

Board Office Use: Legislative File Info.	
File ID Number	24-0806
Introduction Date	4/9/2024
Enactment Number	24-0662
Enactment Date	4/24/2024 CJH



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

Board Cover Memorandum

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

From Middle School Network

Meeting Date April 9, 2024

Subject Aspire Golden State College Prep Academy 2024-25 Measure G1 Application

Ask of the Commission Approve the Aspire Golden State College Prep Academy 2024-25 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Aspire Golden State College Prep Academy 2024-25 Measure G1 Application.

Fiscal Impact The recommended amount is **\$84,353**. It's coming from resource 9332 - Measure G1.

Attachment(s) Grant application attached.





**2024-2025
 Measure G1 Application**

Due: March 14, 2024

Allocations are provisional subject to Board approval

School Information & Student Data

School	Aspire Golden State Prep Academy	School Address	1009 66th Avenue Oakland, CA 94621
Contact	Deloris Brown	Contact Email	Deloris.Brown@aspirepublicschools.org
Principal	Deloris Brown	Principal Email	Deloris.Brown@aspirepublicschools.org
School Phone	510-567-9631	Total Number of Students	440
Recommended Grant Amount¹	\$84,353	2022-23 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	164
		2023-24 LCFF³ Enrollment	132

Student Demographics (%)				Measure G1 Team	
English Learners	28%	Asian/Pacific Islander	.5%	Name	Position
LCFF	80%	Latinx	79%	Deloris Brown	Principal
SPED	14%	Black or African-American	18%	Amanda Corrigan	MS Dean of Students
		White	.5%	Alex Congrove	Teacher
		Indigenous or	1%	Sonny Lazaga	Teacher

¹ Allocation 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.

² The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

³ Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

		Native American			
		Multiracial	1%		

Chronic Absence (Include raw number and percent)				
	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Student Population Overall	230 - 42 %	134 - 31%	121 - 28%	90 - 20%
Asian/Pacific Islander	NA	NA	NA	NA
Latinx	189 - 44%	102 - 29%	201 - 59%	70 - 20%
Black or African-American	51 - 53%	34 - 51%	22 - 32%	14 - 20%
White	NA	NA	NA	NA
Indigenous or Native American	NA	NA	NA	NA
English Learners	68 - 48%	31 - 29%	29 - 24%	24 - 20%
Students w/ IEPs	30 - 59%	21 - 34%	16 - 23%	13 - 20%
Free/ Reduced Lunch Students	158 - 45%	117 - 33%	201 - 50%	80 - 25%

Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Number of students taking elective courses.	Art	164 - 70%	174 - 100%	179 - 100%	31 - 15%
	Language	NA	35 - 20%	39 - 20%	41 - 20%
	Music	58 - 25%	52 - 30%	35 - 20%	164 - 80%
Number of students participating in non-course experiences (e.g. after-school program)	Art	NA	24 - 40%	45 - 70%	14 - 20%
	Language	NA	6 - 10%	NA	14 - 20%
	Music	NA	24 - 40%	13 - 20%	14 - 20%

Positive & Safe Culture (Include raw number and percent) (GSP does not take this survey)				
Metric	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Average Daily Attendance Date of Figure: 2/20/24				
Asian/Pacific Islander	1 - 72.9%	1 - 96.1%	2 - 78.8%	2 - 90%
Latinx	430 - 89.2%	351 - 91.7%	342 - 92.9%	350 - 94%
Black or African-American	97 - 86.2%	66 - 84%	68 - 86.9%	75 - 90%
White	3 - 88.2%	2 - 93.6%	1 - 94.2%	1 - 95%
Indigenous or Native American/Other	11 - 86.7%	12 - 92%	15 - 91.2%	15 - 92%
English Learners	142 - 88.2%	107 - 90.9%	121 - 92.5%	115 - 94%
Students w/ IEPs	50 - 86.1%	61 - 89.0%	68 - 90.4%	65 - 92%
Free/ Reduced Lunch	351 - 88.8%	356 - 90.3%	402 - 92.2%	400 - 94%

Metric	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Suspended Students Date of Figure: 2/20/24				
Asian/Pacific Islander	NA	NA	NA	NA
Latinx	78 - 10%	66 - 6.1%	26 - 3%	26 - 3%
Black or African-American	59 - 25.0%	47 - 16.5%	49 - 18%	45 - 15%
White	NA	NA	NA	NA
Indigenous or Native American	NA	NA	NA	NA
English Learners	38 - 14.8%	34 - 10.3%	28 - 8%	23 - 7%
Students w/ IEPs	41 - 13.1%	32 - 11.3%	9%	9%
Free/ Reduced Lunch	82 - 17.4%	43 - 8.1%	6%	5%

