 48.7% | 39.6% | 14% | 8% |
| Free/ Reduced Lunch Students | 38.6% | 33.8% | 9% | 5% |

Metrics

(all data points are required)

| Electives (Include raw number and percent) | | | | | |
|--|----------|---------------------------|---------------------------|---------------------------|--------------------------------|
| Metric | Area | 2021-22 raw number (%) | 2022-23 raw number (%) | 2023-24 raw number (%) | 2024-25 Goal raw number (%) |
| Number of students taking elective courses. | Art | 206 | 221 | 201 | 200 |
| | Language | NA | NA | NA | NA |
| | Music | 165 | 190 | 173 | 200 |
| Number of students participating in non-course experiences (e.g. after-school program) | Art | 22 | 19 | 24 | 20 |
| | Language | NA | NA | NA | NA |
| | Music | 25 | 24 | 22 | 25 |

| Positive & Safe Culture (Include raw number and percent) | | | | |
|---|----------------|----------------|----------------|---------------------|
| Metric | 2021-22 (%) | 2022-23 (%) | 2023-24 (%) | 2024-25 Goal (%) |
| Average Daily Attendance Date of Figure: 3/14/24 | | | | |
| Asian/Pacific Islander | 93.5%/84.1% | 89.7%/82.7% | 96.3%/89.5% | 97.5%/95% |
| Latinx | 87.3% | 84.3% | 90% | 95% |
| Black or African-American | 80.6% | 80.6% | 86.2% | 90% |
| White | 77.1% | 86.1% | 88.3% | 90% |
| Indigenous or Native American | NA | NA | 96.7% | 98% |
| English Learners | 89.8% | 85.7% | 91.5% | 95% |
| Students w/ IEPs | 83.2% | 82.3% | 86% | 90% |
| Free/ Reduced Lunch | 87.8% | 85.2% | 91% | 95% |

| Metric | 2021-22 raw number (%) | 2022-23 raw number (%) | 2023-24 raw number (%) | 2024-25 Goal raw number (%) |
|---|---------------------------|---------------------------|---------------------------|--------------------------------|
| Suspended Students Date of Figure: 3/14/24 | | | | |
| Asian/Pacific Islander | 7 | 5 | 1/0 | 0 |
| Latinx | 29 | 14 | 12 | 10 |
| Black or African-American | 37 | 19 | 14 | 10 |
| White | 0 | 0 | 5 | 0 |
| Indigenous or Native American | NA | NA | 0 | 0 |
| English Learners | 19 | 14 | 13 | 10 |
| Students w/ IEPs | 38 | 30 | 27 | 15 |
| Free/ Reduced Lunch | 77 | 37 | 33 | 15 |

Student Retention from 5th Grade to 6th Grade

| Metric | 2021-22 | 2022-23 | 2023-24 | 2024-25 Goal |
|----------------------|---------|---------|---------|--------------|
| 6th Grade Enrollment | 195 | 182 | 171 | 165 |

Community and Staff Engagement

| Community Engagement Meeting(s) | |
|---------------------------------|----------|
| Community Group | Date |
| Roosevelt SSC | 02.26.24 |

| Staff Engagement Meeting(s) | |
|-----------------------------|----------|
| Staff Group | Date |
| Roosevelt SLT | 03.07.24 |
| Roosevelt ILT | 03.12.24 |

| <u>Music (Rubric)</u> | 2022-23 | 2023-24 |
|--|---------|---------------|
| <i>Access and Equitable Opportunity</i> | N/A | Entry |
| <i>Instructional Program</i> | N/A | Quality |
| <i>Staffing</i> | N/A | Quality |
| <i>Facilities</i> | N/A | Basic |
| <i>Equipment and Materials</i> | N/A | Basic/Quality |
| <i>Teacher Professional Learning</i> | N/A | Basic |
| <u>World Language (Rubric)</u> | 2022-23 | 2023-24 |
| <i>Content and Course Offerings</i> | N/A | NA |
| <i>Communication</i> | N/A | NA |
| <i>Real world learning and Global competence</i> | N/A | NA |
| <u>Art (Visual Arts, Theater, and Dance)</u> | 2022-23 | 2023-24 |
| <i>Access and Equitable Opportunity</i> | N/A | Entry |

| | | |
|--------------------------------------|-----|-------|
| Instructional Program | N/A | Entry |
| Staffing | N/A | Basic |
| Facilities | N/A | Basic |
| Equipment and Materials | N/A | Basic |
| Teacher Professional Learning | N/A | Basic |

Proposed Expenditures

Guidelines

1. In the following sections, please discuss your team's plan to address the goals of G1:
 - a. Increase access to courses in arts, music, and world languages in grades 6-8.
 - b. Improve student retention during the transition from elementary to middle school.
 - c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
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.

