



# **OAKLAND UNIFIED SCHOOL DISTRICT**

Community Schools, Thriving Students

**2020-21 Measure G1**

**Grant Application**

**Due: March 26, 2020**

<b>School</b>	Roosevelt Middle School	<b>Contact</b>	Clifford Hong
<b>School Address</b>	1926 19th Avenue Oakland CA 94606	<b>Contact Email</b>	clifford.hong@ousd.org
<b>Principal</b>	Clifford Hong	<b>Principal Email</b>	clifford.hong@ousd.org
<b>School Phone</b>	510-535-2877	<b>Recommended Grant Amount*</b>	<b>\$270,231.00</b>
<b>2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)</b>	<b>584</b>	<b>2019-20 LCFF Enrollment</b>	<b>550</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
1	Student Advisor 1 (as of 11/2019)	\$100,012 \$127,159
2	Student Advisor 2 (as of 11/2019)	\$100,011 \$68,523
3	extended contracts - \$2500 music teacher after school jazz, \$2,700 stipend for world language teacher mentor	\$2,746
4	Supplies - \$7,000 maker, \$7,000 music	\$14,000
5	world language class materials and supplies	\$17,065
6	Social Worker	\$32,248
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$244,676</b>

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

2019-20 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	Student Advisor 1	\$130,000.00
2	Student Advisor 2	\$80,000.00
3	Equipment for Art	\$4,000.00
4	Equipment for Music	\$5,178.00
5	Stipend for Music Teacher for After School Program	\$5,000.00
6	Buses for Music Trips	\$5,000.00
7	Newcomer Social Worker	\$40,000.00

	<b>Budget Total (must add up to Current Grant Amount)</b>	\$269,178.00
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### ***School Demographics***

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
58%	42%	94.12%	5%	7%	34%	100%

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

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
18%	1%	39%	36%	2%	1%	1%	1%

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

Name	Role
CLIFF HONG	PRINCIPAL
SHELLEY GORDON	INSTRUCTIONAL FACILITATOR
JOAO SOLOMON	ASSISTANT PRINCIPAL
ETTIENNE GODFREY	ASSISTANT PRINCIPAL

**School Vision: Roosevelt's mission is to empower all students to be creative community leaders by providing them with a strong academic foundation, equipping them with 21st century skills, and instilling a community ethic.**

### **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><i>Music (Rubric)</i></b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>	<b><i>Art (Visual Arts, Theater, and Dance)</i></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>	Quality	Quality	<b><i>Instructional Program</i></b>	Quality	Quality
<b><i>Staffing</i></b>	Quality	Quality	<b><i>Staffing</i></b>	Quality	Quality
<b><i>Facilities</i></b>	Quality	Quality	<b><i>Facilities</i></b>	Quality	Quality
<b><i>Equipment and Materials</i></b>	Quality	Quality	<b><i>Equipment and Materials</i></b>	Quality	Quality
<b><i>Teacher Professional Learning</i></b>	Quality	Quality	<b><i>Teacher Professional Learning</i></b>	Quality	Quality
<b><i>World Language (Rubric)</i></b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>			
<b><i>Content and Course Offerings</i></b>	Emerging	Emerging			
<b><i>Communication</i></b>	Emerging	Emerging			

<b>Real world learning and Global competence</b>	Emerging	Emerging
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### Measure G1 Data Analysis

<b>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment )</b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>	<b>Safe and Positive School Culture (SPSA)</b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>
<b>Enrollment Data (20 day)</b>	757	600	<b>Suspension</b>	17 (as of Feb 8, 2019)	43
<b>ES Outreach Strategy Actions</b>	-maker faire -road shows -mailers	-road shows, mailers and phone calls	<b>Chronic Absence</b>	6.5% (as of Feb 8, 2019)	10
<b>Programs to support ES students transition to MS</b>	-student advisor -summer bridge	-student advisor and summer bridge	<b>CHKS data (District) or Culture/Climate survey</b>		

**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	2/27/20

<b>Staff Engagement Meeting(s)</b>	
<b>Staff Group</b>	<b>Date</b>
School Leadership Team	3/9/20

### 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

We continue to build on our strong music program. We believe we are delivering a high quality program, with offerings in strings, orchestra, guitar, choir, and a jazz band. What we learned from last year's program was that we would like to add more trips and rich musical experiences for our students. As such, our music program now includes more performances off campus. In addition, we are bringing more outside guest musicians and groups. For example, we have a North Indian musical group coming to share their talents with our students this Spring. Finally, we are providing a stipend for our music teacher to provide guest musicians to private tutor Roosevelt students after school. We would like to inform the next round of G1 expenses by continuing to provide buses for field trips, and the stipend for the after school program, as well as supplies for the music program.

