



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

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

School	West Oakland Middle School	Contact	Neha Ummat
School Address	991 14th Street Oakland, CA 94607	Contact Email	neha.ummat@ousd.org
Principal	Neha Ummat	Principal Email	neha.ummat@ousd.org
School Phone	510-874-6788	Recommended Grant Amount*	\$91,997.00
2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)	195	2019-20 LCFF Enrollment	187

**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	Contract with Attitudinal Healing Connection for African Drumming and Art Program.	\$15,000
2	Contract with Dimensions Dance. This group provides instruction in African and Hip Hop Dance.	\$27,500
3	Contract with BayPeace. This group teaches students social justice topics through theatre.	\$2,000
4	Contract for Mindfulness Specialist. This contractor will focus on mindfulness with students as a way to defuse conflicts and help teach students emotional self-management.	\$42,453
Budget Total (must add up to Current Grant Amount)		\$86,953

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	Contract with Dimensions Dance. This group provides dance instruction in African and Hip Hop dance.	\$27,091.00
2	Contract for culture keeper. This contractor will work with students who are on behavior contracts, students who need frequent breaks from class, and those who were referred out of class. This contractor will work closely with our RJ facilitator, our Assistant Principal, our Principal, and our CSM to support our interventions for individual students.	\$45,000.00
3	.2 of an Art teacher, to provide visual art instruction four days a week as an elective.	\$19,906.00
Budget Total (must add up to Current Grant Amount)		\$91,997.00

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
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50%	50%	94	19	7	15	100
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Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
65	0	15	15	0	1	2	2

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

Name	Role
Neha Ummat	Principal
Rosa Aguirre	Math coach
Patricia Barros	Special ed teacher
Jessica Wright-Davis	Assistant Principal

School Vision (insert here): Vision: West Oakland Middle School students will have the skills, knowledge, and tools necessary to succeed in High School and post-secondary education. West Oakland Middle School is a full-service community school that will equip students with the social and emotional skills necessary to have healthy relationships and to be a positive force in their community. West Oakland MS students will develop skills in the STEAM fields (science, technology, engineering, arts, and math) through hands-on and performance based learning.

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.

<i>Music (Rubric)</i>	2018-19 (last yr)	2019-20 (this yr)	<i>Art (Visual Arts, Theater, and Dance)</i>	2018-19 (last yr)	2019-20 (this yr)
<i>Access and Equitable Opportunity</i>	Quality	Quality	<i>Access and Equitable Opportunity</i>	Quality	Quality
<i>Instructional Program</i>	Quality	Quality	<i>Instructional Program</i>	Quality	Quality
<i>Staffing</i>	Quality	Quality	<i>Staffing</i>	Quality	Quality
<i>Facilities</i>	Quality	Quality	<i>Facilities</i>	Basic	Basic
<i>Equipment and Materials</i>	Quality	Quality	<i>Equipment and Materials</i>	Basic	Basic
<i>Teacher Professional Learning</i>	Basic	Quality	<i>Teacher Professional Learning</i>	Entry	Basic
<i>World Language (Rubric)</i>	2018-19 (last yr)	2019-20 (this yr)			
<i>Content and Course Offerings</i>	N/A	Entry			
<i>Communication</i>	N/A	NA			
<i>Real world learning and Global competence</i>	N/A	NA			

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)	188	198	Suspension	12	18
ES Outreach Strategy Actions	--	Quality	Chronic Absence	21	20
Programs to support ES students transition to MS	--	Basic	CHKS data (District) or Culture/Climate survey	--	—

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
School site council	2/20/2020

Staff Engagement Meeting(s)	
Staff Group	Date
ILT mtg	2/11/2020

Budget Justification and Narrative

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

The Goals of Measure G1

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

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

1. Music Program

Programmatic Narrative Based on Rubric		
Students learn to persevere through difficulty and work to create a finished product. These skills and habits of mind that are built through learning a performing art serve students in their academic courses, as well. We have seen that Dimensions Dance has built student confidence and motivation for the years that they have served WOMS. Specifically, we plan to see an increase in the rate of students who perform proficiently on the Physical Fitness Test, or PFT. For the last 5 years, the majority of our female students have not scored proficiently on the PFT, particularly in the areas of aerobic capacity. Dimensions Dance will provide an opportunity for our female students who participate during their PE period to get aerobic exercise.		
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.

