



2019-20 Measure G1

Grant Application

Due: February 11, 2019

School	United for Success Academy	Contact *	Marcos Garcia
School Address	2101 35th Ave. Oakland CA 94601	Contact Email	marcos.garcia@ousd.org
Principal	Marcos Garcia	Principal Email	marcos.garcia@ousd.org
School Phone	510-535-3880 x5100	Recommended Grant Amount**	\$160,924
Actual 2018-19 Enrollment (6-8) (20 day count)	348		

**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 2018-19 ([2018-19 approved proposal](#) and [carryover form](#))

2018-19 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	1.0 FTE Music Teacher	\$ 73,611.00
2	50-55% Unity Council (Joven Noble Program) Note: Percentage based on current cost	\$ 5,229.00
3		
4		
5		
Budget Total (must add up to Current Grant Amount)		\$78,840

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

2019-20 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	0.80 FTE Music Teacher	\$72,500.00
2	5% salary increase	\$1,960.00
3	52% Unity Council (Joven Noble Program) Note: percentage based on current cost	\$13,250.00

4	Theater and Music projected cost (materials, supplies, equipment, transportation)	\$54,150.00
5	Art program expanded curriculum (materials, supplies, equipment, transportation)	\$19,064.00
6		
7		
	Budget Total (must add up to Anticipated Grant Amount)	\$160,924.00

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
50%	50%	94.86%	11%	3%	38%	99%

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
18%	n/a	6.3%	68.5%	1.1%	1.4%	1.1%	1.9%

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

Name	Role
Ashley Wallace	Drama Teacher
Sarah Gord	Drama Teacher
Alexandra Zablotsky	Music Teacher
Jennifer Fuller	Art Teacher
Marcos Garcia	Principal

School Vision (insert here):

To interrupt the inequities in our community by ensuring that all students are academically and socially prepared for success in high school and beyond, and to make a positive impact on our school, in our community, and in the world.

We believe that providing access to high quality STEAM (Science, Technology, Engineering, Arts, and

Mathematics) learning is vital to our pursuit of equity and crucial to our commitment to serve the “whole child.”

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

<u>Music</u> (Rubric Score)	2017-18 (last yr)	2018-19 (this yr)	Art (<u>Visual Arts</u>, <u>Theater</u>, and <u>Dance</u>)	2017-18 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity	2	2	Access and Equitable Opportunity	2	2
Instructional Program	2	1	Instructional Program	2	2
Staffing	2	3	Staffing	3	3
Facilities	2	2	Facilities	2	2
Equipment and Materials	2	1	Equipment and Materials	2	2
Teacher Professional Learning	2	2	Teacher Professional Learning	2	2
<u>World Language</u> (Rubric)	2017-18 (last yr)	2018-19 (this yr)	Theater (CA Visual and Performing Arts Framework Recommendations)	2017-18 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity	n/a	n/a	Access and Equitable Opportunity	3	3
Instructional Program	n/a	n/a	Instructional Program	2	2
Staffing	n/a	n/a	Staffing	2	2
Facilities	n/a	n/a	Facilities	1	1
Equipment and Materials	n/a	n/a	Equipment and Materials	1	1
Teacher Professional Learning	n/a	n/a	Teacher Professional Learning	0	1

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
2017-18 Enrollment Data (20 day)	357	370	Suspension	3.66 (status)/ 4.75 (growth)	n/a
ES Outreach Strategy Actions	Recruitment Fairs, Site Visits, Tours, 5th grade program outreach/ special events (e.g. music)	Recruitment Fairs, Site Visits, Tours, 5th grade program outreach/ special events (e.g. music)	Chronic Absence	1.00 (status)/ 1.64 (growth)	n/a
Programs to support ES students transition to MS	Summer Bridge, Orientation Week, Advisory	Summer Bridge, Orientation Week, Advisory	CHKS data (district only)	2.88/1.00 (student) 6.00 (parent) 4.75/1.00 (staff) 2.25/3.50 (SEL)	n/a

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

Community Engagement Meeting(s)	
Community Group	Date
SSC G1 presentation	1/15/19

Staff Engagement Meeting(s)	
Staff Group	Date
G1 Arts Committee Established	8/20/18
G1 Art Committee presents proposal to Principal	1/11/19
G1 Art Committee presents proposal to SSC	1/15/19
G1 Art Committee review proposal with Principal and submit priorities	2/5/19

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 the Measure

- 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 2017-18 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 up to the total grant amount based on projected enrollment for 2017-18.