Student Retention from 5th Grade to 6th Grade				
Metric	2021-22	2022-23	2023-24	2024-25 Goal
6th Grade Enrollment	74	47	60	80

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
GSP Family SSC Meeting	1/18/24
GSP Dinner w/the Principal	1/31/24

Staff Engagement Meeting(s)	
Staff Group	Date
MS Grade Level Team Meeting	2/7/24
Lead Team Meeting	2/14/24

Music (Rubric)	2022-23	2023-24
<i>Access and Equitable Opportunity</i>	N/A	Entry
<i>Instructional Program</i>	N/A	Entry
<i>Staffing</i>	N/A	Entry
<i>Facilities</i>	N/A	Entry
<i>Equipment and Materials</i>	N/A	Entry
<i>Teacher Professional Learning</i>	N/A	Entry
World Language (Rubric)	2022-23	2023-24
<i>Content and Course Offerings</i>	N/A	Entry
<i>Communication</i>	N/A	Entry
<i>Real world learning and Global competence</i>	N/A	Entry
Art (Visual Arts, Theater, and Dance)	2022-23	2023-24

<i>Access and Equitable Opportunity</i>	N/A	Basic
<i>Instructional Program</i>	N/A	Basic
<i>Staffing</i>	N/A	Basic
<i>Facilities</i>	N/A	Basic
<i>Equipment and Materials</i>	N/A	Basic
<i>Teacher Professional Learning</i>	N/A	Basic

Proposed Expenditures

Guidelines

1. In the following sections, please discuss your team's plan to address the goals of G1:
 - a. Increase access to courses in arts, music, and world languages in grades 6-8.
 - b. Improve student retention during the transition from elementary to middle school.
 - c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

Summary of 2023-24 Approved Expenditures

All Actual Expenditures		Budget Amount
Safe & Positive Culture		
1	Dean of Students (1.0 FTE)	\$120,000
Electives (Art, Music, World Language)		
1	Music Equipment & Materials	\$3,373.75
2	Art Equipment & Materials	\$3,000
3	Stipend for 1 additional 8th grade Music elective course for 23-24	\$3,000
Budget Total		\$129,373.75

Summary of 2024-25 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Dean of Students (1.0 FTE)	\$84,353
Budget Total (must add up to Recommended Grant Amount)		\$84,353

Proposed Expenditures By Focus Area

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
Continued allocation for (Middle School) Dean of Students (1.0 FTE)	Chronic Absenteeism Suspensions	\$84,353

Please submit your Measure G1 proposal to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).

Date: February 7, 2024

Community Agreement Offerings	
Experiential and Aspirational	Technical
<ul style="list-style-type: none"> • Be Impeccable With Your Word. Speak with integrity. Say only what you mean. Avoid using the word to speak against yourself or others. • Don't Make Assumptions. Find the courage to ask questions and to express what you really want. • Don't Take Anything Personally. Nothing others do is because of you. What others say and do is a projection of their own reality, their own dream. • Always Do Your Best. Your best is going to change from moment to moment; it will be different when you are healthy as opposed to sick. • Be present. Engage with this team as a teammate. During our sessions, do not work on other things. If you need to communicate with someone not in the room, please step out of the room. 	<ul style="list-style-type: none"> • Presence. Please be present today. Please put phones away and step out the room if you need to connect with someone via phone. • Timeliness. Please be on time for our sessions after breaks

Roles:

Facilitator(s):

Note Taker:

Time Keeper:

Agreements/Norms Checker:

Time	Agenda/ Topic	Notes
5 minutes	<p>Check In:</p> <ul style="list-style-type: none"> • What is your go-to Valentine's Day sweet treat? 	
5 minutes	<p>Semester 1 Honor Roll Update (Certificates here. Admin will print certificates)</p> <ul style="list-style-type: none"> • Honor Roll Breakfast– February 22 (more information to come) • Honor Roll Merch– All S1 Honor Roll students will receive Honor Roll merch!! Details coming soon. <p>Any other suggestions, feedback, or ideas?</p>	
5 minutes	<p>Revisit Grade Level Wide Incentive for February</p> <ul style="list-style-type: none"> • What behavior(s) and/ values do we want to enforce during the month of February? • What incentive do we want to host as a grade level? 	

- How will we promote this incentive?
- Which teammates will be responsible for which tasks to execute this incentive?