\$27,091	We will continue our partnership with Dimensions Dance Theatre.	<p>Approximately 45-50 students will have the opportunity to participate in the dance program through Dimensions. Students will perform in at least two onsite performances, and also get the opportunity to perform at the Malonga Center, as well as at various events in the Oakland community. Students learn to persevere through difficulty and work to create a finished product. These skills and habits of mind that are built through learning a performing art serve students in their academic courses, as well.</p> <p>Specifically, we plan to see an increase in the rate of students who perform proficiently on the Physical Fitness Test, or PFT. For the last 5 years, the majority of our female students have not scored proficiently on the PFT, particularly in the areas of aerobic capacity. Dimensions Dance will provide an opportunity for our female students who participate during their PE period to get aerobic exercise. We have also seen a steady decrease in the number of students who "cut" or are tardy to their PE classes, because they are motivated to participate in dance. For example, the absence rate of female students in a PE class that didn't offer Dimensions Dance had an absence rate of 10%, whereas the absence rate of the same group in a period that did offer Dimensions Dance was 4%. Next year, our goal is offer Dimensions Dance in an additional PE class, in order to engage more students in physical activity.</p>
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2. Art Program

Programmatic Narrative Based on Rubric

Students currently only have the opportunity to take art one time per week. We would like to add an elective to our daily offerings that is more accessible to our students in the Special Day classes and allows them to integrate more with our general education population. We anticipate that art could serve those students, as well as our general education students, well. Student work from art classes will be displayed at student exhibitions, which we plan to hold twice a year. Providing an opportunity for students to present their work builds a sense of pride and perseverance. Providing a daily elective will motivate students on a daily basis. Adding an elective in the afternoon will also decrease class size in our academic courses when they most need to have smaller classes.

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.
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\$19,906	We want to hire a part-time art teacher.	Approximately 40 students will benefit from taking this art class. We anticipate that the number of behavior referrals from our special day students will decrease with the addition of the art class. We anticipate that the rate of tardiness will decrease during these periods. Currently, the tardy rate for our 6th period is 5%, whereas the tardy rate for other periods is 3%. Our absence rate for 5th period is 8%, the highest for the entire day. We anticipate that adding the art elective to our daily schedule will increase students' motivation to be in class and on time. With the heightened student engagement in art, we anticipate that our CHKS data will improve, specifically in the areas of student connectedness to school. Our goal is have 65% of all students report that they feel a strong sense of connectedness to WOMS. In our mid-year informal CHKS, we had a total of 50% of students reporting that they feel "very safe" and connected to West Oakland MS.
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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.

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		
The addition of a culture keeper will help our team address student issues immediately. The culture keeper holds a space for students who have been referred out of classes, and also is a space for students who need a short break. We anticipate that classroom disruptions will decrease. This staff member will assist with maintaining our tardy policy, student contracts and progress reports. These are interventions for our Tier II and Tier III students that require a great deal of detailed work and follow-up that our AP and CSM cannot hold on their own.		

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.
\$45,000	We will hire a culture keeper who will assist with climate and culture on an every day basis.	<i>We anticipate that this role will improve student suspensions and referrals, and help improve student academic outcomes, as the culture keeper will keep a close watch on students who struggle academically. Currently, our suspension rate is at 19%, and our goal is to reduce that number to 12%. The culture keeper will work closely with a group of eight Tier II and III students who are on behavioral progress reports. The goal is to reduce these students' numbers of out of classroom referrals by 50%.</i>

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

School Site Council | West Oakland Middle School
Feb 20, 2020
Library
6pm-7:15pm

NEXT MEETING: March 12th, 2020 6pm

Attendance

Members	Role	10/23	12/19	1/23	2/20
Kamisha McLean	Teacher (Chair)	X	X	X	X
Madison Laning	Teacher (Secretary)	X	X	X	X
Sharon Thomas	Teacher	X	X	X	X
Neha Ummat	Principal	X	X	X	X
Stephanie Parrott	Parent	X	X	X	X
Jean Adams	Community	Abs	X	X	
Laurie Lawson	Parent (Vice Chair)	X	X	X	
Vaskonen	Parent	Abs	Abs	Abs	NA
Patricia Barros	Staff	X	Abs	X	

