



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2020-21 Measure G1
Grant Application
Due: March 26, 2020 Revised: April 27, 2020

School	Coliseum College Prep	Contact	Isabel Pelayo-Munoz
School Address	1390 66th Avenue Oakland, CA 94621	Contact Email	isabel.pelayo-munoz@ousd.org
Principal	Amy Carroza	Principal Email	amy.carroza@ousd.org
School Phone	(510) 639-3201	Recommended Grant Amount*	\$126,275.00
2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)	267	2019-20 LCFF Enrollment	257

**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)

2019-20 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
1	Middle School Case Manager/ Adviser (.97 FTE)	\$93,314
2	Art Supplies	\$443
Budget Total (must add up to Current Grant Amount)		\$93,757

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	.21 FTE of an Elective (Spanish) Teacher	\$20,900.52
2	RJ Coordinator (this is the Middle School Adviser we have funded through G1 over the past few years. We switched the job description because of the importance of RJ to this position. CCPA did not have an RJ Coordinator in the 19-20 school year through our site or a central allocation).	\$104,972.46
3	Supplies	\$402.02
Budget Total (must add up to Current Grant Amount)		\$126,275.00

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
48.10%	51.90%	94%	21.50%		30.80%	98%

Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
14% AfrAm.		0.4% Asian.	79.4% Latino.			1.5% White (Yemeni).	

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

Name	Role
Amy Carozza	Principal
Rachel Korschun	Teacher
Isabel Pelayo-Munoz	Admin 3/ Staff
Alexis Ayala	Student
London Outlaw	Parent

School Vision (insert here):

Coliseum College Prep Academy is dedicated to providing all of our students with a challenging and relevant education that prepares them for entry to UC and CSU schools. Students will leave Coliseum College Prep with the skills and knowledge necessary to pursue their vision for the future and confident in their ability to do so. We are committed to delivering a program that meets each learner's unique needs, capitalizes on their passions, connects their learning to the real world, and requires students to demonstrate what they know and are able to do.

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)
<i>Access and Equitable Opportunity</i>	Entry	Entry	<i>Access and Equitable Opportunity</i>	Basic	Basic
<i>Instructional Program</i>	Entry	Entry	<i>Instructional Program</i>	Basic	Basic
<i>Staffing</i>	Entry	Entry	<i>Staffing</i>	Basic	Basic
<i>Facilities</i>	Entry	Entry	<i>Facilities</i>	Basic	Basic
<i>Equipment and Materials</i>	Entry	Entry	<i>Equipment and Materials</i>	Basic	Basic
<i>Teacher Professional Learning</i>	Entry	Entry	<i>Teacher Professional Learning</i>	Basic	Basic
<u>World Language (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)			
<i>Content and Course Offerings</i>	Developing	Developing			
<i>Communication</i>	Sustaining	Sustaining			
<i>Real world learning and Global competence</i>	Sustaining	Sustaining			

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)	489	552	Suspension	2.8%	3.5% 21 incidents in 18-19 to 27 incidents in 19-20
ES Outreach Strategy Actions	Recruitment fairs, promotional materials, community outreach, school tours	Recruitment fairs, promotional materials, community outreach, school tours	Chronic Absence	13%	13.7% Because of strike, last year was 28.8%
Programs to support ES students transition to MS	Summer Bridge	Potentially a Summer Bridge	CHKS data (District) or Culture/Climate survey	17-18	18-19

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
March 2020 SSC Meeting and Documentation (linked here)	9am Tuesday 3/24/20

Staff Engagement Meeting(s)	
Staff Group	Date
PLC Lead Team Minutes (linked here)	9am Wednesday 3/25/20

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 are continuing with Oakland Public Conservatory for summer programming. They plan to run a comprehensive middle school program here this summer though given the current context, we are unsure if this will happen. In 19-20, CCPA tried to hire a full time music teacher, but we could not find the right match. We remain very interested in growing a music program when we have both the resources and leadership (staffing) required.

