



# **OAKLAND UNIFIED SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**2020-21 Measure G1**

**Grant Application**

**Due: March 26, 2020**

<b>School</b>	Parker K-8	<b>Contact</b>	Rocquel Colbert
<b>School Address</b>	7929 Ney Avenue Oakland, CA 94605	<b>Contact Email</b>	rocquel.colbert@ousd.org
<b>Principal</b>	Rocquel Colbert	<b>Principal Email</b>	rocquel.colbert@ousd.org
<b>School Phone</b>	510-879-1440	<b>Recommended Grant Amount*</b>	<b>\$39,607.00</b>
<b>2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)</b>	<b>85</b>	<b>2019-20 LCFF Enrollment</b>	<b>81</b>

*\*Grants will be distributed based on site-projected enrollment at the time that the grant is due. Final distribution of funds will be based on the prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.*

## **Summary of Approved Expenditures from 2019-20 (2019-20 Approved Proposal & 2018-19 Carryover Form)**

2019-20 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
<b>1</b>	Oakland510: Provide elective music classes that will give our children the opportunity to learn how to play an instrument. Oakland510 will teach the classes.	\$13,000
<b>2</b>	MOCHA will provide an art instructor for middle school	\$13,000
<b>3</b>	Urban Life Mentors for mentoring, coaching interpersonal & character development, college & career preparation.	\$11,000
<b>4</b>	Art and music supplies for art and music electives	\$2,408
<b>5</b>	Field trips to enhance student opportunities to experience culture and the arts.	\$3,000
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$42,408</b>

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

2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
<b>1</b>	Urban Life Mentors for mentoring, coaching interpersonal & character development, college & career preparation	\$9,000.00
<b>2</b>	Yearbook Arts & Leadership	\$8,000.00
<b>3</b>	Drama/Theater Arts	\$10,000.00
<b>4</b>	STEAM/Robotics Art	\$10,000.00
<b>5</b>	Field Trips to enhance student opportunities to experience culture and the arts.	\$2,452.00
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$39,452.00</b>

## **School Demographics**

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
43	50	93%	24%	5% (Mod/Sev)	27%	100%

### ***Student Body Ethnic Composition***

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
43%			45%	2%	4%	2%	4%

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

Name	Role
Rocquel Colbert	Principal
Ayanna Dupree	TSA
Alesia Bland	Resource Teacher
Ann Baxter	Middle School Teacher
Gail Wooley	Middle School Teacher
Florent Mofo Wamba	Middle School Teacher

**School Vision (insert here): Parker recognizes its purpose as a school that complements and supplements the groundwork established in the first and primary place of education: the Home. Parker School seeks to further develop and enhance education excellence by producing one focused Scholar at a time by every means necessary. Our goal is to educate the whole child: Body, Mind, and Soul. Our assignment is to be a catalyst and foundation to train generations that will provide leadership for our community and positively impact the world.**

### **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.

<b><u>Music (Rubric)</u></b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>	<b><u>Art (Visual Arts, Theater, and Dance)</u></b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>
<b><i>Access and Equitable Opportunity</i></b>	Basic	Basic	<b><i>Access and Equitable Opportunity</i></b>	Basic	Basic
<b><i>Instructional Program</i></b>	Basic	Basic	<b><i>Instructional Program</i></b>	Basic	Basic
<b><i>Staffing</i></b>	Basic	Basic	<b><i>Staffing</i></b>	Basic	Basic
<b><i>Facilities</i></b>	Basic	Basic	<b><i>Facilities</i></b>	Basic	Basic
<b><i>Equipment and Materials</i></b>	Basic	Basic	<b><i>Equipment and Materials</i></b>	Basic	Basic
<b><i>Teacher Professional Learning</i></b>	Basic	Basic	<b><i>Teacher Professional Learning</i></b>	Basic	Basic
<b><u>World Language (Rubric)</u></b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>			
<b><i>Content and Course Offerings</i></b>	No Program	No Program			

<i>Communication</i>	No Program	No Program
<i>Real world learning and Global competence</i>	No Program	No Program