I. Call to Order

A. Call to order at 6:16pm

II. Roll Call

A. Parrott, McLean, Thomas, and Laning in attendance

III. Approval of Minutes from the last meeting

- <https://docs.google.com/document/d/1a3wm3CGqobEMwZrCdhdods1QWmhgGKXO9UK6KwmfaR/edit?usp=sharing>
- Motion by Thomas to approve the minutes.

- Seconded by Parrot
- Unanimously approved

IV. Open Issues

- a) Review of Student Feedback Surveys
 - i) Print new ones and discuss next meeting
- b) Expenditure of Remaining Allocation of Money (\$8,000 of Title I Money)
 - i) Last Meeting: \$2000 approved for 20 sets of headphones, \$2000 approved for PE
 - ii) Proposals for today:
 - 1) Motion by Laning to spend \$1000 on resource workbooks.
 - (a) Discussion with No second.
 - 2) Motion by Laning to approve \$500 for Black History Month Boards
 - (a) Seconded by Parrott
 - (b) Unanimous approval.
- c) Measure G1 Proposal for 2020-2021
 - i)
- d) Budget for FY 2020-2021
 - i) Dig into the budget for the next month's meeting

V. Adjourn

- Adjourning at 7:03pm

<u>NOTES</u>	<u>UPCOMING GOALS</u>
<p>Notes from Ms. Barros about her proposal for Title I money: There is a company in cambridge called EPS and they have loads of a math resources and literacy resources including spelling, writing, reading comprehension and vocabulary building. Many of the private schools around the country use these resources and I am familiar with them.</p> <p>Prices are in the category of 1-5 copies: \$9.75 and 6+ : \$6.85</p> <p>With \$500, we could buy enough for the entire 6th grade! - with \$1000 we could almost have enough for all grades!</p> <p>I can work to help purchase the books depending on the individual student's needs.</p> <p>This is not ONLY for Resource Students, Many students need the extra practice even in handwriting. EPS covers subjects which also include geography and History.</p> <p>Here is the website: https://eps.schoolspecialty.com/products/literacy/spelling/spellwell/pricing</p>	<p>Schedule for FY 2020-21 Budget Approval Calendar</p> <ul style="list-style-type: none"> ● March: Introduction of the Budget ● April: First Vote on the Budget ● May: Final Vote on the Budget

<https://eps.schoolspecialty.com/products/literacy/vocabulary/wordly-wise-3000-4th-edition/about-the-program>

- (a) Dig more for resources and reach out to Barros to present.
- (b) Look into resources for the ELD students

Can money be spent on After School personnel?

G1 Funds

- Look into an Art class during 4th period to catch some students after lunch.
 - Look into a Artist in Residency
 - Completing amazing artwork and having the art room open during lunch and recess for students.
- Possibility to do a Semester schedule for electives
-

Looking into a SPED teacher that can do the paperwork and behind the scenes work.

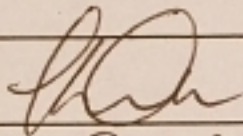
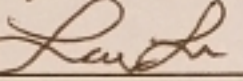
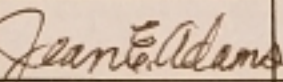
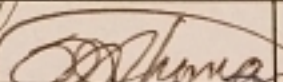
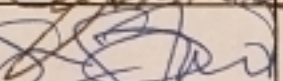
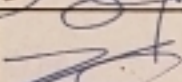
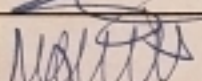
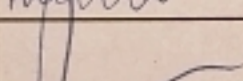
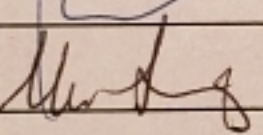
- Look into buying more time to Ms. Nyack to assist more in the paperwork.
- Discussion to have another Aid on top of Ms. A to increase supports

School Site Council Meeting Sign-In

Sign-In

School

West Oakland Middle School
February 20, 2020

Printed Name	Signature	Staff	Parent or Community	Student
Kamisha McLean		✓		
Laurie Lawer			Parent	
Jean E. Adams			Parent	
Sharm J. Thomas		✓		
Stefanie Parrott			parent	Clyde Beatty
Kim Davis			community	
Neha Umra		✓		
Rat Barros		✓		
Madison Laning			teacher	

School Site Council Establishment Meeting

Minutes

West Oakland Middle School

February 20, 2020

Minutes must address each agenda item. Summarize discussions and note approval.