Summary of 2023-24 Approved Expenditures

| All Actual Expenditures | | Budget Amount |
|---|--|---------------|
| Safe & Positive Culture | | |
| 1 | Student Advisor 2 | \$98,982.98 |
| 2 | Social Worker | \$59,185.60 |
| Electives (Art, Music, World Language) | | |
| 1 | Music and Art Supplies | \$20,000 |
| 2 | After School Music Program - Extended Contract for Jazz Band | \$3,500 |
| 3 | Benefits for Extended Contract | \$1,500 |
| 4 | Music & Art Field Trips | \$3,570.79 |

| 6th Grade Enrollment | | |
|----------------------|-------------------|---------------------|
| 1 | Student Advisor 1 | \$104,739.21 |
| 2 | Parent Liaison | \$42,584.58 |
| Budget Total | | \$334,063.16 |

Summary of 2024-25 Proposed Expenditures

| All Proposed Expenditures (from sections below) | | Budget Amount |
|---|--|---------------------|
| 1 | Student Advisor 1 | \$143,266.11 |
| 2 | Student Advisor 2 | \$103,450.38 |
| 3 | Social Worker | \$63,500.67 |
| 4 | Supplies for Music & Art programs | \$18,000 |
| 5 | After School Music Program - Extended Contract for Jazz Band | \$3,500 |
| 6 | Benefits for Extended Contract | \$1,500 |
| 7 | Music and Art Field Trips | \$4,191.84 |
| Budget Total (must add up to Recommended Grant Amount) | | \$337,409.00 |

Proposed Expenditures By Focus Area

| Proposed Expenditures for Electives (Art, Language, and Music only) | | | |
|--|---|---|---------------|
| Description of Proposed Expenditures | Number of students taking a course in art, language, or music (based on the specific investment). | Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity. | Budget Amount |
| Supplies for Music & Art programs This includes the purchase of additional musical instruments as well as instrument repairs and replacements. It includes the purchase of both permanent tools like 3D printers, music and art specific furniture such as instrument racks and | <i>200 students participate in music classes</i> | <i>200 students participate in music classes</i> | \$18,000 |

| | | | |
|---|-------------------------|-------------------------|------------|
| art easels as well as disposable supplies like paint, sketchbooks, guitar strings, etc. | | | |
| Extended Contract for teacher for after school jazz program. | 25 students participate | 25 students participate | \$3,500 |
| Benefits for extended contract. | 25 students participate | 25 students participate | \$1,500 |
| Music and Art Field Trips | 65 students participate | 65 students participate | \$4,191.84 |

Proposed Expenditures for Positive & Safe Culture

| Description of Proposed Expenditures | Which metric will this investment impact - suspensions or average daily attendance? | Budget Amount |
|--|--|---------------|
| Student Advisor 1 - This student advisor will support 8th graders and their families as they navigate this penultimate year in middle school. They will support students in building a positive climate and culture. They will also guide students and families as they prepare for 8th grade promotion and make choices about enrolling in high school. | <i>On CHKS survey, higher rating in 2022-23 than in previous year on the question of whether or not the students feel like there is at least one adult at school who cares about them.</i> | \$143,266.11 |
| Social Worker - The social worker will serve as a coordinator for students and families to connect them with resources both at school and with community partners. Students who are supported fully will have a better chance to do well in school. The social worker will also be a liaison between families and teachers. | <i>On CHKS survey, higher rating in 2020-21 than in previous year on the question of whether or not the students feel like there is at least one adult at school who cares about them.</i> | \$63,500.67 |

Proposed Expenditures for Retention of 6th Graders

| Description of Proposed Expenditures | Budget Amount |
|--|---------------|
| Student Advisor 2 - This student advisor will support 6th grade students and families around building a positive culture and climate. They will be the point person for 6th graders and their families as they make the important transition from elementary to middle school. | \$103,450.38 |

Please submit your Measure G1 proposal to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).