1. Music Program and Theater

Programmatic Narrative Based on Rubric

UFSA staff and families are committed to bringing back the long tradition of music at the Calvin Simmons site. The music program was forced to close at the end of the 2014-15 school year as a result of budget restrictions. Because many of our students simply do not have access to high-quality music opportunities, we hope to continue to drive towards our mission and vision and "... interrupt the inequities in our community...." by enhancing and increasing access to enrichment learning opportunities, especially music.

With G1 funds, we successfully hired a full 1.0 FTE music teacher, who teaches 5 periods of music daily. Students in music classes performed at the District's Sanctuary Kick Off in August and are currently planning to perform at current events as well (e.g. Black History Month Community Celebration.) We also opened up a second section (2 elective classes altogether) of Drama/ Theater. In 2017-2018 students have put on two performances (Shakespeare's *Romeo and Juliet* & *Macbeth*) in the fall and the Spring auditioned for their spring performance of *The Bottom of the Lake*, voted on and chosen by our students. This year the fall performance was a modern rendition of *Cinderella* and *Little Red Riding Hood*. Currently, students have begun working on the Spring performance of *The Wizard of Oz*. Performances are held for our school community. We hope to invite 5th graders of neighboring schools to upcoming events so as to develop an appreciation for the arts as well as strengthen our 5th grade to middle school pipeline.

Chronic absence is a clear area of needed growth at UFSA, which is why we are focusing our efforts on a new music program. By engaging students in high quality music programs in addition to other school initiatives, we anticipate greater school engagement and improved attendance. Currently, we have reduced chronic absence by 2%, and are looking forward to reviewing California Healthy Kid Survey results regarding school engagement as a second data point in April.

SSC recently reviewed the outcome of our G1 spending and believes the money has been well spent.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
1000	Licensing costs for play/musical scripts	<u>Theater:</u> Serves up to 50 students in two sections. Students have access to SEL curriculum, community building, reading and literacy through memorization and performance. These focal areas allow student to develop academic and social skills that then transfer to core classes. Through the rigorous course objectives students produce and perform two performances a year. Theater program has developed four categories: acting, set design, stage crew, and costume/props. We also anticipate greater school engagement and improved attendance.
3600	Materials and Equipment - for costumes, set building, performance production	See Above
3600	Field trip (Tickets and transportation to theater production)	See Above
17,000	Curtain front and back Valances	See Above
12,000	Dedicated chromebooks to be used with MusicFirst curriculum and to support digital music production aspects of the class.	<u>Music:</u> 135-150 students will be served. Students in music program will be able to equitably participate District music festivals and opportunities like Cazadero. This includes developing leveled ensembles and developing master schedule music wheel allowing all 6th grade students to participate in music program, which will then grow the 7th and 8th program for subsequent years. . We also anticipate greater school engagement and improved attendance.
2500	Instrument Repair and case replacements, piano tuning, chromebook replacements for use with MusicFirst Curriculum	See Above
3500	Materials and supplies (sheet music, curriculum, software subscription - Music First , music equipment (mic stands, keyboard stands, mics, cables, etc)	See Above
8950	Sound System for Theater and Music program in the Calvin Simmons Auditorium (sound board, wireless mics, speakers, head mics, etc)	See Above
2,000	Transportation to concerts (Bus to transport students to 2 concert events/year (San Francisco Symphony, Oakland Symphony (if needed dep on location,) If needed Play On	See Above

	Festival, Orchestra festival (depending on location.) These events rotate.	
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2. Art Program