ILT Meeting: Tues, 2/11/2020

3:45-5

ILT MISSION for 2019-20 (as created at our FIRST MEETING): *ILT, in order to advance our instructional goals, will guide PLC's to use text-based talk in the context of the Common Core Standards aligned grade-level curriculum. Coaches will help unpack the curriculum with teachers so that they understand the standards-based goals embedded. ILT will collaborate with staff and administration to design PD so that the entire staff will have multiple opportunities to share best practices in standards-based instruction and text-based talk. ILT will help with introducing Project-Based Learning to the staff, as well. ILT members will gather data from walkthrough tools, observations, and student work to assess progress on these goals.*

In attendance: Barros, Aguirre, Ummat

Absent: Note taker:

Timekeeper: Facilitator:

Time	Item	Notes	Action Steps
3:45	IAB plans: Math & ELA (when to analyze data?)	<p>ELA IAB all grades: 2/11 Handscoring of ELA: 2/19; Analysis on 2/26</p> <p>MATH 8th grade IAB: Thurs, 2/13 Analysis of 8th grade IAB: Wed, 2/19</p> <p>6th/7th (Njissang): 03/03/2020 Analysis: 3/18</p> <p>Feedback for Vlad: video at 2nd Wed PD. How to communicate students' observations about lack of talk in the classroom to him?</p> <p>Observation: teacher is doing the synthesis/connection, not the students (communicate this to him after the video)</p>	<p>RA will find out from Vlad when 7th grade IAB is.</p> <p>Literacy as an obstacle even for math.</p> <p>NU: working w/ JWD to make sure the IAB's are accessible NU: working w/ ELA teachers to analyze the data</p> <p>NU will video Aguirre's class to show classroom talk: compare & connect. (Put date on calendar)</p>

4:10	Walkthrough debriefs	<p>1st period/Science: How to encourage students to feel comfortable asking questions?</p> <ul style="list-style-type: none"> • Students can get lost bc explanations are longwinded • Bite-sized feedback: why not randomize the participation (pick a stick) <p>3rd period/History:</p> <ul style="list-style-type: none"> • Put timer on • <i>Differentiate reading for primary sources</i> • End the food allowance • Stand in one place to give directions (long term habit to break) <ul style="list-style-type: none"> ◦ Make a plan: give hand signal 	
4:30	Measure G1 feedback	Ideas: need another elective, continue w/ culture keeper. How do we get another hall monitor?	Action items: NU will find out the allocations for PIF and other funding to figure out how to fund another elective and another hall monitor.
4:45	Mid Year Survey Data		
4:45	Follow up on Warm Up Walkthroughs		.
4:50	Student shadowing	Shadowing protocol	



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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

School:	West Oakland Middle (WOMS)	Principal	Neha Ummat
School Address	991 14th Street Oakland, CA 94607	Principal Email:	neha.ummat@ousd.org
School Phone	510-874-6788	Grant Amount	\$86,953
2018-19 LCFF Enrollment (6-8)	188		

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

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

1. Music Program (PRELOADED)

Programmatic Narrative Based on Rubric		
<p>We continued to use our Measure G1 funds on music. One major change we made between 2017-18 and this year is to our master schedule. On Wednesdays, all students have the opportunity to participate in small-group instruction and electives in the arts. This schedule has allowed all of our students opportunities to access to music. The opportunities for electives has made students more motivated and excited to attend school. We have continued our partnership with Attitudinal Healing Connection, and have expanded students' opportunities to take African Drumming. Instrumental music students take drumming on Tuesdays and Thursdays, which is the same as in 2017-18. This school year, any student can elect to take African drumming on Wednesdays. This has expanded the number of students who have access to music instruction.</p>		
Budget	2019-20 Activities	Anticipated Outcome
\$12,000	African Drumming	Nearly 60 students will have access to African drumming. All students will have the opportunity to perform in at least two concerts during the school year. These experiences will build confidence in students and give them the experience of persevering through difficulties to achieve a finished product.