**Roosevelt Middle School
SSC G1 Approval Meeting Minutes**

Date: Monday, February 26, 2023

Time: 4:15pm-5:45pm

Location: Zoom

1. 4:15pm - SSC Chair Maria Uribe welcomed the group. Roll call was taken to see who was in on the zoom.
2. 4:20pm - SSC Secretary Joao Solomon gave an overview of the source and purposes regarding Measure G1 funds. He then presented the Roosevelt Middle School 2024-2025 Measure G1 Proposal in detail.
 - a. Question was asked about what impact that Prop 28 funds would make on the arts programs at Roosevelt.
 - b. Question was asked if we knew the amount of carryover that we might get for next year.
 - c. No comments were made
3. 4:44pm - RMS updates
 - a. Brenda Saechao and Joao Solomon shared updates about various upcoming school events. Brenda Saechao gave an update about 8th grade acceptance letters which will go out on 3/6.
4. 4:55pm - Public input. No public input.
5. 4:57pm - Selected the next meeting as March 18, 2024.
6. 4:49pm - Motion was made to adjourn. Motion was seconded. Adjourned.

Joao Solomon

Joao Solomon, SSC Secretary

DATE February 26, 2023

**Roosevelt Middle School
SLT G1 Proposal Meeting**

<https://ousd.zoom.us/j/82387858838>

Agenda and Minutes

Meeting Date: *March 7, 2024*

Staff Present: Staiger, Stan, Molly, Redzic, Solomon, Ortega, West, Acuna, Evans, Narvaez, Leyva (zoom), Arthur (zoom)


| <u>Today's Roles:</u> | Person | Resources |
|---|---|--|
| Facilitator Prompt Next Facilitator to: <ul style="list-style-type: none"> - Identify who is leading specific sections for next week and follow up - Start agenda week before | Brenda (James) | NORMS <ol style="list-style-type: none"> 1. Set concrete next steps and follow through with them 2. Monitor your airtime, everyone contributes 3. Speak your truth 4. Be present - no side work and text only in emergencies 5. Start and end on time 6. Intentionally create space which allow for the uncomfortable conversations necessary to move us forward 7. Be positive and solution-oriented 8. Stay focused on the RMS North Star*: Healing Centered Learning Environments foster the conditions necessary for: <ol style="list-style-type: none"> a. students to regularly engage in academic discussion b. teachers to regularly assess and reflect on practice |
| Time Keeper | Ortega | |
| Process Checker <ul style="list-style-type: none"> - Pauses us when we're getting off track or not following protocol - Holds us accountable for identifying next steps and who is going to own each step | Solomon | |
| Note Taker <ul style="list-style-type: none"> • Document next steps and who is assigned to each one • Record group decisions • Note items we will "park" for later • Record questions needing to be answered | Molly | |
| Note Taker 2 (If necessary) <ul style="list-style-type: none"> • Back-up the notetaker | Hale (Adnana) | |
| Follow-Up <ul style="list-style-type: none"> • Remind the team about next steps before the next meeting | Audrey K (Acuna) | |
| Synthesizer <ul style="list-style-type: none"> • Summarize the decisions and main points and add summary to box at bottom of agenda • Back-up the notetaker | Audrey A | |
| On Deck | Polly Staiger Mike Acuna Stan Evans West Adnana James | |

STANDING AGENDA

1. Warm Opener / Check-In
2. Follow up on next steps
3. Norms, Roles & Meeting Outcomes
4. Prioritized Items (with next steps, person responsible, due dates)
 - a. Data Dive "Looking Back"
 - b. Planning "Looking Forward"
 - c. Data for Next Time
5. Next Meeting Roles & Agenda
6. Process Check
7. Optimistic Closing & Appreciations

Process Decision from 2/8/24:
Add burning issues by sending a slack to Hannah. If you think it should be an agenda item, tell Hannah and she will talk to Solomon.

*For the next meeting, team roles move down one row (the team at the bottom goes to the top as the next facilitator)