Programmatic Narrative Based on Rubric

This year we will be investing in our current Art program in materials and supplies and equipment. We will be expanding programming to include watercolor class, ceramics, and printmaking. Watercolor is a very accessible and versatile medium that can be used in many ways for many projects. Students will learn about color theory, technique, art history, and self expression in a way that is not as intimidating or rigid as other mediums. Printmaking is an excellent way for students to share their art with their families and friends, as well as the greater community. It is a great introduction to the processes of the old masters and an engaging way to experience art history. Our students beautify the school and our community in a number of ways every year. We have painted murals in the past, but they have become harder and harder to fundraise for in recent years. Students would love to see themselves and their heroes reflected back to them and helps with their confidence and feeling represented makes them feel welcomed in a way that can have a significant impact. We would use this money to buy supplies such as clay, glaze, tools, replacement kiln shelving and stands, and mats. Working with ceramics has been proven to help people with PTSD process their trauma and develop healthy coping mechanisms. A large percent of our student population has experienced severe trauma and a large number of them suffer from varying degrees of PTSD. Our students work incredibly hard to produce inspiring artwork that lifts up the school community as well as the larger community in Oakland. My students have been on the news and had articles written about their art in the past and it makes the district look good as well as the school. These young artists deserve the opportunity to both celebrate their hard work and introduce it to the greater community with gallery and business receptions.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$6,964	Art materials and supplies to provide students watercolor class, printmaking and ceramics, as well as providing an opportunity to exhibit their work.	60-80 students will be served. We will be expanding programming to include watercolor class, ceramics, and printmaking.
\$1200	Field Trip to exhibition (one per year)	We believe it is important to give our students the opportunity to experience events in which their art is displayed. Transportation is paramount to student and chaperone attendance. 92% of students qualify for free lunch and transportation is very difficult for parents in our community to provide to farther distances.
\$1000	Exhibition receptions and advertising costs (Table and chair rentals, flyers, postcards, hanging supplies, are a few examples of supplies needed.)	See Above

\$9,900.00	Ceramics: Kiln, kiln installation, potter's wheels, and accessories. Installation - 1650 Kiln - 4500 Kiln Shelving/ stands - 500 Potter's Wheels - 3250	See Above
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3. Theater/Drama Program

Programmatic Narrative Based on Rubric

[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on your self assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

This year, we plan to use G1 dollars to supplement our Joven Noble program and we would like to continue to do so next year. We successfully extended our total minutes serving student from 20 minutes to 68 minutes on a regular day and 20 minutes to 36 minutes on a minimum day. Our Joven Noble coordinator is taking a greater role in monitoring attendance and has began attendance contracts with students at risk of being

chronically absent. Last year, Joven Noble demonstrated growth in the following areas: reduction of URFs by 57% and improved grade point averages by 0.7. 2017-18 mid-year data on suspensions, referrals, grade point averages, and attendance are being collected to determine effectiveness.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$10,000	40% Unity Council (Joven Noble Program) Note: Percentage based on current cost	Improved attendance, discipline, and grade point average for the approximately 20 students who participate; overall reduction in suspension incidents school wide.

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



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**School Site Council Meeting
Flyer and Agenda
January 15, 2018 at 4:30 pm in Room 12**

Important meeting!

All parents and community members are encouraged to participate in the School Site Council. The SSC develops and monitors the implantation of the a Single Plan for Student Achievement, otherwise known as the SPSA, proposes expenditures and evaluates the results.

Agenda:

- I. Welcome and call the meeting to order**
- II. Title 1 expenditures**
- III. G.1 proposal**
- IV. SPSA feedback**
- V. Establish date of next meeting and Adjourn**

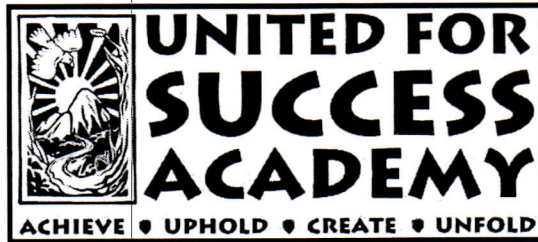


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School Site Council Meeting January 15, 2019 - 4:30pm in Room 12