### Measure G1 Data Analysis

<i>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment )</i>	<i>2018-19 (last yr)</i>	<i>2019-20 (this yr)</i>	<i>Safe and Positive School Culture (SPSA)</i>	<i>2018-19 (last yr)</i>	<i>2019-20 (this yr)</i>
<i>Enrollment Data (20 day)</i>	--	54	<i>Suspension</i>	4	1
<i>ES Outreach Strategy Actions</i>	--		<i>Chronic Absence</i>	21	10
<i>Programs to support ES students transition to MS</i>	--		<i>CHKS data (District) or Culture/Climate survey</i>	--	

**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	February 12, 2020
<b>Staff Engagement Meeting(s)</b>	
<b>Staff Group</b>	<b>Date</b>
Middle School Team Meetings	February 12 & March 11, 2020
Staff Meeting	March 9, 2020
Instructional Leadership Meeting	February 24, 2020

### Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team's plan to address the following:

#### The Goals of Measure G1

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2019-20 school year.
2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. All budget items should total the amount listed in "Recommended Grant Amount" above.

#### 1. Music Program

Programmatic Narrative Based on Rubric

[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 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.

## 2. Art 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 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$8,000	Leadership/Yearbook Arts	Students become artist, historians, and journalist as they assemble & develop the school yearbook. Students will learn skills in graphic design, photography, visual communication, writing, and collaboration skills. Students will be able to integrate their lived experiences into their leadership development process. <i>Students will learn how to communicate effectively (using written and spoken word, non-verbal language, electronic tools, and listening skills) to develop relationships, manage conflicts, and work across differences. Students will learn the skills to engage in conflict productively and work toward conflict resolution. Students will develop critical thinking and decision-making skills. Students will collaborate on the design &amp; implementation of school-wide programs to promote positive school climate &amp; culture.</i>
\$10,000	Drama/Theater Arts	Students will broaden their respect for, and understanding of, theatre as an art form. Students will examine the relationship of theatre arts to other content areas and the role and meaning of theatre arts in various social, cultural, and historical contexts. Technical expertise and artistic expression are enhanced through practice, study, and evaluation of their own work and others. Students will demonstrate their work through performances.
\$10,000	STEAM: Science, Technology, Engineering, Art, Math	Integrate arts activities, such as graphic design to enrich the STEM curriculum content. Students will learn STEAM to equip them with the skills and knowledge needed to thrive in the 21st century

## 3. World Language 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]

<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 group.

#### 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]		
<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/families to be served and achievement for specific student groups.

#### 5. Safe and Positive School Culture

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]		
<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). 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.
\$9,000	Urban Life Mentors: Urban Life Mentors for mentoring, coaching interpersonal & character development, college & career preparation.	<i>Provide students with academic and social-emotional support and mentoring as an alternative to suspension and promote positive school culture and climate.</i>
\$2,452.00	Field Trips: Field trips to enhance student opportunities to experience culture and the arts.	Provide students with cultural and enrichment and exposure to the arts.

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



Parker Elementary & Middle School

## **SSC Meeting Minutes**

**2.12.20**

### **Present:**

- 1. Rocquel Colbert**
- 2. Shaniece Broach**
- 3. Dawn Allen**
- 4. Sandra Shapiro**
- 5. Janice Pickett**
- 6. Dilia Salazar**
- 7. James "Xander" Timpson**
- 8. Gail Wooley**
- 9.**
- 10.**

### **Introduction/Agenda Items**

**Meeting called to order at 1:30p. Last meeting's minutes were reviewed and approved.**

**Review of SPSA goals, as reviewed in January's meeting.**

**Review of Title 1 as reviewed in January's meeting. We do not have an exact number for how much money we will receive. We typically use most of the funds on extra school support positions.**

**Colbert presents a wish list for us to rank the expenditures we want to use funds for.**

**We listed the following items for priority:**

- 1. Extra STIP Sub**
- 2. Online curriculum (Learning A-Z)**
- 3. Language Learning Software**
- 4. Extra TSA**
- 5. Supplies for Poster Maker (paper, ink, etc.)**
- 6. Part-Time Tech support**

**Colbert motions to approve the following:**

**1.0 fte Stip- \$30,000**

**1.0 fte TSA-\$85,000**

**English language learning software-\$2,000**

**Online Curriculum-\$2,000**

**Supplies for poster maker-\$1,000**

**.2 fte Tech support-\$6,000**

**Gail Wooley 2nd motion, all said "I" in favor.**

**Measure G1 Funds: Funds for 2020-2021 \$39452**

**Parker has used funds for middle school electives and arts-related field trips. Middle school team discussed new electives for next school year, including Theater Arts/Drama, STEAM, and Yearbook/Leadership Arts. We would like to continue offering elective program provided by the urban Life Mentors. We also discussed funding field trips for middle school. Members agree with elective offerings and field trip funding.**