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		
We already fund a full 1.0 art teacher to teach 3 middle school sections, which progress through a series of foci, but exist independently to allow students to move in and out without taking the previous course. Sections are currently not available to all students due to space and schedule constraints. Due to facilities constraints, we will not seek to expand course offerings. The highest leverage place to move the art program is materials, as currently we provide only basic drawing supplies and collage materials.		
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.
\$402.02	Art Supplies	180 6th and 7th grade students will create a new painting project (on real canvases with brushes) using these supplies.

3. World Language Program

Programmatic Narrative Based on Rubric		
In 20-21, we intend to offer at least one middle school spanish class. We continue to offer a two year A-G sequence of Spanish at the high school level, differentiated for heritage speakers and culminating in AP Spanish Language. Due to the demographics of our school, we require significant staffing in order to provide relevant courses.		
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.
\$20,900.52	In 20-21, we intend to offer at least one middle school spanish class.	<i>Student who do not yet speak Spanish will have the opportunity to learn and grow from this experience. At least 30 students will be served.</i>

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
For the last 6 years we have enrolled 90% of our incoming 6th grade class in our summer bridge programming hosted for 1 month each summer on the CCPA campus. With a high concentration of students coming from our neighboring elementary schools, over 90% of students living within a mile radius of the school, and 30% of our incoming 6th grade class being siblings of current or former students, we have an extremely high options rate (formerly+240% but with expansion we are at 100%+). Our Summer Bridge is staffed by at least one member of our Special Education department and is overseen by our Director of Student Support. This allows us to identify students who may need additional academic or social-emotional support before classes begin in August.		
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

Over the 19-20 School year, the Middle School Advisor has worked with the D1 (6th and 7th grade) division team lead to write and build a character and community building curriculum called "Leadership". This curriculum is a generally thought to be success. In 6th and 7th grade, moderate/ Out of class referrals have remained low for 7th graders. We have seen an increase in referrals in our 6th grade where we have expanded. Similarly, serious referrals resulting in suspension/ alternatives to suspension have remained relatively low but are slightly up from previous years. The community building and positive culture set in Leadership has improved our middle school culture.

In the 19-20 school year the middle school adviser has focused on building an inclusive environment. To this end, we planned an executed 3 whole school updtander days where kids learn about the importance of standing up for eachother. We also planned hate speech circles and assmeblies to teach children about the damage caused to others by hate speech (language that uses anothers identity or stereotypes about their identity against them or as an insult to them or others). Finally, we had our first annual multicultural day where we celebrated the many unique cultures on our campus.

In 2019-20, 6th grade rose to 41.69% of referrals (306 incidences) from the previous years 5.65% (35 incidences for half the number of children). This increase is attributed to she expansion shifts. This speaks to our continued need to focus on culture at CCPA.

Additionally, the middle school advisor has directly supported student behavior in multiple spaces to build stronger community. She case manages students who require more support and manages CICO across our staff for those students.

Our Middle School Advisor will:

- Organize grade level informational assemblies;
- Monthly award assemblies and celebrations;
- School wide celebrations and incentive programs;
- Support with 6th grade transition from elementary school
- Identify students with attendance issues and build relationships with students and families to increase their attendance.
- Support in building home school communications and leveraging them to support positive social and emotional behavior with peers.
- develop a 5th to 6th grade transition program
- caseload of students with highest needs to help each stay connected to school
- be a connector between middle school students and schoolwide academic, behavioral, and SEL resources as needed

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.
\$104,972.46	RJ Coordinator Position	Reduction in out of class referrals for 6th and 7th graders (both cohort match and grade to grade comparison).

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

Virtual Meeting 3/25/20

Attendance: Chela, Becca, Jerica, Kelley, Boyle, Carozza, Ahumada, Pelayo-Munoz, Emily, Jason, Rachel

