OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2020-21 Measure G1
Grant Application
Due: March 26, 2020

School	Frick SOL	Contact	Amapola Obrera
School Address	2845 64th Avenue Oakland, CA 94605	Contact Email	amapola.obrera@ousd.org
Principal	Amapola Obrera	Principal Email	amapola.obrera@ousd.org
School Phone	(510) 729-7736	Recommended Grant Amount*	**$190,767.00**
2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)	**409**	2019-20 LCFF Enrollment	**388**

**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)***

Oakland SOL - ***(2019-20 Approved Proposal & 2018-19 Carryover Form)***

2019-20 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
1	Restorative Bridge Maker (Frick)	$45,000
2	Niroga Yoga-Mindfulness (Frick)	$30,000
3	ART - Esteem (Frick)	$28,075
4	Contract with outside enrichment provider to provide music instruction within the regular school day (SOL)	$35,000
5	Transportation and fees for Ropes COurse at CAL Berkeley as part of new student orientation (SOL)	$2,000
	Materials and supplies to support art and music program (SOL)	$2,353
	Budget Total (must add up to Current Grant Amount)	$103,075 (Frick) $39,353 (SOL)

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
1	Art Teacher	$95,000.00
2	Music Teacher	$90,767
3	Niroga Mindfulness	$5,000.00
4		
5		
	Budget Total (must add up to Current Grant Amount)	$190,767.00

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
Frick 53.2	46.8	95	13.6	10	55.5	100
SOL 45.8	54.2	95	6.5	0	81.7	100

Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
Frick 39.2	0	1.5	54	0	1.5	0	2.7
SOL 13.1	0	5.2	74.5	0	0	5.9	0

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

Name	Role
Amapola Obrera	SOL Principal, Design Team Member, SOL SSC Member
Simone Delucchi	SOL CSM, Design Team Member, SOL SSC Member
Dewanna Slaughter	Frick Assistant Principal, Design Team Member

School Vision (insert here):
Frick-SOL partners with families and community to create a space where students can:
-practice cultural humility to build friendships across cultures and languages,
-embrace and celebrate difference,
-recognize and disrupt racial oppression,
-feel safe and confident to take the risks necessary to challenge and reimagine current systems….
as they act as agents of change in their community and 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.

Music (Rubric)	**2018-19 (last yr)**	**2019-20 (this yr)**	***Art (Visual Arts, Theater, and Dance)***	**2018-19 (last yr)**	**2019-20 (this yr)**
Access and Equitable Opportunity	Basic	Basic	***Access and Equitable Opportunity***	Entry	Entry
Instructional Program	Quality	Quality	***Instructional Program***	Entry	Entry
Staffing	Quality	Quality	***Staffing***	Entry	Entry
Facilities	Basic	Basic	***Facilities***	Entry	Entry
Equipment and Materials	Basic	Basic	***Equipment and Materials***	Entry	Entry
Teacher Professional Learning	Quality	Quality	***Teacher Professional Learning***	Entry	Entry

World Language (Rubric)	**2018-19 (last yr)**	**2019-20 (this yr)**
Content and Course Offerings	Emerging	Emerging
Communication	Emerging	Emerging
Real world learning and Global competence	Emerging	Emerging

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	**2018-19 (last yr)**	**2019-20 (this yr)**	***Safe and Positive School Culture (SPSA)***	**2018-19 (last yr)**	**2019-20 (this yr)**
Enrollment Data (20 day)	20 day - 223 current - 229	current FIA 263	***Suspension***	42	FIA 38
ES Outreach Strategy Actions	Flyers, in class visits, school fairs, parent meetings	Flyers, in class visits, school fairs, parent meetings	***Chronic Absence***	17.5%	FIA 24.7%
Programs to support ES students transition to MS	Summer bridge, after school program		***CHKS data (District) or Culture/Climate survey***	In Progress	In progress

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.**

Community Engagement Meeting(s)	
Community Group	**Date**
FIA-SOL Design Team	
SOL SSC	

Staff Engagement Meeting(s)	
Staff Group	**Date**
FIA-SOL Design Team	
SOL SSC	

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.
$90,767	Music Teacher	Increase access to courses in music in grades 6-8
		Improve student retention during the transition from e
		Create a more positive and safe middle school learnir

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.
$95,000	Art Teacher	Increase access to courses in art in grades 6-8
		Improve student retention during the transition from eleme
		Create a more positive and safe middle school learning en