**Meeting adjourned at 3pm**

**Next Meeting March 11**



## Parker Instructional Leadership Team

Monday, February 26, 2020; 3-4pm

NORMS	
<ul style="list-style-type: none"> <li>We will speak our truth using “I” statements</li> <li>We will use technology responsibly</li> <li>We will be aware of our own “airtime”</li> <li>We will honor this space by holding each other accountable</li> <li>We will have one mic</li> </ul>	<ul style="list-style-type: none"> <li>We will presume positive intent</li> <li>We will strive not to take things personally</li> <li>We will keep this space confidential</li> <li>We will take care of each other</li> <li>We will keep our students at the center of the work</li> </ul>

### Agenda

Time	Discussion Item	Notes
3:00-3:05	Welcoming Ritual:	<a href="#">Sample Warm-Up Questions</a>
3:05-4:00	<p><b>*Discuss ILT Schedule:</b></p> <p><b>*Review Parker Fall/MOY Data:</b></p> <p><b>*Schedule ILT Learning Walk:</b></p> <p><b>*Discuss Supports for EL Students:</b></p>	<p><b>*ILT Learning Walk Schedule:</b></p> <ul style="list-style-type: none"> <li>-Grade K-2 observations (Canepa/Dupree’) on Tue., 3/10 from 1:30-2pm, observe grades 3-5.</li> <li>-Grade 3-5 observations (Balasubramanian/Timpson) on Thur., 3/12 from 9:25-9:55am</li> <li>-Grades 6-8 observation (Hall/Timpson) on Wed., 3/17 from 10:30-11.</li> </ul> <p><b>*EL Support (Fall Planning):</b> Designated ELD, pull-out sessions, Hooked on Phonics-\$200 for (3) licenses, chromebooks for EL students to use throughout the day.</p> <ul style="list-style-type: none"> <li>-OUSD: ELD Curriculum</li> <li>-Story Book World: EL Curriculum, translate the story in the primary language</li> <li>-Other classroom strategies for EL students:</li> <li>-Leap Frog, Spanish dictionary, partner students for science, Dual Lingo website, partner higher level student with lower level student.</li> </ul>





## Parker Instructional Leadership Team

Monday, February 26, 2020; 3-4pm

	<p><b>*Discuss 2020-2021 Budget Strategies &amp; Measure G1:</b></p> <p><b>Calendar/Upcoming Events:</b></p>	<p>-Parker 2020-2021 budget summary will be shared at March staff meeting.</p> <p>-Middle school team discussed Measure G1 and elective offerings for next school year. Measure G1 funds also planned for middle school field trips.</p> <p>*Parker Open House, tentatively scheduled for May 6, possibly later in June</p>
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Parker Elementary & Middle School



**OAKLAND UNIFIED  
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Community Schools, Thriving Students

## **Middle School Team Meeting Agenda & Minutes: February 12, 2020**

\*Team Members Present: Florent MofoWamba, Gr 7 & 8; Ann Baxter, Gr. 6; Gail Wooley, Gr. 7 & 8, Rocquel Colbert, Principal; Alesia Bland, SPED Teacher

### **I. Middle School routines & PBIS**

### **II. Measure G1 & 2020-2021 Electives**

#### **A. Drama/Theatre**

- Kev Choice was asked if he knows anyone interested in doing our Drama/Theatre
- Ms. Baxter knows someone that may be interested and will contact them.
- Ms. Bland will contact Destiny arts

#### **B. Science, Technology, Engineering, Arts (graphic design, Multi-Media), Math (STEAM) & Robotics**

#### **C. Leadership/Yearbook (Online yearbook?)**

- How do we want to represent our school?
- 1st-month studying various yearbooks

#### **D. Urban Life Mentoring – Mr. Eric and his team will be contracted again**

### **III. Upcoming Field Trips**

- California Academy of Sciences on 2/28
- Hamilton Theater Production on 3/25
- Movie Trip – Email AMC to see if we can table to movie until September/next school year

