



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2020-21 Measure G1

Grant Application

Due: April 10, 2020

School	Aspire Lionel Wilson Prep	Contact	Leon Lundie Rodolfo Ornelas
School Address	400 105th Avenue Oakland, CA 94603	Contact Email	leon.lundie@aspirepublicschools.org Rodolfo.Ornelas@aspirepublicschools.org
Principal	Leon Lundie	Principal Email	leon.lundie@aspirepublicschools.org
School Phone	510-635-7737	Recommended Grant Amount*	\$98,021.00
2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)	227	2019-20 LCFF Enrollment	199

*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	Community Arts Partnership	\$3,000
2	Art supplies replenishments, including studio furniture and storage	\$1,129
3	Salary and benefits for a full- time, credentialed MS Spanish Teacher	\$70,000
4	MS Spanish Curriculum	\$1,076
5	Teacher stipend(s) to coordinate student transition activities for 6th grade students and families	\$1,500
6	Materials for onboarding student leaders and transition activities	\$500
7	Student led clubs and enrichment materials	\$2,700
8	Teacher stipends to supervise and manage after-school clubs and sports	\$21,060
Budget Total (must add up to Current Grant Amount)		\$99,465

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

2020-21 Proposed Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	Salary and Benefits for a credentialed Spanish Teacher	\$70,000.00
2	Art Supplies	\$2,000.00
3	Spanish Materials and Supplies	\$2,261.00
4	Student Led Clubs and Enrichment	\$2,700.00
5	Family and Community Partnerships Coordinator (.5 FTE)	\$22,504.00

6		
	Budget Total (must add up to Current Grant Amount)	\$98,021.00

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
52%	48%	89.94%		12.60%	29%	94%

Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
4.4% (23)	n/a	0.04% (2)	93.9% (493)	n/a	0.6% (3)	n/a	n/a

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

Name	Role
Leon Lundie	Principal, MS
Rodolfo Ornelas	Assistant Principal, HS
Cristina Gurrola	Dean of Students MS
Susanne O'Rourke	Math Teacher / Lead
Rica Gregg	Teacher

School Vision (insert here):

The students at Lionel Wilson Prep will demonstrate career readiness through rigorous coursework with real world applications in engineering and other fields, meaningful work based learning experiences, development of social-emotional tools, and on-going opportunities to build community inside and outside of our school. At the same time, scholars will deeply understand how systemic racism impacts our society and use the engineering skills and the design thinking approach they develop to give back to their community and become agents of change on issues that they are personally connected to. Our students will use the skills and habits of mind they learn as part of the engineering pathway to both determine their personal career path after high school and understand how to be successful within it.

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 (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2018-19 (last yr)	2019-20 (this yr)
Access and Equitable Opportunity	N/A (not offered)	n/a (not offered)	Access and Equitable Opportunity	Basic for VA Basic for Dance	Quality
Instructional Program	N/A	n/a (not offered)	Instructional Program	Basic for VA Entry for Dance	Entry
Staffing	N/A	n/a (not offered)	Staffing	Basic for VA Basic for Dance	Quality

Facilities	N/A	n/a (not offered)	Facilities	Basic for VA Entry for Dance	Basic
Equipment and Materials	N/A	n/a (not offered)	Equipment and Materials	Quality for VA Entry for Dance	Basic
Teacher Professional Learning	N/A	n/a (not offered)	Teacher Professional Learning	Quality for VA Entry for Dance	Basic
<u>World Language (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)			
Content and Course Offerings	N/A (not offered)	Developing			
Communication	N/A	Developing			
Real world learning and Global competence	N/A	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)	255	242	Suspension	12.2%	10.10%
ES Outreach Strategy Actions	Community Community Canvassing	Aspire School Visits and Community Canvassing	Chronic Absence	5.9%	7.10%
Programs to support ES students transition to MS	N/A	Transitional introduction meetings for students with IEPs. Summer Orientation and Ice Cream Social Event for all incoming 6th graders.	CHKS data (District) or Culture/Climate survey	N/A	

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
<u>MS SSC</u>	Thursday, April 9th
<u>Folder with Materials</u>	

Staff Engagement Meeting(s)	
Staff Group	Date
<u>LWP Admin Team</u>	Thursday, April 9th

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		
LWP Does not currently have a music program and does not intend to add one in the 2020-2021 SY.		
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		
In the 19-20 SY, We eliminated the dance program in order to focus on improving our Art program and creating a World Language program. With the monies provided in the previous grant we were able to purchase equipment and supplies, as well as support different levels of students in taking field trips to work with community based artists. We were also able to use some of the funding to add an additional art class based on greek mythology to enrich students' art education. The funding also supported in creating student work displays for student artists to showcase their newly acquired skills.		
This year we plan on using \$2,000 to replenish supplies and continue to offer the courses through our general budget.		
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.
\$2,000	Art Supplies	At least 180 students have art class with access to high quality materials and supplies.