<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.
\$5,178	Supplies for music program.	<i>250 students participate in our music program.</i>
\$5,000.00	Stipend for music teacher for after school program.	<i>25 students participate</i>
\$5,000.00	Buses for music field trips.	200 students go on music trips

## 2. Art Program

### Programmatic Narrative Based on Rubric

We are happy with how our inaugural year of our art program turned out. From the beginning, we wanted our art teacher to have students produce art that would brighten up our school, and also have a social and political element to it. She has succeeded. Our halls are filled with beautiful student work, and these have been very relevant. For example, there was an "Around the Town" theme for one of the projects where the students had to create visual depictions of various places in Oakland. What we've learned is that students need to be able to work with various mediums in art, which is why we are proposing to use part of our G1 funds to buy new types of materials, perhaps including digital art.

<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.
\$4,000.00	Equipment and supplies for art.	<i>150 students will experience our art class</i>

## 3. World Language Program

### Programmatic Narrative Based on Rubric

We have not launched our language program, though we are considering doing so for the 21-22 school year.

<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**

We have increased our enrollment year over year for the last few years. We believe that part of this success is that we have had a 6th grade student advisor whose role is to ensure that our new 6th graders have a great experience. One thing we have learned is that the 6th grade advisor should do more work in advance of the school year. Therefore, part of the G1 funding will go towards paying for a summer extended contract where the student advisor will make phone calls to and meet some of the incoming students.

<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.
\$130,000.00	Student Advisor 1	<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>

**5. Safe and Positive School Culture****Programmatic Narrative Based on Data Analysis**

It is our belief that having a strong culture in a school is necessary for students to thrive academically. Even though our suspension numbers this year have risen as compared to last year, we believe the culture of the school is better. The suspensions are just one data point, and upon reflecting on that data point, we are seeing that a large portion of the suspensions are coming from students classified with the disability known as "emotional disturbance". We will continue to fund a student advisor to work with students outside of that designation, as we have an Assistant Principal who works with students with IEPs in our Special Education program. In addition, we are seeing that our newcomers are in need of additional socio-emotional support, which is why we are investing some of our G1 funds into a social worker specifically for newcomers.

<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.
\$80,000.00	Student Advisor 2	Reduction in suspensions, as compared to 2019-20.
\$40,000.00	Newcomer Social Worker	Reduction in referrals, as compared to 2019-20.

***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)).***

**Roosevelt Middle School  
2019-20 SSC Meeting Notice**

**Date: Thursday, April 2, 2020**

Time: 4:15pm-4:45pm

Location: zoom call

**Agenda**

1. Title I spending for 20-21
2. Title I parent spending for 20-21
3. Title IV spending for 20-21
4. G1 spending for 20-21
5. Title I carryover
6. Title I parent carryover
7. Title IV carryover
8. Select next meeting and adjourn

**Roosevelt Middle School  
2019-20 SSC Meeting Agenda**

**Date: Thursday, April 2, 2020**

Time: 4:15pm-4:45pm

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**Agenda**

1. Title I spending for 20-21
2. Title I parent spending for 20-21
3. Title IV spending for 20-21
4. G1 spending for 20-21
5. Title I carryover
6. Title I parent carryover
7. Title IV carryover
8. Select next meeting and adjourn

# **Roosevelt Middle School**

## **2019-20 SSC Meeting Minutes**

**Date: Thursday, April 2, 2020**

**Time: 4:00pm-4:45pm**

**Location: zoom call**

**Attendees:** Cliff Hong, Roseanne Jones, Marisela De Anda, Sophia Frank, Lydia Alexandre, Shelley Gordon

1. 415pm - Welcome - Meeting opened at 401pm
2. 417pm - Title I spending for 20-21 - Cliff Hong presented proposal:

TOTAL AVAILABLE	\$201,996
Reading Intervention Teacher 1	Full amount for salary and benefits.
Reading Intervention Teacher 2	Full amount for salary and benefits.
Teacher Extended Contracts	Up to \$30,000

SSC discussed. Cliff Hong moved to approve these expenditures as articulated. Shelley Gordon seconded. SS unanimously voted to approve.

