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Board Cover Memorandum

To Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

From Middle School Network

Meeting Date December 13, 2022

Subject Aspire Golden State Prep 2021-22 Measure G1 Carryover Request Form

Ask of the Commission Approve the Aspire Golden State Prep 2021-22 Measure G1 Carryover Request Form.

Discussion Middle School Network is open to questions from the commission regarding the Aspire Golden State Prep 2021-22 Measure G1 Carryover Request Form.

Fiscal Impact The recommended amount is **\$50,122.50**. It's coming from resource 9332 - Measure G1.

Attachment(s) Carryover Request form attached.



Measure G1 Carryover Justification Long Form (Complete if carryover is more than \$5000)

Due Date: December 2, 2022

School:	Aspire Golden State Prep Academy	Contact/Principal	Deloris Brown
School Address:	1009 66th Avenue Oakland, CA 94621	Principal Email	Deloris.Brown@aspirepublicschools.org
		School Phone:	510-567-9631

2021-2022 Carryover Amount	\$50,122.50
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Summary of Proposed Use of Carryover for 2021-22 (listed in order of priority)

2021-22 Proposed Carryover Expenditures from <i>Budget Justification and Narrative Section</i>		Budget
1	Stipends for 3 additional MS electives courses for S2 (Visual Arts, Design, and Drama)	\$20,000
2	Purchase 30 Kindles to utilize for foreign language instruction	\$5,000
3	Purchase 30 Rosetta Stone Licenses	\$5,000
4	Supplies & Materials for the 3 additional MS elective courses	\$5,000
5	Art Museum field trips - Transportation to and from sites - Admissions to Museums	\$4,000
6	Professional Development for staff regarding: - Restorative Practices - Culturally Responsive Teaching	\$8,122.50
7	PBIS school climate supplies & materials This budget includes: materials and supplies to support culture-building activities.; \$660 per grade level.	\$3,000
Budget Total (must add up to Anticipated Grant Amount)		\$50,122.50

Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.

During the 21-22 SY, we were unable to hire a Family & Community Partnership Coordinator (.5 FTE) due to our inability to solidify a viable and qualified candidate to fill the position. The position was posted for over 6 months and we were unable to hire given the applicant pool. In addition, we observed that MS students were less receptive in utilizing online platforms after spending a year long in distance learning during 20-21 SY. Thus, we did not purchase Rosetta Stone licenses to allow students re-acclimation to in-person learning.

REQUIRED: Please provide all meeting agendas, minutes, and sign-in sheets of the engagement meetings which addressed carryover funds with this application. The application will NOT be considered without this documentation of engagements.

Community Engagement Meeting(s) to Address Carryover Funds	
Community Group	Date
Coffee w/ the Principal	November 2022

Staff Engagement Meeting(s) to Address Carryover Funds	
Staff Group	Date
Grade Level team meeting 11/9 GL meeting 11/30 <ul style="list-style-type: none"> Each 6-8 grade teacher provided feedback on how to spend carry over funds. Agenda linked above. 	November 9 2022 November 30 2022

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 the Measure

- 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

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 2021-22 school year.

1. Please explain how you plan to use the Measure G1 carry-over funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
2. Add additional lines if you would like to add additional budget items.
3. All budget items should total up to the total carry-over amount.

2. Art Program

Programmatic Narrative Based on Rubric
<p>Arts education is a vital part of young people's social, emotional, and cultural development. For the past two years, we have provided additional elective options to our MS students. With the 21-22 carryover funds, we would like to continue expansion by providing 3 additional elective options for our students during their Enrichment period during semester 2. For context, all 6-8 students have an embedded 50 minute enrichment period four times a week. Based on students' input, we would like to provide Visual Arts, Design, and Drama to our MS programming. The courses will serve as a single level, accessible to all students from</p>

the novice to advanced level. In addition, we would like to take our 6-8 students to the Oakland Museum of California, The Museum of Art and Digital Entertainment, and San Francisco Museum of Modern Art. Each grade level will visit a different museum based on the elective/enrichment class they are in. Since returning from distance learning, our MS students have had limited access to field trips. These field trips will allow students to engage in real-world art projects and learn about local artists in the Bay Area.

Budget	Description of 2021-22 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
\$21,000	Stipends for 3 additional MS electives courses for S2 (Visual Arts, Design, and Drama)	Elective courses will serve 18- MS students. All students will successfully pass elective courses.
\$5,000	Supplies & Materials for the 3 additional MS elective courses	All students will receive standard aligned curriculum and demonstrate knowledge and application of design/art/visual art principles.
\$4,000	Art Museum field trips <ul style="list-style-type: none"> - Transportation to and from sites - Admissions to Museums 	Students will acquire a deeper sense of artistic expression, understanding, and knowledge by visiting attending field trips.

3. World Language Program

Programmatic Narrative Based on Rubric		
Historically, GSP has not offered a world language option for MS students, unlike HS. Language other than English is part of the HS A-G requirements, and it is important that we prepare students in learning another language before heading to HS. Many of our teachers and families have advocated to offer world languages to our middle school scholars, specifically Spanish, French, and Mandarin.		
Budget	Description of 2021-22 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
\$5,000	Purchase 30 Rosetta Stone Licenses	To ensure our 8th grade (45) students are enrolled in a language program of choice and have access to high-quality language instruction through Rosetta Stone. In addition, our goal will be to increase students' language proficiency, as many students enter GSP with little to no English, they will receive instruction in English.
\$5,000	Purchase 30 Kindles to utilize for foreign language instruction and utilize Rosetta Stone.	To ensure our 8th grade students are enrolled in a language program of choice and have access to high-quality language instruction through Rosetta Stone. In addition, our goal will be to increase students' language proficiency, as many students enter GSP with little to no English, they will receive instruction in English.

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
<p>Improving the culture and climate of MS has emerged as one of our top priorities. As 6th graders enter our campus, we have observed challenges, on campus, with acclimating to our expectations both academically and socially-emotionally. Given the shifts in our demographics this year in MS, it is clear we need more restorative practices training and an emphasis on school wide tiered interventions. PBIS has assisted in providing clear behaviorally expectations for students but would like to include more celebrations and joy to our community. Funds will allow for restorative practices training for staff and PBIS programming to support our students SEL with care and joy.</p>		
Budget	Description of 2021-22 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
\$8,122.50	Professional Development for staff regarding: <ul style="list-style-type: none"> - Restorative Practices –Guest Speaker/PD for staff - Culturally Responsive Teaching – Guest Speaker/PD for staff 	Approximately 160 students and 9 staff will be able to understand and implement restorative practices in the classrooms, interactions around the school, and tools to use on/off campus. 85% of middle school students will indicate they feel physically and emotionally safe at school.
\$3,000	PBIS school climate supplies & materials This budget includes: materials and supplies to support culture-building activities.; \$660 per grade level.	PBIS programming and celebrations will provide students with a positive learning environment. This programming will reduce referrals and suspension by 50%

Please submit your 2021-22 Measure G1 Carryover Justification Form to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).