3. World Language Program

Programmatic Narrative Based on Rubric		
Wilson Prep used Measure G1 funds to support a world language program in the past. Our aim was to bridge the communication gaps within our community. By offering various levels (we will start with two levels in 2019-2020 and expand to three in 2020-2021) we can prepare our ALL of our middle school students to be ready for the AP Language exam, regardless of their race or the language that they speak at home. This year we were able to reach all 8th grade and 7th Grade students with Spanish 1A and All of 8th grade with Spanish 1B. When the previous principal submitted this request, it did not match what was possible within the master schedule. We made a shift to have multiple sections at each grade level in order to expand the number of students who would have this opportunity.		
We do not have data yet as to how students in this program are doing in the AP courses as this is only the first year of implementation. We want to continue to invest in the program to ensure we are reaching every middle school students with both levels of a language and are ready to expand to 3 levels in middle school.		

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.
\$70,000	Salary and Benefits for a credentialed Spanish Teacher	Spanish offered at each grade level of 6, 7, and 8 with a highly-qualified credentialed Spanish teacher. Each grade level a different rigor level of Spanish preparing them for High School Spanish and AP.
\$2,261	Spanish Materials and Curricular Supplies	<i>Purchase of Novel Based Curriculum to increase or rigor level and better align to Common Core Rigor. Our hope is that by switching to this CI based teaching approach, students will improve in both the literacy levels of their L1 and L2.</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 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		
In the 19-20 SY, we worked to expand student participation in extracurricular activities in an effort to enhance students' feelings of connectedness to our school community. As we reflected on this, we felt the need to involve parents on a larger scale. Family and school community partnerships are shared responsibility in order to create a safe and positive school culture. We feel it is important to make this a priority. When parents feel connected to the school community, they are better able to support their scholars and share a feeling of connectedness on a larger scale. Our goal is to enhance these partnerships, and to ensure parents have the necessary tools to be active partners in their scholars' school experience. By adding this position, our aim is to have a dedicated staff member to focus their efforts on creating opportunities for parents and community partners to engage and be involved within our school community. In the 19-20 SY, we attempted to create some meaningful parent engagement, and found that in order to truly engage parents and partners on a meaningful level, we needed to allocate a full time person for this role. This allocation will allow us to make this a reality within our budget for the 20-21SY.		
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.
\$22,504	Family and Community Partnerships Coordinator (.5 FTE)	<ul style="list-style-type: none"> - Conduit between school community and Sobrante park community as well as the parent community. - Support MS Programming in the middle school to enhance Positive School culture by bringing parents and community together to put on events. - Create a community service oriented program for MS students to give back to their community. - Increase parent involvement and engagement.

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



ASPIRE
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Measure G1 Family Engagement

Thursday, April 9th, 2 p.m.

Medida G1 Junta Familiar

Jueves, 9 de marzo Abril, 2
p.m.

Intro's

Leon Lundie, Middle School Principal

Rodolfo Ornelas, Assistant Principal

Cristina Gurrola, Dean of Students

Suzanne O'Rourke, Teacher

Rica Greig, Teacher

Parent

Parent

Agenda

- ◀ Introductions (2 min)
- ◀ Review what Measure G1 is (3 min)
- ◀ Review highlights of 19-20 approved application (5 min)
- ◀ Review staff's ideas for 20-21 application; get parent feedback (15 min)

- ◀ Introducciones (2 min)
- ◀ Revise qué es la Medida G1 (3 min)
- ◀ Revise los aspectos más destacados de la solicitud aprobada 19-20 (5 min)
- ◀ Revise las ideas del personal para la solicitud 20-21; obtener retroalimentación de los padres (15 min)

What Is Measure G1? Que Es la Medida G1?

An Oakland parcel tax

4 key goals, but the application we'll review focuses on **2 of the goals**:

- ▶ Increase **access to courses in arts, music, and world languages in grades 6-8**
- ▶ Create a more **positive and safe middle-school learning environment**

Un impuesto a las parcelas de Oakland

4 objetivos clave, pero la aplicación que revisaremos se centra en **2 de los objetivos**:

- ▶ Aumentar el **acceso a cursos de artes, música e idiomas del mundo en los grados 6-8**
- ▶ Crear un **ambiente de aprendizaje en la escuela secundaria más positivo y seguro**



Review 19-20 (this year's) application
Revise la solicitud 19-20 (de este año)

19-20: How did we spend the Grant Last Year?