### **IV. SBAC/CAASPP Prep.**

- Making sure that we prep the kids and talk up how important the test is for their future.
- Last year we contacted a radio station and created a video. This year we will start off by showing the video from last year. It doesn't matter who the kids are it features elementary and middles school and they all will love it. We will have an assembly themed around stomper taking the SBAC test. It will already be pre-recorded with different thoughts or comments he has around taking the SBAC test.
- **Target 20-30 minutes a day working on SBAC questions or IAB questions. Be sure to highlight the tools on the test and where students access these tools. (Ms. Baxter)** For the tools; can we have a time when we can go over the tools and how to access them? Ms. Colbert will get the test coordinators to review the tools during a PD before SBAC starts. Ms. Colbert will have the test coordinators create a cheat sheet for the staff to use. **(Florent)** Can we have the PD for the tools earlier in March? **February 26<sup>th</sup> will be the date that all staff will review the SBAC Tools and how to locate/find them.**
- Incentives for the students that try during the test. Parker scholar dollars, free time, movie party, extra recess, homework pass, positive phone call home.



**Parker Elementary & Middle School**



**OAKLAND UNIFIED  
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### **Middle School Team Meeting Agenda & Minutes: March 11, 2020**

\*Team Members Present: Florent MofoWamba, Gr 7 & 8; Ann Baxter, Gr. 6; Gail Wooley, Gr. 7 & 8, Rocquel Colbert, Principal; Alesia Bland, SPED Teacher; Luis Barajas, PE Teacher

#### **Measure G1: Middle School Electives**

- Contracts are offered to elective providers. Contracts are funded through Measure G1 funds.
- When will students choose their elective? April 6<sup>th</sup> have two forms per student to teachers (5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade). Forms will be returned by Friday, April 8, 2020. All forms not returned; parents will be called to confirm elective selection.

#### **8th Grade Promotion**

##### **A. Promotion Criteria**

- GPA 2.5
- P.E. counts for overall GPA
- Fights
- Suspension
- Cell phone violation
- Leaving campus without permission
- Violation of Parker 5 b's
- Principal discretion
- **Fatima right now is the only student with ONE more warning and she will not walk the stage.**

**B. 8<sup>th</sup> Grade Promotion** will be Wednesday, May 27, 2020. Ms. Colbert shared the promotion program with staff.

##### **Program from last year**

- Welcome
- Parker Pledge
- Awards
- Performance by choir
- Students speakers
- 8<sup>th</sup> grade Teacher Presentations 2020
  - Ms. Wooley
  - Mr. Mofowamba
  -

**C. 8<sup>th</sup> Grade Trip/Promotion Activities** – Friday, May 22, 2020

- Spirit Week – Monday, May 18, 2020 – Friday, May 22, 2020

**III. 5<sup>th</sup> Grade Transition Assembly:** Wednesday, May 20, 2020 at 11:30 am

#### IV. SBAC & Kick-Off Assembly

- SBAC Schedule distributed at staff meeting on 3/9/20
- Late Students: Late students will go to portable E to begin their test or complete assignments.
- SBAC Kickoff Assembly scheduled for April 16th
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**Parker Elementary & Middle School**



**OAKLAND UNIFIED  
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**Middle School Team Meeting Sign-In: March 11, 2020**

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# Parker Elementary and Middle School STAFF MEETING



Monday, March 9, 2020  
3-4:15 pm



## Agenda

3:00-3:05	Welcome Warm Up
3:05-3:15	Department Reports/Updates
3:15-3:20	Parker Roar Staff Newsletter
3:20-3:35	SBAC/CAASPP Spring Assessment
3:35-3:50	2020-2021 Budget Update
3:50-4:05	Student Discipline/Class Size
4:05-4:15	Parker Parking Lot

## Parker Measure G1 Funds

### Measure G1 Funds: \$39,452

- On February 5, 2008, Oakland voters approved the "Oakland Unified School District 2008 Education Parcel Tax Measure, more commonly known as "Measure G", in the amount of \$195 per parcel. Measure G, a continuation of "Measure E", which was first adopted in March 2, 200, was converted into a permanent parcel tax effective July 1, 2009.
- Measure G money may not be spent on the salaries of central office administrators and expenditures will be monitored by an independent Citizens' Oversight Committee to ensure that proceeds of the tax are spent only for the purposes named in the measure. Measure "G" also provides exemptions for low-income taxpayers.