- Review parent survey & Check-in Document
 - In D1 ~50% of kids/parents said that it was too much work
 - D2 Agreements
 - Idea to have different classes for different days (schedule of classes)
 - D3 Agreements
 - Has a schedule for different classes for different days
 - No work counted late until after Spring Break
 - Missing work put in as “not graded” or 50% credit
 - A document that has kids we’re worried about → people are checking in specifically with these students at least 1x a week
 - School-wide grading guidance
 - Students do need to do work in order to get credit for classes
 - This probably looks different in D1 vs. D2 & D3
 - Public message - kids should be doing work and they need to do work to move forward
 - Privately - work with kids and families on a case by case basis to get them to do what makes sense for their situation
 - [Parent responses to our survey 3/20/20](#)
 - https://docs.google.com/forms/d/1-hOHynX4kr_QUIYHKuw-MYVxAUPHs-d-9cZ9cMuYzLeo/edit?usp=sharing
 - Social-emotional support for kids
 - D3 - Friday advisory check-ins. Use Doodle to find a time that works for everyone
 - The whole school - hold advisory on Friday - use a Doodle to determine when is the best time
 - Kids need places to talk to each other - holding spaces for kids regularly is good for them
 - Give extra credit for this to incentivize kids coming
 - House party - like zoom but to play games together
 - Could do a workout class together
 - Kid feedback on the work
 - Learning new skills is very challenging at this time
 - Particularly math
 - The number of platforms that people are using is challenging for students
- What does work look like after spring break?
 - Go back to division teams and see what we should do for after spring break
 - Should we continue with individual courses and classes OR

- Should we move to these online classes
- One idea is to read a book whole school or to do lit circles whole school
 - Could break up the work of curriculum development across teachers
 - Creating quizzes
 - Discussion questions
 - Reading supports
 - How would students get books?
 - Pass the books out at school
 - Could have English and History decide on a book together
 - Need to have an option for students who are reading at a lower level
 - Or have Reading teachers/SpED teachers do additional supports with the work
 - Then, have math/science/computer science work on something bigger together
 -
- Daily work vs. week-long work
 - Daily work is good to keep the kids working - no single day deadlines - message work to kids a few days in advance
 - Week-long work is good for many kids who have other responsibilities going on
 - Generally, flexibility on the part of teachers is the way to go for student situations
- Idea to do cross-curricular work
- Math work - might need to do zoom courses or online courses
 - Idea to pull students back on Khan academy and work on more basic skills
 - For high schoolers could be Algebra 1
 - For younger students could be like 4th-grade math
- Seems like this would be for mid-April
- Book purchase needs to happen by next week
- G1 Proposal: Continue RJ Coordinator/ Middle school advisor position and Art supplies. Add in a section of Spanish for middle school.
 - In the future we would like music
 - Challenge to find teachers
- Next steps:
 - Have content-specific discussions about what this could look like across all of the divisions
 - Bring proposal to Division team meetings
 - History/English collaborate on a book
 - Science/Math/Computer science collaborate on something

CCPA Community Meeting

SSC VIRTUAL MEETING

MARCH 24, 2020

1390 66th Avenue Oakland, CA 94621

Starting at 9 AM

Agenda Items:

- ❖ Review and vote of 2019 - 2020 budget
 - *Revisión y voto del presupuesto 2019 - 2020*
- ❖ Review and vote of 2020 - 2021 budget
 - *Revisión y voto del presupuesto 2020 - 2021*

ALL ARE WELCOME TO COME JOIN US!

¡TODOS SON BIENVENIDOS!

AGENDA
SSC VIRTUAL MEETING
COLISEUM COLLEGE PREP. ACADEMY
1390 66TH Avenue Oakland, California 94621

March 24, 2020
(9 AM)

Goals/*Metas*:

- ❖ Review and vote of 2019 - 2020 budget
 - *Revisión y voto del presupuesto 2019 - 2020*
- ❖ Review and vote of 2020 - 2021 budget
 - *Revisión y voto del presupuesto 2020 - 2021*

Item/<i>Tema</i>	Facilitator/<i>Facilitador</i>
1. Welcome, Introductions & Norms <i>Bienvenida/presentaciones y normas</i>	Ms. Carozza
2. Membership role call <i>Llamado de lista de miembros</i>	Ms. Korschun
3. Review and vote of 2019 - 2020 budget <i>Revisión y voto del presupuesto 2019 - 2020</i>	Ms. Pelayo
4. Review and vote of 2020 - 2021 budget <i>Revisión y voto del presupuesto 2020 - 2021</i>	Ms. Carozza
5. Review and vote of 20-21 G1 Funds <i>Revisión y voto de Fondos G1</i>	Ms. Carozza
6. Business/ <i>Otros asuntos</i>	Ms. Carozza
7. Adjournment/ <i>Clausura</i>	Ms. Carozza