- ◀ Community Arts Partnership
- ◀ Art supplies replenishments, including studio furniture and storage
- ◀ Salary and benefits for a full- time, credentialed MS Spanish Teacher
- ◀ MS Spanish Curriculum
- ◀ Student led clubs and enrichment materials
- ◀ Teacher stipends to supervise and manage after-school clubs and sports

¿Cómo gastamos los fondos de la subvención el año pasado?



20-21 Application Ideas

20-21 Application (Parent)

How should we spend the funding this year?

- **Salary and Benefits for a credentialed Spanish Teacher**
- **Art Supplies**
- **Spanish Materials and Supplies**
- **Student Led Clubs and Enrichment**
- **Family and Community Partnerships Coordinator (.5 FTE)**

20-21 Application (Staff/Admin)

How should we spend the funding this year?

- **Salary and Benefits for a credentialed Spanish Teacher**
- **Art Supplies**
- **Spanish Materials and Supplies**
- **Student Led Clubs and Enrichment**
- **Family and Community Partnerships Coordinator (.5 FTE)**

Measure G1 Staff/Parent Engagement Meeting Agenda & Minutes

Thursday, April 9, 2020, 2:00-3:00 p.m.

I. Welcome & “ Virtual Sign-In” (5 min)

- Note-taker: Rodolfo Ornelas
- Members Present:
 - Leon Lundie, Principal
 - Cristina Gurrola, Dean of Students
 - Rodolfo Ornelas, Assistant Principal (High School, Supporting Middle School)
 - Suzanne ORourke, Teacher
 - Rica Gregg, Teacher
 - Leticia Venegas, Parent
 - Nubia Tinajero, Parent

II. Measure G1 Review: What is it? (5 min) Parcel tax

- KEY GOALS
 - Attract and retain school-site educators.
 - **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.**

Mr. Lundie reviewed what Measure G is and how it supports our Middle School. Parents did not have questions.

III. Review the ([Insert 19-20 approved application](#)) (10 min)

- 5 min. to individually read then 5 min. whole-group share
 - Clarifying questions? What qualifies basic /entry on application. Depends on rubric, we will split and look closely for each one
 - What do we mean by world languages? Basic exposure to a variety of languages?
 - What resonates? What wonderings do you have?
 - Review Progress on Previous Year

Mr. Ornelas and Mr. Lundie reviewed the previous grant and what the money was spent on. Mr. Ornelas reviewed where the money was spent in the area of Art and Mr. Lundie reviewed the development of the spanish program. Mr. Ornelas and Mr. Lundie reviewed the addition to middle school sports and clubs such as Technolochicas and adding 4 new MS sports.

IV. Complete Rubrics below (rate our music, art, and world language programs): (15 min)

- [Music:](#)
- [Art:](#)
- [World Language:](#)

Team reviewed the rubrics and current program status to determine the levels of performance for each of the programs. Parents remarked about having world language and how great that addition was.

V. Draft ([Insert 20-21 application here](#))

- Mr. Lundie to introduce Application and Suggested Areas
 - Feedback: Mr. Lundie reviewed the proposed areas of funding. Parents remarked on how great it will be to expand the Family and Community Partnerships coordinator so they can support more parent involvement in school. Ms. ORourke asked if the part time

person would be bilingual. Leticia asked if we are hiring someone new or is it someone already working at our school. Mr. Lundie asked if the team felt this position was even needed and asked the team for input. Parents and Teachers noted that this position is important and suggested that we attempt to get this as a full time position.

- Parents liked the idea of expanding spanish and continuing to fund the spanish teacher so students can improve their language skills.
-

- Open discussion (15 min.)

4/9/2020

Lionel Wilson Prep THINK YOU CAN * WORK HARD * GET SMART * GIVE BACK		
Time	Agenda Item	Notes
5	Opening: What's a win you want to share with the team? Action Item Follow-Up	
10	General Updates	<ul style="list-style-type: none">Will not be printing packets next week
20	Logistics Admin HQ Resources Page	<ul style="list-style-type: none">Review progress on action itemsDistribution and deadlines CalendarSEL Delivery → When does this happen?<ul style="list-style-type: none">Present the week's material during zoomShare expectation in email, will come back to this at GradeOptional Advisory - teacher is opting instudent/family facing zoom expectationsProgress monitoring for grade level<ul style="list-style-type: none">A Cal Prep exampleWill use our original version and edit it to meet specific needsProgress monitoring documents for content<ul style="list-style-type: none">Will check in with AmyMeasure G<ul style="list-style-type: none">Team agrees with tentative planCan't use on a tech or engineering teacherWill be engaging with parents this afternoon4/10 email resources to send<ul style="list-style-type: none">Need to revisit 4/10 during day