(Middle School Elective Provider Contracts & Middle School Field Trips)



**OAKLAND UNIFIED  
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**Measure G1  
Mid-Year Reflection 2019-20**  
Due: February 3, 2020

School:	Parker K-8	Principal	Rocquel Colbert
School Address	7929 Ney Avenue Oakland, CA 94605	Principal Email:	rocquel.colbert@ousd.org
School Phone	510-879-1440	Grant Amount	<b>\$42,408</b>
2018-19 LCFF Enrollment (6-8)	<b>92</b>		

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

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

**1. Music Program (PRELOADED)**

Programmatic Narrative Based on Rubric		
Since we do not offer a middle school music program, G1 funds, this will allow us to create music programs that provide students with opportunities from picking up an instrument for the first time to growing into accomplished ensemble players and soloists. We will develop a program where students can make lasting friendships and explore how music connects people from around the world.		
Budget	2019-20 Activities	Anticipated Outcome
\$13,000	Provide elective music classes that will give our children the opportunity to learn how to play an instrument. Oakland510 will teach the classes and serve 100 students three times a week for 32 weeks.	Students will gain fundamental performing arts skills in alignment with state standards.

**Mid-Year Reflection: Music Program**

<p><b>Narrative: Progress Towards Anticipated Outcomes</b></p> <p>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.</p>
<p>Student interest in the drumming elective has diminished since last school year. The students who take the class enjoy learning to play the drum and perform, however, the class numbers are not sustainable. We did an informal survey of student interests and for next school year, we plan to offer a Drama/Theater Arts class. Drama/Theater Arts in more in alignment with our student interest and broad talent.</p>

**2. Art Program (PRELOADED)**

**Programmatic Narrative Based on Rubric**

Through G1 funds we are currently able to offer a visual arts program this year. We are on track to meet our anticipated goals and outcomes. Funds for next school year will be applied in the same manner.

Budget	2019-20 Activities	Anticipated Outcome
\$13,000	MOCHA will provide an art instructor for middle school for (4) classes a week for 32 weeks.	Students will gain fundamental visual arts skills in alignment with state standards.
\$2,408	Supplies for electives	Enhancement of student elective experience.

**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.

The Art classes expose students to a broad spectrum of art expression, including painting, sketching, clay/ceramics, and origami. The intended outcome of the class is being met, however, we may proposal an expansion of the current model for next school year to include art management & leadership, which blends the artistic and business elements of a career in the arts.

**3. World Language Program (PRELOADED)**

**Programmatic Narrative Based on Rubric**

N/A



Budget	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

**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.

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

**Programmatic Narrative Based on Data Analysis**

We currently do not have this program in place. G1 funds would allow us provide students with motivation and inspiration to achieve academic and life goals by inspirational and successful figures from diverse backgrounds.

Budget	2019-20 Activities	Anticipated Outcome
\$3000	Field trips to enhance student opportunities to experience culture and the arts.	Provide students with cultural and enrichment and exposure to the arts.

**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.

Accessibility to field trips and off site opportunities our students would not otherwise have has played a significant role in incentivizing and motivating our students. Since last school year, our school attendance rates have improved by 30%. Students are more motivated to attend school regularly if they know exciting field trip opportunities await them. In addition, they know that positive behavior and positive attendance enable them further access to these opportunities.

### **5. Safe and Positive School Culture (PRELOADED)**

#### **Programmatic Narrative Based on Data Analysis**

With the support of G1 funds, we will be able to expand and extend the role of Urban Life Mentors to provide our students with academic and social-emotional support and mentoring as an alternative to suspension and promote positive school culture and climate.

<b>Budget</b>	<b>2019-20 Activities</b>	<b>Anticipated Outcome</b>
\$11,000	Urban Life Mentors for mentoring, coaching interpersonal & character development, college & career preparation.	Provide students with academic and social-emotional support and mentoring as an alternative to suspension and promote positive school culture and climate.

#### **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.

The Urban Life Mentors program continues to provide high quality and creative activities that support character development and positive decision-making that lead to a pathway of success. Student participation in Urban Life Mentors has contributed to the decline in our middle school student suspensions & referrals. In addition, I partly attribute the increase in positive school culture and climate to the support students receive from the Urban Life Mentors program.

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