15 minutes

Exhibition

- **PURPOSE & ENGAGEMENT:** Why does this project **matter**? Why will your kids care? What will make them excited to come to school every day to tackle this project?
- **YOUR PRODUCT(S):** What do you want students to *do, write, create, perform, or build*? List all of the final products.

THE LAUNCH AND EXHIBITION (planning template here)

1. THE LAUNCH

- How will you launch the project? What classroom activities or field experiences will build excitement, curiosity, and background knowledge?

2. THE EXHIBITION

- Where will students exhibit their work? When? Who is their audience?

3. CURATION

- Where will the work live on (physically or digitally)? What materials will you need to curate the work in a physical space? How will you engage students in the curation of the project?

10 minutes

Students of Concern

Students of Concern: [Students of Concern Google Form](#) - Please complete before GL meetings so we can focus on support and interventions.

Scholar Name	Academic Needs (Failing Classes? Struggling?)	Behavior Needs	Interventions Done (List as many as possible)

Has the family been contacted by any of the students' teachers?
Do I need to complete a [GSP Behavior Support Form \(classroom referral\)](#) from a recent incident?

SSTs Next Steps
The Student Support Team (SST) meets to develop an understanding of the student's strengths and problem areas, review resources and strategies available, and formulate a plan of intervention to resolve those problems in the regular classroom.

Part 1
What students need an SST (academic and/ or behavior concerns)? What support do you need from the admin team? (completed 1/31/24)

Part 2:
Has the team contacted the family to schedule the SST?

	What support do you need from the admin team?	
5 minutes	<p>Communicate with Families As a grade level team determine which students need a phone call/ text home (academic concerns, behavior observations/ noticings, etc).</p> <p>It is also okay to call/ text home for positive reasons!</p> <p>Log communication here</p>	
10 minutes	<p>Other Grade Level Concerns/Topics</p> <p>Measure G1 Discussion—MIDDLE SCHOOL STAFF:</p> <ul style="list-style-type: none"> • How should we utilize our Measure G1 Funds for the 24-25 SY? <p>Measure G1 Funds are used to:</p> <ul style="list-style-type: none"> • 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 	

Date: January 31, 2024

Community Agreement Offerings	
Experiential and Aspirational	Technical
<ul style="list-style-type: none"> • Be Impeccable With Your Word. Speak with integrity. Say only what you mean. Avoid using the word to speak against yourself or others. • Don't Make Assumptions. Find the courage to ask questions and to express what you really want. • Don't Take Anything Personally. Nothing others do is because of you. What others say and do is a projection of their own reality, their own dream. • Always Do Your Best. Your best is going to change from moment to moment; it will be different when you are healthy as opposed to sick. • Be present. Engage with this team as a teammate. During our sessions, do not work on other things. If you need to communicate with someone not in the room, please step out of the room. 	<ul style="list-style-type: none"> • Presence. Please be present today. Please put phones away and step out the room if you need to connect with someone via phone. • Timeliness. Please be on time for our sessions after breaks

Roles:

Facilitator(s):

Note Taker:

Time Keeper:

Agreements/Norms Checker:

Time	Agenda/ Topic	Notes
10 minutes	Check In: (1) What is something that made you proud lately? (2) What is your biggest obstacle?	
5 minutes	Semester 1 Honor Roll (Certificates here. Admin will print certificates) <ul style="list-style-type: none"> • How can we celebrate our S1 Honor Roll students as a GL? • How can we celebrate as a school? 	
20 minutes	Part 1: Behavior Observations <ul style="list-style-type: none"> • What are positive behaviors we are noticing in our classrooms? In 	

	<p>the hallways/ other areas on campus?</p> <ul style="list-style-type: none"> • What are some behavior challenges we are noticing in our classrooms? In the hallways. Other areas on campus? <ul style="list-style-type: none"> ◦ Share out strategies you have used to mitigate some of the challenging behaviors? <p>Part 2: Review Strong Start Checklist here</p> <ul style="list-style-type: none"> • What do you do well on this strong start checklist under teacher and or Keys to a Do now? • What is an area of growth for you? • Using the student checklist... Where are students thriving? Where is an area of opportunity for students? 	
<p>10 minutes</p>	<p>SSTs <i>The Student Support Team (SST) meets to develop an understanding of the student's strengths and problem areas, review resources and strategies available, and formulate a plan of intervention to resolve those problems in the regular classroom.</i></p> <p>What students need an SST (academic and/ or behavior concerns)? What support do you need from the admin team?</p>	
<p>10 minutes</p>	<p>Communicate with Families As a grade level team determine which students need a phone call/ text home (academic concerns, behavior observations/ noticings, etc).</p> <p>It is also okay to call/ text home for positive reasons!</p> <p>Log communication here</p>	
<p>5 minutes</p>	<p>Teammate Survey</p> <p>This survey will close EOD on Friday, February 2. You can access it here.</p> <p><i>Important:</i> Your Aspire email address, all LOWER CASE will serve as your unique access code. (ex: deloris.brown@aspirepublicschools.org)</p> <p>The survey takes 10-15 minutes to complete. Teachers, instructional coaches, and all school admins will be asked to complete an additional, brief survey regarding their experience with recent updates to the Aspire Student Learning Framework (ASLF).</p>	