10	Team/Individual Work Streams	<ul style="list-style-type: none"> ● Review Admin HQ doc
35	Middle School Measure G1 Application Review	<ul style="list-style-type: none"> - Admin team reviewed the proposed Measure G1 application. <ul style="list-style-type: none"> - Reach out to Finance to ensure the budgeted amounts will fit within next year's projected budget. - Identify General Fund monies for Sports Stipends - Team approved the G1 app and agreed this was a good direction for Middle School programming.
5	<p>Closing</p> <p>How will you relax this weekend?</p>	



Due: February 3, 2020

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

1. Music Program (PRELOADED)

Mid-Year Reflection: Music Program

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. *Art Program (PRELOADED)*

Programmatic Narrative Based on Rubric		
<p>Persistent facilities challenges made it hard for us to get our dance program above “Entry” in most areas of the rubric. As a result, we met none of our anticipated outcomes for dance. We decided to reallocate the resources to creating a stronger art program. We are currently funding our Art teacher out of our general fund, and do not intend to supplant those monies. However, we will bring in a community based arts program to both enhance our program and bring in a specialized curriculum for students who have demonstrated advanced interest or proficiency in arts.</p>		
Budget	2019-20 Activities	Anticipated Outcome
\$3,000.00	Community Arts Partnership with Community Rejuvenation Project	<p>An enhanced experience where at least 25 more advanced art students can participate in a project or performance shared with the entire school community.</p> <p>Bringing in a community-based artist to work with at least 90 students on developing confidence in art aligned with the standards.</p>
\$1,129.30 (other site funds will be used to fund up to a total of \$1,500 for this expenditure)	Art supplies replenishments, including studio furniture and storage.	At least 180 students have art class with access to high quality materials and supplies.

Mid-Year Reflection: Art Program

<p>Narrative: Progress Towards Anticipated Outcomes</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>We will use the second line item budget of \$1,129.30 to replenish the art supplies for students at the middle and end of the year. This line item has been instrumental in our art teacher being able to do more than simple coloring and painting. He has been able to engage our students in learning about sculpture, studio art, and many different mediums of art which has led to a more well rounded education.</p> <p>As for line item 1, given that this application was submitted by a principal who is no longer at Wilson, we ask the commission to allow us to re-allocate this \$3000 towards enhancing a different part of the art education program. We would like to allocate some of this to supplies and another part for field trips to various art museums, workshops, and community programs. Currently our art teacher has led small trips to different museums and small workshops in limited numbers due to limited funding for transportation. With this, we could purchase bart passes, as well as more materials to serve more students.</p>

The successes here have been expanding the art education of our students to include different types of mediums. Students are able to learn sculpture, canvas painting, and other types because this funding has allowed us to purchase these materials we traditionally would be unable to.

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

Programmatic Narrative Based on Rubric

Wilson Prep has not used Measure G1 funds to support a world language program in the past. However, given the diversity of our community and the desire to close the communication gaps between our black and latino families and students, we are proposing to bring Spanish language instruction to our middle school. By offering various levels (we will start with two levels in 2019-2020 and expand to three in 2020-2021) we can prepare ALL of our middle school students to be ready for the AP Language exam, regardless of their race or the language that they speak at home.

Budget	2019-20 Activities	Anticipated Outcome
\$70,000	Salary and benefits for a full-time, credentialed MS Spanish Teacher	Two levels of Spanish offered at each grade level of 6, 7, and 8 with a highly-qualified credentialed Spanish teacher.
\$1,076	MS Spanish Curriculum ("Cuentame Mas!"), including teacher's guide, student reproducible readers, and three class sets of leveled novels.	Two levels of Spanish offered at each grade level of 6, 7, and 8 with a standards aligned culturally relevant curriculum.

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.

These monies have allowed us to give students more choice in their extra curricular courses. Furthermore, they have allowed us to expose students to a world language earlier on in their educational experience. Having a full time spanish teacher at the middle school has ensured that we are able to offer spanish 1 at the middle school level to all 8th graders and 7th graders to ensure they are able to take AP spanish before they finish high school.