3. 425pm - Title I parent spending for 20-21 - Cliff Hong presented proposal:

TOTAL AVAILABLE	\$4,344
Language Link Translation and Interpretation Service	Up to \$4,000
OUSD Interpreters stipend + benefits	Up to \$1000

SSC discussed. Cliff Hong moved to approve these expenditures as articulated. Shelley Gordon seconded. SS unanimously voted to approve.



4. 430pm - Title IV spending for 20-21 - Cliff Hong presented proposal:

TOTAL AVAILABLE	\$13,575
Staff Retreat	Up to \$13,575

SSC discussed. Cliff Hong moved to approve these expenditures as articulated. Shelley Gordon seconded. SS unanimously voted to approve.

5. 435pm - G1 spending for 20-21 - Cliff Hong presented proposal:

TOTAL AVAILABLE	\$269,000
Student Advisor 1	Full amount for salary and benefits. (approx \$135,000)
Student Advisor 2	Full amount for salary and benefits. (approx \$85,000)
Equipment for Art Class	Up to \$5,000
Equipment for Music Class	Up to \$5,000
Music Teacher After School Program Stipend	Up to \$5,000
Buses for Music Field Trip	Up to \$5,000
Newcomer Social Worker	Up to \$40,000

SSC discussed. Cliff Hong moved to approve these expenditures as articulated. Shelley Gordon seconded. SS unanimously voted to approve.

6. 440pm - Title I carryover

- a. SSC discussed. Cliff Hong moved to transfer all available unencumbered funds in all object codes to carryover. Sophia Frank seconded. SS unanimously voted to approve.

7. 442pm - Title I Parent carryover

- a. SSC discussed. Cliff Hong moved to transfer all available unencumbered funds in all object codes to carryover. Sophia Frank seconded. SS unanimously voted to approve.

8. 443pm - Title IV carryover

- a. SSC discussed. Cliff Hong moved to transfer all available unencumbered funds in all object codes to carryover. Sophia Frank seconded. SS unanimously voted to approve.

9. 445pm - Selected next meeting as May 7, 2020 and adjourned.

  
Cliff Hong, SSC Secretary

4/2/20  
Date

**Roosevelt Middle School**  
**2019-20 G1 Staff Meeting Notice**

**Date: Monday March 9, 2020**

Time: 900am-1000am

Location: Office

1. Discuss and approve G1 carryover spending for 19-20.
2. Discuss and approve G1 spending for 20-21.

**Roosevelt Middle School**  
**2019-20 G1 Staff Meeting Agenda**

**Date: Monday March 9, 2020**

Time: 900am-1000am

Location: Office

3. Discuss and approve G1 carryover spending for 19-20.
4. Discuss and approve G1 spending for 20-21.

**Roosevelt Middle School**  
**2019-20 G1 Staff Meeting Minutes**  
**Roosevelt Staff**

**Date: Monday March 9, 2020**

Time: 900am-1000am

Location: Office

Attendees: Cliff Hong, Ettienne Godfrey, Joao Solomon, James Narvaez, Josh Bolin

1. G1 carryover spending for 19-20 - Cliff Hong presented proposal:

TOTAL	\$24,895
Student Advisor Summer Extended Contract	\$11,000
North Indian Music Program	\$1900
Equipment for Music Class	\$1,495.85
Music Teacher After School Program Stipend	\$5,500
Buses for Music Field Trips	\$5,000

Staff team discussed. Unanimously voted to approve.

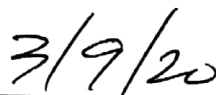
2. G1 spending for 20-21. Discussed the G1 rubrics. Cliff Hong presented proposal for spending for 2020-21 school year:

TOTAL	\$269,178
Student Advisor 1	Full amount for salary and benefits. (approx \$120,000)
Student Advisor 2	Full amount for salary and benefits. (approx \$70,000)
Equipment for Art Class	Up to \$5,000
Equipment for Music Class	Up to \$5,000

Music Teacher After School Program Stipend	Up to \$5,000
Buses for Music Field Trip	Up to \$5,000
Newcomer Social Worker	Up to \$40,000

Staff members discussed, and unanimously approved.