| Topic | Notes |
|--|---|
| <p>3:45 pm</p> <p>Warm Opener</p> |  |
| | <p><u>Outcome #1:</u> 2024-25 Measure G1 Proposal <u>Outcome #2:</u> Share out feedback on play fighting</p> |
| <p>3:53 pm</p> <p>Next Steps</p> | <p><u>Last Meeting's Next Steps:</u></p> <p><u>Previous Next Steps:</u></p> <ul style="list-style-type: none"> ● Protocol for using Aeries for referrals (admin team) <ul style="list-style-type: none"> ○ Determine major infractions based off district guidance (admin team) [summer] |
| <p>4:00 pm</p> <p>Quick Status Updates & Naming Burning Issues</p> | <p>Updates</p> <ol style="list-style-type: none"> 1. Any updates from the ILT retreat? <i>-going to be a future SLT meeting agenda topic</i> 2. Bathroom door downstairs update: was it helpful to have the boy's door off? It's going back on? <i>-Solomon open to leaving the bathroom door off; going to be a future SLT meeting agenda topic</i> <p>Burning Issues</p> <ol style="list-style-type: none"> 1. Molly: There is a need for faculty council, does it exist yet? Faculty council (affect a few) vs. SLT topics (schoolwide)? <ol style="list-style-type: none"> a. ROL room schedule, when is it open and when is it closed? Can we norm on not asking teachers to take students during their prep if they were kicked out of another class. <ol style="list-style-type: none"> i. <i>There is a schedule but when we are short-staffed it is altered. Wednesday it isn't staffed/open. Admin will alert on #admincomm when short-staffed</i> b. Teacher managed vs. admin managed misbehaviors. Can we create some of these distinctions and communicate that with staff? Is this a universal issue or just a few teachers that need this distinction? (slack deep dive) <i>-going to be a future SLT meeting agenda topic</i> c. Turning on "excluded substitutes" option in Frontline. While I'm grateful for "a body in the room" and wouldn't want to see this abused, I think we should be able to block unreliable subs from picking up jobs especially when sub behavior (repeatedly) negatively impacts some of our most vulnerable students in SPED <ol style="list-style-type: none"> i. <i>It exists—just tell Del Rio or Solomon to reject certain subs</i> 2. Advisory Check In: <ol style="list-style-type: none"> a. Should the purpose/structure of advisory for next year be a future SLT agenda item? <i>-(kick it to summer or May)</i> b. Sown to Grow implementation, teacher reading rate, response rate, alerts: what is the protocol? <i>-Solomon checks data at PPL and follows up with teachers as needed</i> c. Anti bullying lessons are needed, especially around special education <i>-School Leadership will create</i> 3. Clarification needed from COST team on the role of and protocols for case managers |

a. *No written job description or protocol/expectations for case managers when assigned to a student*
 b. *Solomon to assess and create*

4:15 pm
Agenda Item #1
 Measure G1 Proposal (Solomon)

RMS 2022-2023 Measure G1 Proposal

Intended outcome: Present the 2023-2024 Measure G1 Proposal to the SLT and solicit feedback.

Protocol:

- Presentation of the G1 Proposal
- Popcorn feedback
 - Is there a possibility that we use some of the music and art supply funding to do cross curricular projects and field trips?
 - Is it possible to expand the afterschool music program so more students could participate?
 - How can we expand the experience of our students who take art classes? Can we add other mediums? What would that look like since we are onboarding a new art teacher?

Next Steps:

- Solomon will submit the G1 proposal for commission approval.

4:50 pm
Agenda Item #2
 Play Fighting (James)

Desired Outcomes:

- Revise current protocol of handing out blue slips for playfighting by:
 - Creating a Tier 1 positive incentive system
 - Analyzing/adding to list of “frequent fliers” or common spaces where playfighting occurs
 - Drafting possible actions to take with individuals/common spaces

Protocol:

- (5 min) James shares out context: Playing around in hallways - PBIS referrals for hallway behaviors have more than tripled from a run rate of 6/month during 4Q23 to 23 in January (and this doesn’t include the incidents that are not documented)
 - Blue Slips feel like a lot from some folx.
 - Some find that threatening blue slips works to curb behavior.
 - Unreliable PBIS referral data
 - Introduce frequent fliers
- (3 min) What trends do we see in this [list](#) of frequent fliers? Anyone need to be added to the list? [whole group share out]
 - **Trends:**
 - All but 1 are 7th/8th grade
 - Almost all are Black boys
 - We have a contentious or non existent relationship with many families
 - Common times are unstructured (transitions/recess)
 - **Additions:** Kimyah Paris?
- (5 min) SLT members silently brainstorm ideas in table

| Tier 1 positive incentives | Actions to take to support Frequent Fliers/Common Spaces |
|---|---|
| Caught being good cards PBIS points Make signs that say, “I was just playfighting” with a big red X | Positive praise when keeping hands to self, etc. Packet of work for the students (leave room when packet complete) Make their PBIS referrals public to families |

