

Measure G1 Carryover Justification

Long Form (Complete if carryover is more than \$5000)

Due Date: October 29, 2021

Revised: Dec 14, 2021

| | | | |
|-----------------|--|-------------------|--------------------------|
| School: | American Indian Public Charter School II | Contact/Principal | Riffat Akram |
| School Address: | 171 12th Street Oakland, CA 94607 | Principal Email | riffat.akram@aimsk12.org |
| | | School Phone: | 510-893-8701 |

Please fill out the information below for school-wide carryover.

| | |
|---|---------------------|
| 2020-21 Measure G1 Allocation including 2019-20 carryover | \$141,283.28 |
| 2020-21 Measure G1 Dollars Spent | \$88,292.14 |
| Carryover Amount | \$52,991.14 |

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

| 2020-21 Proposed Carryover Expenditures from <i>Budget Justification and Narrative Section</i> | | Budget |
|--|--|-------------|
| 1 | Repair and maintenance of musical instruments | \$980.0 |
| 2 | 6-8 Art & Graphic Design Curriculum & Student Materials Name/Number: Davis Publications, Inc | \$2,597.72 |
| 3 | MS SEL Curriculum - 1 Yr Digital Access Equitable curriculum for each grade level that focuses on the physical, social, emotional and behavioral health needs of students, to be used during AIMSTRONG periods. | \$2,940 |
| 4 | PBIS Events | \$1,000 |
| 5 | 2 School Climate and Culture Ambassadors 0.5 FTE | \$45,473.42 |
| Budget Total (must add up to Anticipated Grant Amount) | | \$52,991.14 |

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

The full Measure G1 allocation for 2020-21 school year was not spent due to the COVID-19 Pandemic because school was closed for in-person learning until the end of April 2021. From April - June, the majority of the students still remained in 100% virtual learning and only a small percentage of students chose hybrid learning. Many of the Measure G1 funds were geared towards expenditures for in person attendance, for example, school wide events, performances and site based safety and climate plans that were not implemented.

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 |
| Parent/Community Meeting | 10/29/2021 |
| Student Government Association Meeting | 10/29/2021 |

| Staff Engagement Meeting(s) to Address Carryover Funds | |
|---|-------------|
| Staff Group | Date |
| Teachers/Staff Meeting | 10/29/2021 |

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 2020-21 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.

1. Music Program

| |
|---|
| Programmatic Narrative Based on Rubric |
|---|

The goal for 2020-21 was to have all students progress towards meeting the & exceeding middle school CA standards. Due to pandemic last year, students were not able to learn and practice using musical instruments. This year we will have additional focus for recovering the learning loss. All students will be using musical instruments in the classrooms as well as take them home for practice.

| Budget | Description of 2020-21 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> |
|--------|---|--|
| \$980 | Repair, replacement and maintenance of musical instruments | Students will be provided instruments to play in the music class as well as take them home to practice. Most of the instruments were purchased two years ago. They need repairs or replacements and regular maintenance. |

2. Art Program

| Programmatic Narrative Based on Rubric | | |
|---|--|---|
| After over a year of non-in person learning due to the pandemic, the goal for all art students is to allow them to learn new skills for building their connections with the community through art. Fine art and digital art are offered to 6th, 7th and 8th grade students. | | |
| Budget | Description of 2020-21 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> |
| \$2,597.72 | 6-8 Art & Graphic Design Curriculum & Student Materials Name/Number: A Community Connection/Davis Publications, Inc | <i>The art curriculum, "A Community Connection" will help students to focus on the many different ways that communities around the world have used art and how they can use art to communicate.</i> |

5. Safe and Positive School Culture

| Programmatic Narrative Based on Data Analysis | | |
|--|--|--|
| <p>The PBIS Software will continue to be used and the software will be displayed on the previously purchased and installed TVs that are found in every classroom and common areas We will continue to use PBIS to ensure we are creating a positive school culture and incentivising students for positive behavior.</p> <p>Students' social & emotional well being is one of our highest priorities. This year we have time for the SEL curriculum built in our master schedule. Home room teachers meet with their students daily and work on various activities and teaching about middle school age specific social, emotional and restorative justice topics.</p> <p>In order to provide a safe, no bullying and social & racial justice infused school environment, students</p> | | |

| <p>need the support of a School Climate and Culture Ambassador. The School Climate and Culture Ambassador will support in facilitating the Positive Behavior Intervention System (PBIS), Restorative Justice and other safe and positive school culture programs.</p> | | |
|---|--|---|
| Budget | Description of 2020-21 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> |
| \$2,940 | MS SEL Curriculum - 1 Yr Digital Access Equitable curriculum for each grade level that focuses on the physical, social, emotional and behavioral health needs of students, to be used during AIMSTRONG periods. | Students will be equipped with awareness and tools for equity, racial justice and self care for their social emotional well being. This will increase the percentage of students who feel positive about middle school experience. It will reduce the number of bullying incidents. |
| \$1,000 | PBIS Events | Students will participate in events that foster positive behaviors and school culture. It will increase the percentage of students who feel positive about school experience. |
| \$45,473.42 | 2 School Climate and Culture Ambassadors 0.5 FTE | Supervise students and site for safety and positive climate. It will increase the percentage of students who feel safe at school. It will also reduce the number of bullying incidents. Increase the percentage of students who positively rate their school experience in our yearly school climate survey. |

Please submit your 2020-21 Measure G1 Carryover Justification Form to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).