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]		
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.
$95,000	Art Teacher (Spanish Bilingual)	Increase access to courses in art in grades 6-8
		Improve student retention during the transition from eleme
		Create a more positive and safe middle school learning en

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 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/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]		
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). 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.
$5,000.00	Niroga Mindfulness	Improve student retention during the transition from eleme

		Create a more positive and safe middle school learnir

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

SOL-Frick Design Team
February 5, 2020
Meeting #8: 4:30-6:30pm

Adopted Group Norms: The team developed norms to support collaborative work:

- Keep students and equity at the center of our work
- Speak your truth and seek to understand the perspectives of others
- Assume best intentions
- Be solutions-oriented
- Question our assumptions
- Be open to outcome but not attached to outcome
- Bring joy to the work

Objectives: We will....

- Continue to build strong relationships and connections among members of our Design Team
- Reflect on the next steps/ideas from the Design Retreat and begin to flesh out an action plan
- Begin to identify some key components of our Instructional Program

SLIDE DECK

Attendees:
Zach Bell, SOL Teacher
Humberto Bracho, SOL Teacher
Catherine Cotter, FIA Academic Counselor
SImone Delucchi, SOL CSM
Jaymie Lollie, FIA CSM
Lance McGee, Community Partner FIA
Ms. Mercedes, FIA parent
Brittany Nuno-Pelayo, SOL Parent
Amapola Obrera, SOL Principal
Ms. Slaughter, FIA Assistant Principal
Officer Smith, OPD FIA OK Program

Time	Activity	Facilitator(s)
15 Minutes 4:30-4:45	**Welcome & Purpose Setting**	
➢ SEL Opener: ➢ Review Objectives ➢ Review Agenda ➢ Review Norms		
Time	**Activity**	**Facilitator(s)**
4:45-5:20	**Design Retreat Reflection**	

SOL-Frick Design Team
February 5, 2020
Meeting #8: 4:30-6:30pm

- In small groups, review the notes from the design retreat and begin to think of an action plan for their section.
  - Retreat Next Steps Follow-up

Time	Activity	Facilitator(s)
5:20-6:25	**From Portrait of a Graduate to the Instructional Program**	**Bela**

- In two small groups l begin to identify some key components of our Instructional Program using the process outlined in the slides or posters below (slides/posters have the same information in two different formats - groups use whichever format they feel more comfortable with)
  - Slides
  - Posters

Time	Activity	Facilitator(s)
5 Minutes 6:25-6:30	**Closing**	

- Review the decisions the team has made
  -Offer Art and Music as electives; use measure G1 funding to fund art teacher and music teacher OR contractor
  -Offer Computer Science as elective
  -Use ELLMA created Dual Language model to serve all students
- Identify next steps and when/how remaining items will be brought back to the group for approval
- Agree on next meeting time and place
- +/ Δ
- Appreciations

Measure G1
Mid-Year Reflection 2019-20
Due: January 31, 2020

School:	Frick Impact Academy	Principal	Michael Ray
School Address	2845 64th Avenue Oakland, CA 94605	Principal Email:	mike.ray@ousd.org
School Phone	510-729-7736	Grant Amount	**$103,075**
2018-19 LCFF Enrollment (6-8)	**223**		

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

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.
N/A

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric		
With limited flexibility in the master schedule integrated arts is the most effective way to ensure that 100% of students receive arts programming. The G1 funding at FIA has the unique opportunity to provide access to arts education to students who have never had any sort of focused arts programming. All general education, new-comer, special education students, and school staff will be able to benefit from this programming. Students are served through 6-8 weekly art rotations in a chosen content area (ELA, math, or science). Teachers are served through anchor professional development activities during the year. We aim to harness the power of preserving our community through quilts, textile art. Quilts help to document the past, present, and future of communities and societies. Those new this country and city are given a way to honor where they are from. It allows students from Oakland to do the same. Individual stories, thoughts, dreams, and goals are combined into a larger community statement. Students could be able to engage in not just the images placed on the textile, but the textile itself. The professional development of school staff focuses on increasing trauma-informed, and mindful practice. For example, participating in a mindful-drumming PD allows teachers to engage in an activity that demonstrates ways to increase equity, personal expression, and community building in their classroom spaces. It also creates a space that feels safe for students to engage in OUSD's core SEL practices of welcoming rituals/inclusion activities, engaging practices, and optimistic closings.		
Budget	**2019-20 Activities**	**Anticipated Outcome**
$28,075	● 20,000 - Teaching artists ● 5,000 - Supplies ● 3,075 - PD for teachers	● 100% of students receive art programming with a focus on increasing culturally relevant lessons. ● 100% of SpEd students have access to art programming allowing for differentiability ● Allow 100% of participating students to express personal creativity in direct relation to classroom content. ● Allow 100% of students to increase their confidence in expressing their thoughts on content by means of visual representation. ● Allow 100% of students to address past trauma visual arts