- I. Welcome and call the meeting to order**
 - A. Ms. Woodridge called the meeting to order at 4:43pm.
- II. Establish Quorum**
 - A. Members present: Kenya Raynor, Tiana Woodridge, Ashley Wallace, Marcos Garcia, Judy Greenspan, Sheila Lawrence, Emily Martinez, Devon Scott, Valery Peralta, Shartresa Nixon, Ronald McSwain, Crystal Cadena
- III. Title I Expenditures**
- IV. G.1 Proposal**
 - A. Art Requests
 1. Kiln, basics, chromebooks, printing press, and other miscellaneous art supplies.
Number one choice would be the Kiln.
 - B. Drama Requests
 1. Curtains (not up to code), sound system, spotlight, folding chairs, field trips, costumes, and other miscellaneous theater items.
 - C. Music Requests
 1. Instrument repair/maintenance, basic supplies, case replacements, transportation to concerts, piano tuning, Chromebooks, instrument lockers, orchestra chairs, etc.
- V. SPSA Feedback**
 - A. Went around in pairs to look at the five site goals in the SPSA. Left post-its for ways to improve, things going well, concerns and questions to then be brought back to leadership next Tuesday, January 22.
- VI. Title I Funding**
 - A. Looking in supplementary funds to find 37,000 to fund the RJ coordinator position because not sure if the district will fund 50% of the position next year (we may have to).
 - B. The district will fund half of the CSM position.
 - C. Marcos Garcia makes a motion to fund part of the RJ and CSM position with Title I funds.
Judy Greenspan seconds. Motion passes.
 - D. Title I parent funds should be used for outreach; event for parents to look at resource room; funding can be used for postage
- VII. Establish date of next meeting and adjourn**
 - A. Tuesday, February 12, 2019 at 4:30pm in Room 12
 - B. Ms. Woodridge adjourned the meeting at 5:45pm.



Meeting: SSC

Date: 1/15/19

Time: 4:30 PM

Location: Rm 12

Printed Name/Nombre	Signature/ Firma	Staff/ Personal Escolar	Parent or Community/ Padre o Comunidad	Student/ Estudiante
Woodridge, Tiana V	<i>Tiana Woodridge</i>		X	
Sheila Lawrence	<i>Sheila Lawrence</i>	X		
Devon Scott	<i>Devon Scott</i>	X		
Shantresca Nixen	<i>Shantresca Nixen</i>	X		
Ronald McKin	<i>Ronald McKin</i>	X		
Marcos Garcia	<i>Marcos Garcia</i>	X		
Judy Green	<i>Judy Green</i>	X		
Emily Martin	<i>Emily Martin</i>			X
Crystal C.	<i>Crystal Cadena</i>			X
Valery Peralta	<i>Valery Peralta</i>			X
Kenya Rayner	<i>Kenya Rayner</i>		X	
Consuelo Ordaz	<i>Consuelo Ordaz</i>			
Enitha	<i>Enitha Martin</i>			
Monique McGuire	<i>Monique McGuire</i>		X	
Ashley Waller	<i>Ashley Waller</i>	X		



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2101 35th Ave. Oakland, CA 94601

Site: (510) 535-3880 - Fax: (510) 535-7139

Website: <http://www.ousd.org/ufs>

G1 Arts Committee Meeting

2/5/19

Attendance	Department	
Marcos Garcia	Principal	present
Ashley Wallace	Theater	present
Sarah Gord	Theater	present
Alexandra Zablotsky	Music	present
Jennifer Fuller	Art	present

Agenda Items:

Review of G1 proposal submitted on 1/11/19

Make final recommendations based on Budget Lock-in for 2019-20




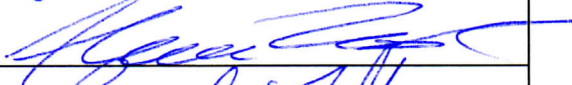
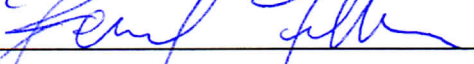
Closure

Minutes:

- Team reviewed the G1 proposal that was submitted in January.
- Garcia explained the that stipends would not be funded out of G1, but will be funded out of supplemental and PIF.
- Team discussion of Ms. Z request to decrease FTE from 1.0 to 0.8 for next school year.
- Team discussed Big Ticket items to prioritize.
- Team discussed Chromebooks to expand programming to Art and Music, will move forward with Music
- Team discuss discussed use of vendors that could be used for some of the materials in proposal. Will seek clarity from District.
- Team in agreement with G1 proposal to move forward with G1 application.
- We will meet after G1 application is reviewed to see if revisions need to be made.