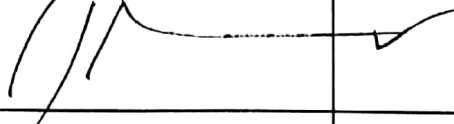


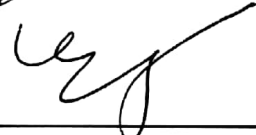
  
Cliff Hong, Principal

  
Date

# G1 Staff Meeting Sign-In

School: Roosevelt

Date: 3/09/20

Printed Name	Signature	Staff	Parent or Community	Student
JAMES NARVAEZ		<input checked="" type="checkbox"/>		
João Solomon		<input checked="" type="checkbox"/>		
Cliff Hong		<input checked="" type="checkbox"/>		
Joshua Bolin		<input checked="" type="checkbox"/>		
Etienne Godfrey		<input checked="" type="checkbox"/>		



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## Measure G1 Mid-Year Reflection 2019-20 Due: February 3, 2020

School:	Roosevelt Middle	Principal	Clifford Hong
School Address	1926 19th Avenue Oakland CA 94606	Principal Email:	clifford.hong@ousd.org
School Phone	510-535-2877	Grant Amount	<b>\$244,676</b>
2018-19 LCFF Enrollment (6-8)	<b>592</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		
<p>We continue to build on our strong music program. The biggest change in the 2018-19 school year is the addition of a new music teacher. Mr. Randy Porter transferred to Roosevelt after a long and distinguished career being the music teacher at Westlake Middle School.</p> <p>Through Mr. Porter's efforts, we have brought in a half-dozen professional musicians who have tutored and trained our musical students. Mr. Porter also has taken at least two field trips so far where students have performed in different parts of the state, enriching their musical experience.</p> <p>The G1 funds have been used to purchase and repair at least two dozen instruments. In particular, we were able to purchase several guitars and Mr. Porter was able to offer a new guitar class to Roosevelt students. Mr. Porter also offered a new jazz class after school.</p> <p>The one area on the rubric we can still improve on is access. Currently, we have an elective program where students choose to either take the music class or they can choose a combination of computer science and maker class (one semester each).</p> <p>One thing I learned from this year's usage of G1 funds is that there is enough interest that students will come after school to learn music. Therefore, we will continue to give a stipend to Mr. Porter to do sessions after school.</p> <p>We hope to use this year's G1 funds to purchase additional music and new instruments to accommodate our growing student population.</p>		
Budget	2019-20 Activities	Anticipated Outcome
\$2,746	\$2500 music teacher stipend for after school jazz	15 students participate in this class and perform at least 3x for an authentic audience

\$7,000	new sheet music and new instruments	10 more students than in 2018-19 enroll in music
\$650	Elmo document camera. The daily 'Do Now' will be a pencil to paper activity of students copying music into their journals that is displayed on the Elmo. This also provides an opportunity to highlight student work and display for the class. It is a great tool to break down notated rhythms so that students have a deeper understanding of them.	250 music students will learn how to notate music.

### ***Mid-Year Reflection: Music 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.

So far, we have bought new sheet music and some new instruments. We have also purchased the Elmo Doc cam, which our music teacher is using to teach musical notation. He has also begun his after school program for Jazz and additional musical instrument tutoring. The only challenge has been that there is more demand than he can handle for the after school music program.

## **2. Art Program (PRELOADED)**

#### **Programmatic Narrative Based on Rubric**

We are very proud of our maker program, which also includes design and art. The biggest update in the last few years has been the addition of technology like 3D printers and a laser cutter.

In addition, we have run a mini-maker faire at Roosevelt for the second year in a row, where we invited 4th and 5th graders from the nearby feeder elementary schools to engage in interactive projects with our middle school students around various maker projects that our students created.

The G1 funds were used to purchase materials such as wood to build items like birdhouses and electronics items to have students being projects involving circuitry. We also took students to Maker faires off campus. On the rubric, we scored a "basic" on access we have an elective program where students choose to either take the music class or they can choose a combination of computer science and maker class (one semester each).