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.
All of our Newcomer and Special Day Class students, about 80 students in grades 6 through 8, have had an opportunity to work with visiting artists through the "ArtEsteem" program offered by Attitudinal Healing. They students each worked on projects expressing their ideas about their self-concept and identity in multimedia visual art projects. These projects have been displayed around the school, throughout hallways and classrooms.

There have been some small challenges with scheduling to allow equitable access for all students to the program, but we have decided to prioritize these two groups of students who are often the most marginalized, and/or whose school day has extra remediation and so less room for arts and electives.

We have also held a staff Art training as of February 7th, where all teachers were given tools and strategies for infusing creative arts into their content area classes. We recorded the training for staff who were unable to attend in person.

We are currently on track to meet our goals as the remaining scholars who have not yet had the ArtEsteem services are scheduled to experience their own project making time before the end of the school year.

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.
N/A

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

Programmatic Narrative Based on Data Analysis		
N/A		
Budget	**2019-20 Activities**	**Anticipated Outcome**
N/A	N/A	N/A

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.
N/A

5. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis		
The top reason for COST referrals at Frick Impact Academy in the 2018-19 school year were for individual counseling services. Currently we do not have enough therapist on site to see the number of students who exhibit tier three behaviors and need individual services (1:1 and group therapy). We have adopted a new-comer program which has increased the amount of mental health services needed. We have decided to put additional resources into trauma informed practices and mental health services for our entire school population. Currently we have invested in mindfulness practices, trauma informed professional development, and restorative justice practices in efforts to support students' social emotional needs to increase our ADA and decrease the number of office referrals and suspensions. By investing in more resources to support students who display tier two and three behaviors more mental health interns, and a trauma informed art class we will help students to: ● Recognizing feelings and bodily reactions to indicate anxiety ● Identifying situations that provoke anxiety or negative expectations ● Changing self-talk from anxious to coping self-talk, and determining coping actions ● Self-evaluation and reinforcement ● Enhanced overall school safety by greater student self awareness		
Budget	**2019-20 Activities**	**Anticipated Outcome**
$45,000	Restorative Bridge Maker (Consultant) The Restorative Bridge Maker uses trauma-informed practices to strengthen relationships between teachers, students, and families while providing space for students to reflect and process emotions and situations with a trusted adult and return to class ready to learn.	100% of students will have opportunities to reflect and take space, while learning and implementing restorative practices throughout the school day.
$30,000	Niroga Yoga-Mindfulness - Consultant Niroga (DMind) program, is composed of mindful movement, breathing techniques and centering, providing optimal stress resilience and healing from trauma and promoting social and emotional learning.	100% of FIA students will build Transformative Life/Leadership Skills (TLS), by learning from a Dynamic Mindfulness training and coaching staff, implementing in-class TLS, and conducting program evaluations.

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 Restorative Bridge Maker is fully on board, although there were some initial challenges with funding her position that resulted in us pulling some of these funds from other sources. So far, having this person on campus as allowed us to create a “Think Tank” space in our school where students can reflect, advocate for services, and learn skills for coping with stress and trauma inside and outside of the classroom. The use of this space has reduced the number of office referrals we have experienced tremendously.

Our contractor also helps to plan professional development and youth development experiences so that the restorative and reflective work can continue on in her absence.

We have established a working partnership with Niroga, but due to scheduling and staffing conflicts, have not been able to fully utilize their services as we had originally intended. That being said, we have offered training to all staff, and are scheduled to begin more intensive services beginning in February. Our adjusted model will have students experiencing mindfulness activities once briefly every day, and twice per week for longer (30-45 minutes) sessions.

We are matched with a TLS coach who is planning and facilitating the work for students and staff with the principal and a teacher leader.

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).