| | | |
|---|--|---|
| | <p>Morning announcements Teachers have exit procedure (ie. gradually release students by row) Raffle incentive for students who aren't playfighting Reach out to Trybe to facilitate sports on the blacktop Increase days that clubs meet</p> | <p>Incentivize for hallway goal for Tier 2 CICO folks Make no play fighting posters Engaging students during lunch recess w/ sports</p> |
| <p>5:10 pm Next Meeting (3/21) Roles & Agenda</p> | <ul style="list-style-type: none"> ● (7 min) Determining next steps and who owns what and how will we know we are successful <p>Next Steps:</p> <ul style="list-style-type: none"> ● Hannah asks Hale to make some posters for hallway expectations ● Grade level admin will pull their students to create posters for hallways expectations; James will get materials ● In the next All Staff Meeting 3/25, facilitator will model how we want to dismiss students row by row/staggered and Solomon will add to Advisory slide (practice exit procedure during Advisory 3/13) ● James will identify which Tier 2 actions will be taken and implement <p>Future Meetings</p> <ul style="list-style-type: none"> - Tardies (especially to block 1): what to do with students who show up really late to block 1 - Safety protocol for keeping students on campus all day and for guests to sign in. What is the current protocol? How can we ensure it's happening? <ul style="list-style-type: none"> - Current protocol is calling home when students elope, have to call police non emergency, but there's not a lot of deterrents in place. Idea: chime alarm, maybe it would help other students feel secure. There's a concern that this won't help with frequent fliers, but might help with student feeling of safety? - Re: adults/guests on campus... (future agenda item) - Designing the schedule for next year - ILT Retreat share out - Bathroom doors on or off? (pros and cons) - Teacher managed vs admin managed misbehaviors: looking at slack support channels to sort these behaviors - Advisory purpose/structure for next year (May item or summer item) | |
| <p>5:12 pm Process Check</p> | | |
| <p>5: 15pm Optimistic Closing & Appreciations</p> | | |

Roosevelt Instructional Support Team
Measure G1 Staff Engagement Meeting
Agenda & Minutes

Tuesday, April 18, 2023

Present: Joao Solomon, Hannah Staiger, Audrey Arthur, Molly Nicol, Mike Attiyeh, Andy West

| Today's Roles: | Person |
|---------------------------|--------|
| Facilitator | Joao |
| Time Keeper | Mike |
| Note Taker | Molly |
| Process Check & Follow Up | Hannah |
| On Deck | Audrey |

Check In: If you had one of your senses become hypersensitive, which sense would you choose and why?

I. PLC Update

- A. [PLC Groups](#)
- B. [Facilitator Meeting](#)
- C. 3/13 meet w/ facilitators, launch on 3/20

II. Plan for NILT EOY Learning Walk

What is our instructional observation focus?

- EOY trends around HCEs and student talk
- Access and achievement for subgroups?
 - BFM and LMB

Which walkthrough tool?

- [Seasons 1-3](#)

Any teachers/classrooms we want to make sure to see?

- Teachers who participated in James's HCE small group and [List of teachers who need support with Goals #1-2](#)
 - Jack Kiernan (Math)
 - Itzel Godinez (Humanities)
 - Jax Nguyen (Humanities)
 - Peter Hua (RSP)
 - Lomeli (Newcomer Math)
 - Sawyer (Reading Intervention)
 - Branco (Science)
 - Acuna (Science)
 - Subrata (Science)
- Coaching priorities for next year

Logistics

- Teacher coverage
- [Agenda](#)
- Be sure to add data to our [spreadsheet](#) for EOY coaching conversations

III. Measure G1 Review: What is it? (5 min) Parcel tax similar to N1

○ KEY GOALS

- Attract and retain school-site educators. does not need to be captured in application (occurs through a separate part of the fund which provides a bonus when staff return next year)
- 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. not relevant for GSP
- Create a more positive and safe middle-school learning environment.

IV. Review the 24-25 approved application (10 min)

- 5 min. to individually read then 5 min. whole-group share
 - Clarifying questions? What qualifies basic /entry on application. Depends on rubric, we will split and look closely for each one
 - What resonates? What wonderings do you have?
 - What does our staffing look like, it is attached to staff salary. If this is our focus, how can we leverage what the amount of the grant is and the purpose for it.

V. Draft 23-24 application

- Note: All expenses that have been approved in the past are likely to be approved again, so we should consider keeping those the same (to not risk a new large spend not being approved); this leaves us with \$15-\$20k to distribute spending
- Open discussion (10 min.)
- Any specific feedback we'd like from staff? (5 min.)