G1 Arts Committee Meeting

2/5/19

Sign In	Department	Signature
Marcos Garcia	Principal	
Ashley Wallace	Theater	
Sarah Gord	Theater	
Alexandra Zablotzky	Music	
Jennifer Fuller	Art	

Agenda Items:

Review of G1 proposal submitted on 1/11/19

Make final recommendations based on Budget Lock-in for 2019-20

Closure



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Measure G1 Mid-Year Reflection 2018-19 Due: February 19, 2019

School:	United for Success Academy	Principal	Marcos Garcia
School Address	2101 35th Ave	Principal Email:	marcos.garcia@ousd.org
School Phone	535-3880	Grant Amount	\$78,840
2017-18 LCFF Enrollment (6-8)	344		

- Grant allocation is based on 2017-18 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		
Budget	2018-19 Activities	Anticipated Outcome
\$73,611	1.0 FTE Music Teacher	5 periods of music taught daily & 1 period of orchestra taught daily with a total of 150 students being served; continued 2% reduction in chronic absence.

Mid-Year Reflection: Music and Theater 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.

With G1 funds, we successfully hired a full 1.0 FTE music teacher, who teaches 5 periods of music daily. We added an orchestra period to our master schedule for the 2018-19 school year. We also opened up an additional elective period for students who want to learn guitar. Students in music classes performed at our last assembly in January and are currently planning to perform at current events as well (e.g. Black History Month Community Celebration.) We also opened up a second section (2 elective classes altogether) of Drama/ Theater. Students

have put on two performances; Fall performances were modern renditions of Cinderella and Red Riding hood; The Spring show will be The Wizard of Oz. We have invited 5th graders of neighboring schools to these and upcoming events so as to develop an appreciation for the arts as well as strengthen our 5th grade to middle school pipeline.

Chronic absence is a clear area of needed growth at UFSA, which is why we are focusing our efforts on a new music program. By engaging students in high quality music programs in addition to other school initiatives, we anticipate greater school engagement and improved attendance.

Since 2016-2017 year we have decreased the total number of students that are Chronically absent every year. From 2016-2017 to 2017-2018 we saw a 3% improvement school wide. We also reported our lowest number of students that were severely chronically absent in 3 years dropping from 6.8% in 2016-17 to 4.1% in 2017-18. We achieved this while also increasing our total number of students enrolled by 28. This year we are on pace to match last years numbers. While our total number of students with satisfactory attendance has leveled out we have seen a 2% decrease in the number of students that are moderately chronically absent, while having a direct correlating increase in our severely chronically absent. We have achieved our gains with our Tier 2 and Tier 3 populations(moderately and severely chronically absent students) through family and student case management strategies. Regular communication with these families has increased the ability for families to remedy attendance problems as they are happening. We are also filing the most SARB referrals this year then we have in the last 3 years to see how much the SARB process can help Tier 3 families with severe attendance issues. We have made ground moving our Tier 1 students through campus attendance challenges made to build the campus culture around coming to school such as Eagles Present Everyday challenge, Attendance Allstars, and our Eagles on Time for Tardies.

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric		
NA		
Budget	2018-19 Activities	Anticipated Outcome

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.

3. World Language Program (PRELOADED)

Programmatic Narrative Based on Rubric		
NA		
Budget	2018-19 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.

2. 5th to 6th Grade Enrollment Retention (PRELOADED)

Programmatic Narrative Based on Data Analysis

N/A

Budget	2018-19 Activities	Anticipated Outcome

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.

3. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on school culture data here]

Budget	2018-19 Activities	Anticipated Outcome
\$5,229	50-55% Unity Council (Joven Noble Program) Note: Percentage based on current cost	Improved attendance, discipline, and grade point average for the approximately 30 students who participate; overall reduction in suspension incidents school wide.

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.

This year, we planned to use remaining G1 dollars to supplement our Joven Noble program and we would

like to continue to do so next year. We successfully extended our total minutes serving student from 20 minutes to 68 minutes on a regular day and 20 minutes to 36 minutes on a minimum day. Our Joven Noble coordinator is taking a greater role in monitoring attendance and has began attendance contracts with students at risk of being chronically absent. Last year, Joven Noble demonstrated growth in the following areas: reduction of URFs by 42% and improved grade point averages by 0.8. 2018-19 mid-year data on suspensions, referrals, grade point averages, and attendance are being collected to determine effectiveness. Furthermore, as a result of his consistent mentorship, our Joven Noble participants have supported a more positive school culture, resulting in a reduction of suspension incidents.