We have begun a shift in world language instruction geared towards Comprehensible input and novel based instruction that has begun with the middle school. Some successes here are that Spanish 1 has read a novel in middle school and this will continue in thematic units as they enter high school. By making this shift, we will begin to tackle literacy development in Spanish as well. We have purchased some of the materials and will be ordering the rest in Mid February for Semester 2.

A challenge has been, ensuring that we reach every student per grade level per semester, however we have solved this issue in SY20-21 Master schedule by shifting the course to a semester long courses split into Offering Spanish 1A and 1B.

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

Programmatic Narrative Based on Data Analysis

LWP does not currently allocate Measure G1 funds to 5th to 6th grade enrollment retention. However, next year, we plan to hold two summer orientation sessions for 6th grade students and families as well as a peer led rite of passage ceremony to welcome new 6th graders to the Wilson Prep community. Our data shows that students who are successful and connected in 6th grade tend to stay on track for promotion through the eighth grade.

Budget	2019-20 Activities	Anticipated Outcome
\$1,500	Teacher stipend(s) to coordinate student transition activities for 6th grade students and families	2 summer orientation opportunities with a combined 100% attendance. 1 fall "Rite of Passage" ceremony at the start of the school year
\$550	Materials for onboarding student leaders and transition activities. → \$512.64 (36 T-shirts @ \$14.24/ea) → \$37.36 Paper, markers, folders, and pens.	100% of incoming 6th graders and their families participate in orientation activities.

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.

As we had a principal transition and new principal onboarding, the summer bridge program was not in full effect. We did an abbreviated orientation We spent part of this on summer orientation for rising 6th graders. This involved in purchasing materials such as backpacks, lanyards, shirts, and food for the orientation activity. Furthermore, we are in the midst of our recruitment for next year. We plan on using some of these funds to begin the planning for summer bridge as well.

We did spend a bit of this on the 6th grade field day activity at the beginning of the year which is a large community building activity at the start of the school year.

The challenge here was that this plan was crafted by a former principal who had details about the right of passage activity. However, we have begun different student activities such as the wilson cup which is a series of games that are staff v students to build community within the 6th grade class. We have also begun community celebrations before each break where we have invited families to celebrate the end of a marking

period. These events have helped us build community and engage families and students in a bigger way to our campus. Our challenge here is getting more parents involved.

5. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis

Wilson Prep currently uses our general funds to support the majority of our safe and positive school culture initiatives, including PBIS, School Support Managers, and a student activities coordinator. However, since our data shows that our students who are engaged in after-school and extracurricular activities such as clubs, sports, and enrichments, engage better and report high feelings of school connectedness. We would like to expand these opportunities to include all students. Families when asked expressed the most concern around their students' academic achievement, notably in math and writing. We would like to offer enrichments such theater, debate, and art that have a research-proven positive impact on students' academic achievement. This will supplement and not supplant our current club offerings which are mostly held within the after school program.

Budget	2019-20 Activities	Anticipated Outcome
\$3,200	Student led clubs and enrichment materials. \$200 per club to purchase needed supplies and materials including: travel to competitions, entrance fees, art supplies, pom-poms, t-shirts, museum entrance fees, et cetera to be applied for an approved by the Activities Coordinator in accordance with Measure G1 spending guidelines Academic Enrichments • Dance • Cheer • Theater/ Drama • Music & Choir • SLAM Poetry • Speech & Debate • Visual Arts • Spanish • Men of Wilson (Manhood Development) • Society of Hispanic Professional Engineers (SHPE) Jr. Club • Taste the Rainbow (Gay-Straight Alliance) • Black Student Union • Asian Pacific Islanders • Latinos Unidos • Technolochicas • Computers & Gaming Club	8 student led clubs, with appropriate documentation and organization. 8 academic enrichments for students to try out different careers, activities, and identities.
\$17,280	Teacher stipends to supervise and manage after-school clubs. (16 hr/wk, 36 weeks/ year @ \$30/hr)	Every student joins at least one club or enrichment.

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.

Going into this school year, we have been able to expand the number of after school activities for our middle schoolers. We have begun offering clubs in different areas.

Some successes include expansion of clubs. Some of those clubs that we have expanded are SLAM club to now include middle schoolers with this funding. We have also begun offering tech based clubs such as technochicas, and we have begun a GSA in the middle school. We have expanded our support of our Black Student Union as well. The funding here has allowed us to spend on some programming for our BSU as well as community building activities.

Semester 2 plans for this include Stipends for clubs -
We have a plan of creating Math and ELA after school support.

A Challenge we experienced was having enough staff members to oversee or coordinate the after school programming.

Successes

- Expanding of clubs and after school opportunities for students.
- Black Student Union has been helping to improve student experience.
-

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).