**School Site Council Meeting
Coliseum College Prep Academy**

Sign-In Sheet

Date: March 24, 2020

Please Check One

Printed Name	Signature	Staff	Parent or Community	Student
Amy Carozza		X		
Isabel Pelayo-Munoz		X		
Alexis Ayala				X
Stephany Casillas				X
London Outlaw			X	
Derrick McMillen		X		
Rachel Korschun		X		

School Site Council Meeting

Coliseum College Prep Academy

Minutes

- Meeting called to order at 9:03. Meeting held over Google “Meet”. Roll Call:
 - Amy Carozza, principal
 - Isabel Pelayo-Munoz, staff
 - Alexis Ayala, student
 - Stephany Casillas, student
 - London Outlaw, parent
 - Derrick McMillen, teacher
 - Rachel Korschun, teacher
- Budget is due this Friday, however, our budget is still not accurate
- Looks like we will not have summer school
 - Usually, we spend around \$20,000 on summer school
 - Some of this we can carryover and some of this we need to spend
 - If summer school does happen, we would have to do something a lot less robust
 - 2 main pots of money remaining, that can theoretically be carried over
 - Title 1
 - Measure N
 - In the past, Title 1 has not carried over. The district is saying it can carry over this year
 - Title 4 - \$11,125 - previously allocated to purchase books
 - Title 1 - ~\$70,000 remaining in here
 - Measure N - \$82,000 but some payments are still pending
 - Probably ~\$72,000 left here
 - Some extended contracts that would have been paid from these funds will instead come from supplemental
 - Could potentially save around \$150,000 for next year
 - Isabel motions to move all unencumbered and unspent money in Title 1 (books other than textbooks, salary, salary benefits, supplies and extended contracts), Title 4 (books other than textbooks), and Measure N funds to carry over for next year. Transfer funds to object code 4390.
 - Derrick seconds
 - All in favor (vote taken by a roll call vote), 0 against, 0 abstain
- Proposal to spend remaining concentration money (\$42,860) on technology
 - Right now, we have passed out 5 chromebook carts of chromebooks for students to use for at-home learning

- We expect some level of these will break/not come back/etc. From being used heavily by students at home
 - Derrick motioned to approve spending on technology remaining concentration funds, London seconded
 - All in favor, 0 against, 0 abstain by a roll call vote.
- G1 proposal review, discussion and vote
 - Options- We have enough for 1 class: Spanish, French, Drama, Makerspace
 - We also need reading intervention but not G1 supported.
 - Spanish can support reading in some ways for some kids
 - Spanish would be good for kids who don't already speak spanish to feel included
 - Offer at least one section of Spanish to 6/7/8
 - Continue restorative justice coordinator
 - A small amount of art supplies
- Proposal: Continue RJ Coordinator/ Middle School Adviser, Continue Art Supplies, Add in .21FTE of Spanish Class
 - Korschun motions to approve plan for G1 money, Derrick seconds
 - All in favor, 0 against, 0 abstain by a roll call vote
- 2020-2021 Title 1 Budget
 - Title 1 \$189,348 - use for staffing
 - Parent engagement \$4,072 - use for parent transportation
 - Title 4 - \$12,725 - use for staffing
- Money for expansion is what is being negotiated right now
- The proposal is for using remaining supplemental money for technology
 - Extended contracts for the remainder of the year will payout
 - The remaining funds should be around \$20,000
 - Desire to purchase new chromebooks (see rationale above for use of concentration for technology)
 - Isabel motions to approve the purchase of chromebooks with remaining supplemental funds, Stephany seconds
 - All in favor, 0 against, 0 abstain by a roll call vote
- We will meet again in April - 4/6 @ 9:00 AM
- Meeting adjourned at 9:35



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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

School:	Coliseum College Prep Academy	Principal	Amy Carroza
School Address	1390 66th Avenue Oakland, CA 94621	Principal Email:	amy.carroza@ousd.org
School Phone	510-639-3201	Grant Amount	\$93,757
2018-19 LCFF Enrollment (6-8)	203		

- 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		
We are continuing with Oakland Public Conservatory for summer programming . They plan to run a comprehensive middle school program here this summer. We do not seek Measure G1 funds to expand music into the school day due to facilities constraints. In 19-20, CCPA intends to hire a full time music teacher afforded by our expansion.		
Budget	2019-20 Activities	Anticipated Outcome

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.

during the 17-18 school year. We continue to offer a two year A-G sequence of Spanish at the high school level, differentiated for heritage speakers and culminating in AP Spanish Language. Due to the demographics of our school, we require significant staffing in order to provide relevant courses.