AIMS K-12 College Prep Charter District

JOB TITLE **School Climate and Culture Ambassador (Temporary position funded by Measure G1)**

Category: Classified
Work Year: 11 months
Employment Type: Part-Time (.5 FTE)
Starting Salary: \$[Insert starting salary here]
Supervisor: Head of School or Designee

JOB GOALS:

Under the direct supervision of the Head of School or designee, the - will assist in facilitating Positive Behavior Intervention System (PBIS) and Restorative Justice and improving student and school relationships.

RESPONSIBILITIES:

- Assist with positive discipline by implementing Positive Behavior Intervention System (PBIS) and Restorative Justice practices.
- Establish rapport with students in order to gain their trust and confidence; inform students of acceptable school behavior;
- Intervene in situations likely to result in disruption or injury and direct students to refrain from such conduct, Assist in intervening in student conflict and facilitate conflict resolution;
- Case manage students with class attendance and participation concerns;
- Facilitate special programs designed towards improving positive citizenship among students;
- Perform other related duties as assigned in accordance with the requirements of Measure G1 grant.

QUALIFICATIONS:

- High school diploma or equivalent;
- 1-2 years of previous experience working with school-aged children in similar or related positions.

KNOWLEDGE AND ABILITIES:

- Follow directions;
- Communicate effectively in oral and written format with students and adults;
- Write clearly and concisely in English;
- Relate well with students who may be high risk, unmotivated, and disruptive;
- Maintain a cooperative relationship with faculty and other adults;
- Supervise students in study hall, detention, or unscheduled group situations

PHYSICAL ACTIVITY REQUIREMENTS:

Minimum Work Position (Percentage of Time):

Standing: 40 Walking: 50 Sitting: 10

Minimum Body Movement (Frequency):

None (0) Limited (1) Occasional (2) Frequent (3) Very Frequent (4)

Lifting (lbs.): 15-18 Lifting: 2 Bending: 2

Pushing and/or Pulling Loads: 1 Reaching Overhead: 1 Kneeling or Squatting: 2
Climbing Ladders: 1 Climbing Stairs: 4

This is a temporary position & is funded by Measure G1.

NON-DISCRIMINATION: AIMS K-12 College Prep Charter District does not discriminate on the basis of race, color, religion, gender, marital status, ancestry, political affiliation, age, sexual orientation, disability, medical condition, national origin, or mental or physical handicap in any of its policies or procedures related to admissions, employment, educational services, programs or activities.

Effective:

Board Approved: Pending Board Approval

Title of Meeting: Measure G1 - Parent/Teachers/Students

Date: 10-29-2021

Time: 2:00 pm

Locations: Online

Facilitated by: Riffat Akram



GOALS FOR THIS MEETING:

Discuss Measure G1 carryover funds from last year.
Discuss how Measure G1 carryover funds will be used

NORMS:

Focus on presenter/speaker
Use technology only when appropriate
Respect all points of view
Assume best intent

| Time | What are we doing? | Who | Why are we doing this? |
|------|---------------------------------|------------|----------------------------------|
| 2:00 | Open | Akram | welcome |
| 2:05 | Norms and Practices | Akram | go over agenda |
| 2:10 | Presentation | Akram | provide information |
| 2:20 | Parent Feedback and Questions | MS Parents | student feedback |
| 2:25 | discuss the priorities together | Akram | come together on ideas and focus |
| 2:33 | New items for discussion | MS Parents | clarify and record |
| 2:35 | Q&A closing | Akram | clarifying and closing |

Title of Meeting: Measure G1 - Parent/Teachers/Students
 Date: 10-29-2021
 Time: 2:00 pm
 Locations: Online
 Facilitated by: Riffat Akram

Measure G1 - Parent Mtg minutes

1. Attendance: See attendance sheet below
2. Began meeting going over the agenda (above)
3. A presentation was shared. It began describing the amount of funds carried over from Measure G1,
4. Ms. Akram explained how carryover funds would be allocated.
5. Several clarifying questions were asked.

Q: Can parents make suggestions on how funds are allocated? May parents provide information on how and where the money is spent?

A: Ms. Akram Explained that there are specific guidelines that must be followed when allocating funds however, parent feedback and suggestions are welcome.

Q: Appreciates the amazing work that AIMS does with the curriculum and extracurricular activities. Asked if it was possible to introduce Arabic as a language for student curriculum or club.

A: Ms. Akram explained the process of bringing new curriculum to AIMS (planning and Board approval).

Q: Can funds be allocated for parent translation for meetings to increase parent participation?

A: Ms. Akram shared that there have been some updates made within the parent communication platform that we use, with the addition of languages that represent our families.

6. Some other responses were briefly discussed.
7. Having clarified the items, the meeting ended.

AIPCS 1 & 2 Sign In Form
Date: October 29, 2021
Title of Meeting: Measure G1 - Parent Meeting

| Name | Time of Arrival |
|----------------|-----------------|
| Riffat Ak | 2:00 PM |
| Natalie Glass | 2:00 PM |
| ZubidaBakheit | 2:00 PM |
| Miaad | 2:00 PM |
| Sabah Abdullah | 2:00 PM |
| Mohammed | 2:00 PM |
| Amal | 2:00 PM |