Measure G1
Mid-Year Reflection 2019-20
Due: January 31, 2020

School:	Oakland SOL	Principal	Amapola Obrera
School Address	1180 70th Avenue, Oakland, CA 94621	Principal Email:	amapola.obrera@ousd.org
School Phone	510-636-7992	Grant Amount	**$39,353**
2018-19 LCFF Enrollment (6-8)	**85**		

- *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		
Oakland SOL's music program is overall at an entry to basic level. We offer instrumental music classes for all 6th grade students through a partnership with Oakland Public COnservatory. OPC provides professional teaching artists who are black and latino role models for our youth. We plan to continue and expand our music program with OPC. Increasing the contract amount will allow us to have multiple levels of music classes. OPC Teaching artists need more support with classroom management and would benefit from participating in school PD. This will also support integrating the music program with other content areas.		
Budget	**2019-20 Activities**	**Anticipated Outcome**
$35,000	Contract with Oakland Public Conservatory to provide music classes	All 6th grade students will take an instrumental music class. 7th and 8th grade students will have the option of music as an elective. 60 6th grade students will participate in the music class. 60 additional 7th and 8th grade students will take music as an elective.

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.

Classes with Oakland Public Conservatory (OPC) started in September 2019. Most 6th grade students have had the opportunity to take guitar, dance, or another music class as an elective. Many 7th and 8th grade students have had the opportunity as well.

Challenges have been with staffing. OPC had some challenges with onboarding instructors and then had challenges with retention of instructors. First semester Oakland SOL supported this challenge by having our Community School Manager support the music classes and second semester we have one of our teachers supporting the classes.

Successes include exposing our students to music during the school day and community building. Without this class, Oakland SOL students would not have an opportunity to take a music class. Our students are able to learn about music from musicians who are in the field and are able to gain insight into the profession as well as learning about different genres of music. Students are building community with one another through music and are working together to learn something new.

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric		
Oakland SOL is at an entry level for visual arts programming. In the 2018-19 school year, a credentialed teacher taught one arts elective class. In 2019-20, the credentialed teacher will be able to teach 4 elective classes. In addition, we plan to increase our visual arts program by purchasing materials and supplies to support the program		
Budget	**2019-20 Activities**	**Anticipated Outcome**
$2,353	Materials and supplies for visual arts programs	60 students in the visual arts class will have access to high quality materials and supplies.

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.
Oakland SOL was not able to offer an arts elective this school year. We have been able to use materials for art projects and activities in our other classes.

3. World Language Program (PRELOADED)

Programmatic Narrative Based on Rubric
Oakland SOL is at a developing and sustaining level for world language education. We offer multiple levels of Spanish classes, and offer an Arabic class after school. We also need to do more to promote the seal of biliteracy, and to provide opportunities to use Spanish outside of the classroom (internships, service learning, project-based learning, etc.)

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.
This school year Oakland SOL offers the following Spanish classes: Spanish 1, Spanish 2, Español Para Hispanohablantes, and Exploratory Spanish. At the end of the first semester all students were assessed using the Avant to determine their Spanish proficiency and to determine the appropriate Spanish class(es) for each student. In addition to using their Spanish at school, students also speak Spanish in the community during their service learning and to communicate with neighbors and friends as well.

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

Programmatic Narrative Based on Data Analysis		
Oakland SOL enrolled 55 new 6th grade students in 2018. We have worked with the student welcome center and central office to ensure our school is included in the enrollment options system, and promoted at all elementary schools. We participate in multiple outreach visits to elementary schools. We have also trained our students to be student guides, and provide tours to new families.		
Budget	**2019-20 Activities**	**Anticipated Outcome**
N/A	N/A	N/A

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.
Due to staffing challenges, Oakland SOL has not done outreach to as many elementary schools as we planned. Our Community School Manager visited a few elementary schools as well as middle school enrollment fairs.

5. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis		
All new Oakland SOL students attended a Ropes/Adventure course at CAL Berkeley. This positive team-building experience helped establish a safe and positive school culture while at the same time promoting college awareness. SOL would like to continue the ropes course as a 6th grade tradition in order to onboard our incoming 6th grade class in a positive way. Feedback from students, teachers, and parents indicate that this was a positive team-building experience.		
Budget	**2019-20 Activities**	**Anticipated Outcome**

$2,000	Ropes course at CAL Berkeley to onboard new students and support ES to MS transition and college awareness	All new students to SOL will participate in the CAL Berkeley ropes course and to help instill a sense of team and belonging at Oakland SOL

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.
Oakland SOL is in the process of planning the CAL Berkeley Ropes Course for 6th grade students to support college awareness, promote positive school culture, and build stronger relationships amongst students.

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).