Budget	2019-20 Activities	Anticipated Outcome

Mid-Year Reflection: World Language Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

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

Programmatic Narrative Based on Data Analysis

For the last 5 years we have enrolled 90% of our incoming 6th grade class in our summer bridge programming hosted for 1 month each summer on the CCPA campus. With a high concentration of students coming from our neighboring elementary schools, over 90% of students living within a mile radius of the school, and 30% of our incoming 6th grade class being siblings of current or former students, we have an extremely high options rate (+240%). Our Summer Bridge is staffed by at least one member of our Special Education department and is overseen by our Director of Student Support. This allows us to identify students who may need additional academic or social-emotional support before classes begin in August.

Budget	2019-20 Activities	Anticipated Outcome

Mid-Year Reflection: 5th to 6th Grade Enrollment Retention

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

5. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis

Over the 18-19 School year, the Middle School Advisor has worked with the D1 (6th and 7th grade) division team lead to write and build a character and community building curriculum called "Leadership". This curriculum is generally thought to be success. In 6th and 7th grade, moderate/ Out of class referrals have decreased by 10%. Similarly, serious referrals resulting in suspension/ alternatives to suspension have reduced by 8.6%. The community building and positive culture set in Leadership has improved our middle school culture.

The middle school advisor also worked with on campus mental health professionals to write and facilitate SEL skill based classes or "life skills". These classes were held over the course of eight weeks with all 6th grade students. Topics included but were not limited to types of communication, asking for and giving consent, peer pressure, etc. These spaces were an additional connector space and community building opportunity for the 6th graders who are newer to the school's campus.

Additionally, the middle school advisor has directly supported student behavior in multiple spaces to build stronger community. She case manages students who require more support and manages CICO across our staff for those students.

Our Middle School Advisor will:

- Organize grade level informational assemblies;
- Monthly award assemblies and celebrations;
- School wide celebrations and incentive programs;
- Support with 6th grade transition from elementary school
- Identify students with attendance issues and build relationships with students and families to increase their attendance.
- Support in building home school communications and leveraging them to support positive social and emotional behavior with peers.
- develop a 5th to 6th grade transition program
- caseload of students with highest needs to help each stay connected to school
- be a connector between middle school students and schoolwide academic, behavioral, and SEL resources as needed

Budget	2019-20 Activities	Anticipated Outcome
\$93,313.74	Middle School Case Manager/ Adviser (.97 FTE)	Reduced out of class referrals across 6-8th grade. Improved student culture.

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.

We have made headway on our goals to reduce disproportionality in discipline at our school. In 7th through 12th grades, we have reduced out of class referrals for all students by 13%. That said, for black students we have reduced out of class referrals by 23%. Similarly, we reduced suspendable (or equivalent) incidences for all students by 3.6% and for black students by 35%. These are hard fought results of which we are proud. 6th grade is a work in progress, and our classrooms are FINALLY looking like typical CCPA classrooms.

Actions have been:

- Developing and leading support for our D1 (6th and 7th grade) [Leadership Curriculum](#) development. The Leadership Curriculum is a Social Emotional Learning curriculum that is specific to CCPA. It addresses topics like building community, being an upstander, anti-bullying, anti hate speech, [Hijab awareness assembly](#), etc.
- Supporting teachers in building and implementing RJ skills- community building, circle keeping and [Check in, Check out \(CICO\)](#).
- Expertly leading and designing circles for the whole school- [upstander day](#), [hate speech](#), circles to meet community needs.
- Coordinating whole school events with the parent center and AP over facilities and culture.
- Expertly supporting students through mediation/ Friend Therapy (we made this up)
- Holding a [Middle School Summer Programs Info Event 2/4/20](#)
- Building Multicultural Club
- [D1 awards assembly](#)

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).