Aspire Golden State College Preparatory Academy

Lead Team Meeting Agenda Wednesday 02.14.2024

Aspire Vision

"Empowering Minds. Transforming Futures."

Aspire scholars are prepared and empowered to build a fulfilling and liberated future for themselves and their communities.

GSPs Vision

Our students are critically literate and empowered. By embodying our *GSP values of family, equity, growth mindset, respect/integrity, and in purpose/passion*, they become leaders, ready to leverage college and careers to enhance their lives and those of their families and communities. #leaders

Family • Equity • Growth Mindset • Respect/ Integrity • Purpose/ Passion

Grade Level Lead Agenda		Department Lead Agenda	
Time	Topic	Time	Topic
5 minutes	Check In: If we were on one of those secret boss-goes-undercover reality shows, what do you think would be the highlights this week or month?	5 minutes	Check In: If we were on one of those secret boss-goes-undercover reality shows, what do you think would be the highlights this week or month?
5 minutes	Student Led Conferences (SLCs) <ul style="list-style-type: none"> • March 20-22, 2024 • Grade level leads will support in providing oversight of scheduling of their grade level(s). • SLC HQ and Schedule to be shared within the next week! • What support do you need? 	10 minutes	Student Led Conferences (SLCs) <ul style="list-style-type: none"> • March 20-22, 2024 • What has SLCs looked like in the past or semester 1? Glows and grows? <ul style="list-style-type: none"> ○ All teachers in a space. ○ Powerpoint for upper grades. ○ Instead of fill in, give questions for each slide. <p>How can we make this process meaningful for students and families?</p> <ul style="list-style-type: none"> • What do we want students to present to their families? (work habits reflection, academic reflection, goals for semester 2, artifacts such as a project, essay, test/ quiz, MAP scores) <p>Keaton Collect Resources</p>



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<p>15 minutes</p>	<p>Student Support Team (SST)</p> <ul style="list-style-type: none"> • What is an SST? When would we hold an SST? • Who is on the SST team? • Who is responsible for coordinating an SST? • Who is responsible for implementing and tracking interventions? <p>Initial SST Agenda</p>	<p>10 minutes</p>	<p>Final Semester 1 Grades Data Stepback</p> <ul style="list-style-type: none"> • What do you think the data suggest? • What do you speculate to be true? • From the evidence gathered in the preceding section, what might be happening and why? • Additional data that would help verify/confirm my explanation could be...
<p>10 minutes</p>	<p>Final Semester 1 Grades Data Stepback</p> <ul style="list-style-type: none"> • What do you think the data suggest? • What do you speculate to be true? • From the evidence gathered in the preceding section, what might be happening and why? • Additional data that would help verify/confirm my explanation could be... 	<p>3 minutes</p>	<p>TeachBoost!</p> <p>Who wants to be a part of this pilot??</p>
<p>10 minutes</p>	<p>Grade Level or middle / high school incentive!</p> <p><i>What is something we can incentive for a grade level or school cluster (middle/ high school)?</i></p> <p><i>(examples: working outside in the quad for a class period, fun Friday (watching a movie on a Friday or social time)</i></p> <p>What behaviors/ or GSP values would we want to incentivize?</p>	<p>5 minutes</p>	<p>Observations: Schedule Observations for the next 2 weeks. Walkthrough Tool here</p>



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Family • Equity • Growth Mindset • Respect/ Integrity • Purpose/ Passion