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.

Our students have found African drumming to be engaging. Our band students learn drumming two days per week, and our beginning students take the class one time per week. They have already performed at our winter concert, as well as at a Thanksgiving potluck. Their upcoming performances include Black History Month celebrations, and our Multicultural performance in the spring. Approximately 50 students take part in African drumming.

The amount of funding required for drumming changed from 12K to 7K, which means we will be adjusting our G1 for this year and will present that to the commission at an upcoming meeting.

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric

Budget	2019-20 Activities	Anticipated Outcome
\$3,000	We plan to continue to use the funds for after-school art programming through Attitudinal Healing Connection.	Approximately 15-20 students will have access to art instruction. Student work is exhibited at several events throughout the year, and students work on beautification around the school. This contributes to a sense of pride and ownership over their skills and contributions to the community.
\$2,000	We will use this funding to work with BayPeace, which teaches social justice through theatre.	Approximately 15 students will have access to this program. In this class, students will have an opportunity to work on issues that impact their community through drama and theatre. Students will gain knowledge of social justice issues, as well as build their confidence and public speaking skills.
\$27,500	We will continue our partnership with Dimensions	Approximately 45-50 students will

	Dance Theatre.	have the opportunity to participate in the dance program through Dimensions. Students will perform in at least two onsite performances, and also get the opportunity to perform at the Malonga Center, as well as at various events in the Oakland community. Students learn to persevere through difficulty and work to create a finished product. These skills and habits of mind that are built through learning a performing art serve students in their academic courses, as well.
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Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes

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

Our students now have the opportunity to learn two different styles of dance and theatre. Approximately 15 students learn hip hop dance four days per week, and 15-20 students learn African dance one day per week. These students, particularly those who work with the hip hop instructor, have had the opportunity to perform outside of school at various venues, and all students in classes have performed or will perform at school concerts and exhibitions. The cost of Dimensions Dance has increased from 27,500 to 30,000.

Unfortunately, our after school visual arts program will resume in 2020-2021. Our ASP was not strong in the beginning of the year, due to leadership transitions, and few students were recruited to the visual arts classes. This will resume next year, now that ASP has a stronger leader with more efficient and effective systems, and a higher number of students attending the program.

Bay-Peace continues to provide high quality exposure to the theatre arts for a group of 10 sixth graders. We hope to offer additional sections next year, as students are engaged with the social justice content and have formed strong relationships with the teaching artists who lead the classes one time per week.

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.

NA

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.

5. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis

We had initially planned to use some of the funding to focus on enrollment and staff extended contracts. However, we decided to invest the funding in culture keepers so that we have more adults engaging with students during unstructured times and spaces, such as during lunchtime, and in hallways. This staffing has helped decrease our suspension rate.

Budget	2019-20 Activities	Anticipated Outcome
\$42,453	We plan to utilize the additional funding on a case manager who works on mindfulness with students, which will help them improve their emotional self-management and eventually de-escalate potential conflicts among students. The case manager will be knowledgeable in trauma-informed practices that serve WOMS students and their needs.	We anticipate that teaching mindfulness to both students and staff will help stop conflicts before they begin, and help all members of our community practice healthy emotional self-management. In a school where many students have experienced deep trauma, there is a need to help students regulate their emotions so that their mind can actually focus on learning. We anticipate that our suspension rate and chronic absenteeism rates will decrease.

Mid-Year Reflection: Safe and Positive School Culture

Narrative: Progress Towards Anticipated Outcomes

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

The investment in a case manager/culture keeper has been essential to improving our climate and culture. This staff person has been able to “check-in” daily with students who need additional attention, helps to monitor progress reports, assists with our schoolwide systems related to discipline and climate, and helps to teach students how to regulate their emotions through the strong relationships she has built.

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).