In terms of learnings from last year, we would like to have the maker/design/art projects have even more of an authentic audience, like perhaps putting together an art show.

This year, we would like to continue to fund supplies like wood and tools to ensure a rich experience for the new incoming 6th graders.

<b>Budget</b>	<b>2019-20 Activities</b>	<b>Anticipated Outcome</b>
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\$7,000	Supplies for maker class.	300 students will have access to a maker/design/art elective.
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### ***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.

We have hallways filled with beautiful art generated by Roosevelt students in this art class, so that is a success. There are no challenges so far.

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

#### **Programmatic Narrative Based on Rubric**

However, in January 2019, we applied for a program called the “Teachers of Critical Languages Program” through the U.S. Department of State where we may be assigned a teacher of Mandarin from China, or a teacher of Arabic from Egypt or Morocco. We hope that this teacher will help us establish a language program at Roosevelt.

<b>Budget</b>	<b>2019-20 Activities</b>	<b>Anticipated Outcome</b>
\$2,700	Stipend for world language teacher mentor. The mentor will host the exchange teacher from abroad.	125 students will have access to Mandarin or Arabic instruction
\$17,065	World language class textbooks and materials.	125 students will have access to Mandarin or Arabic instruction

### ***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.

We ended up not being selected by the Federal program to provide us with a language teacher.

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

##### Programmatic Narrative Based on Data Analysis

We were very excited this year to bring on Mr. Joao Solomon as our first Student Advisor (SA). Mr. Solomon was a 6th grade English teacher at Roosevelt for over a decade, so he knows our school and our students. His role as SA was to ensure that 6th grade students were making a healthy transition to school from the 5th grade.

As written in last year's G1 application, we know that transitions from 5th to 6th grade can be a challenging, sometimes traumatizing experience, especially having to learn a new campus and a new staff. There are many points at which rising 6th graders will need support. In addition, our campus will be growing by another 25-30 students, totaling a growth of 100 students over the last two years.

In using the G1 funds in 2018-19, we learned that this role is critical in having incoming 6th grade students feel safe and welcome at Roosevelt, and to guide students to behave in a healthy and positive way.

Thus, we are proposing to hire a student advisor using G1 to manage the transition for our 6th graders in 2019-20.

Budget	2019-20 Activities	Anticipated Outcome
\$100,012	Student Advisor 1	On CHKS survey, higher rating in 2019-20 than previous year from 6th graders on whether or not they feel there is at least one adult who cares about them at this school.

#### 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.

We have not taken the CHKS survey yet, but based on anecdotal evidence, we believe that the 6th graders will, in fact, say that they feel there is at least one adult who cares about them at our school, at a rate higher than last year. One challenge we had was filling a science position. We ended up with five different teachers this semester but our final person is fantastic!

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

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

In addition to the needs of the 6th graders, we recognize that school culture for 7th and 8th grade can be challenging for students as well. To increase the safe and positive culture of the school for 7th and 8th graders, we believe that there is a need for a staff member to implement various levels of positive culture strategies. Partly through the work of Student Advisor Joao Solomon, our suspensions at this time of year are down to 17 for the year, as compared to 22 at this time of year in 2018. For context, five years ago (2013-14 school year) we had 84 suspensions by February.

We have learned this year that due to the trauma that many of our students experience, that we need additional staff to be present for students. We have found that the student advisor has a great impact on the overall culture of the school and would like to take this to the next level.

Thus, for 2018-19, due to the tremendous growth in enrollment we are experiencing, we are proposing to hire a second student advisor whose job it will be to implement and monitor initiatives to ensure that all students are safe and happy.

<b>Budget</b>	<b>2019-20 Activities</b>	<b>Anticipated Outcome</b>
\$100,011	Student Advisor 2	Reduction in suspensions, as compared to 2018-19.

### ***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.

Our suspensions have been higher than last year. We attribute this to four factors. 1. an influx of new students in 7th and 8th grade who were not with us since 6th grade and had had some turmoil at their other schools and decided to transfer to us. 2. we have a relatively new counseling enriched class that has caused harm to our school culture as we continue to find out how to best serve them 3. we have had an influx of newcomer students who bring serious trauma with them. 4. Our culture team was new this year and had to get their "sea legs". We will be much more effective this semester and next year.

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