	<p><i>Example: After each class draw a tally mark for each value the class collectively held for the day (family, purpose/ passion, growth mindset, integrity/ respect, equity)</i></p> <table border="1" data-bbox="196 905 824 1035"> <tr> <td data-bbox="196 905 407 968">6A</td> <td data-bbox="407 905 613 968">6B</td> <td data-bbox="613 905 824 968">6C</td> </tr> <tr> <td data-bbox="196 968 407 1035"></td> <td data-bbox="407 968 613 1035"></td> <td data-bbox="613 968 824 1035"></td> </tr> </table>	6A	6B	6C					
6A	6B	6C							
2 min	<p>BHM Staff Soul Food Potluck</p> <p>When: February 23rd Where: GSP Gym Time: 1:30pm</p> <p>Please sign up to bring your favorite soul food dish!!!</p>	15-20 minutes	<p>Unit Plan Check! (folder)</p> <ul style="list-style-type: none"> • What are some glows from unit plans? • What are some grows/ focus areas we can focus on for our next observation/feedback cycle? 						
	<p><u>Measure G1 Discussion—MIDDLE SCHOOL STAFF:</u></p> <ul style="list-style-type: none"> • How should we utilize our Measure G1 Funds for the 24-25 SY? <p>Measure G1 Funds are used to:</p> <ul style="list-style-type: none"> • 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. 	2 min	<p>BHM Staff Soul Food Potluck</p> <p>When: February 23rd Where: GSP Gym Time: 1:30pm</p> <p>Please sign up to bring your favorite soul food dish!!!</p>						



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Lead Team Meeting Agenda Wednesday 02.14.2024

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			<p>Measure G1 Discussion—MIDDLE SCHOOL STAFF:</p> <ul style="list-style-type: none">• How should we utilize our Measure G1 Funds for the 24-25 SY? <p>Measure G1 Funds are used to:</p> <ul style="list-style-type: none">• 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.
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ASPIRE
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SCHOOLS



Aspire Golden State Prep

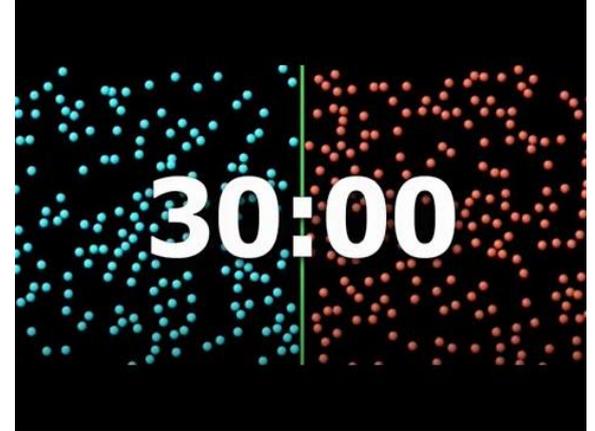
Dinner with the Principal



January 31st, 2024

Welcome to Dinner w/the Principal!

Time	Agenda
5:30-5:45	Welcome. Introductions. <ul style="list-style-type: none">- School Information- Title 1 Funding- GSP Goals and Priorities
5:45-6:10	Session 1: School Updates <ul style="list-style-type: none">- WASC Self-Study Process- WASC Committee Visit March 2024
6:10-6:20	Parent Participation during WASC Visit
6:20-6:30	Questions Concerns



Introductions/ Introducciones



Ms. Brown
Building Principal
Directora del edificio



Ms. Keaton
Assistant Principal
Subdirectora



Mr. Santi
HS Dean of Students
Decano de estudiantes



Ms. Corrigan
MS Dean of Students
Decano de estudiantes



Ms. Lara Alonso
Business Manager
gerente de negocios

GSP's Vision

Our students are **critically literate and empowered**. By embodying our GSP values of family, equity, growth mindset, respect/integrity, and in purpose/passion, they become **leaders**, ready to **leverage college and careers** to **enhance their lives** and those of their families and communities. #leaders

Linked Learning Entrepreneurial Skills

Collaboration ~ Communication ~ Problem Solving
Innovation ~Grit ~ Self-Management

FAMILY



We feel safe and have each other's back, through thick and thin, with love, support, care, encouragement, and loyalty

EQUITY

We ensure each person and group has what they need to succeed so they can achieve greatness without being held back



GROWTH MINDSET



We believe that every person can succeed, and so we work hard, learn from our mistakes, and never give up

RESPECT/INTEGRITY

We treat others how we want to be treated and keep our word when we say we will do something



PURPOSE/PASSION



We love what we do and do what we love as we move toward our goals and dreams



Title I

Title I, Part A is a federally funded program that provides financial assistance to districts and schools with high enrollment of students that qualify as low-income.

These funds are to support all children to meet the state academic standards (Common Core standards and NGSS - science standards)

All Aspire schools participate in the Title I program, including our school site **Aspire Golden State College Preparatory Academy.**

As a parent, you have the right to be involved in the planning, review and improvement of programs that fall under Title I, and your input is encouraged on our family engagement policy.

Title I

El Título I, Parte A es un programa financiado por el gobierno federal que brinda asistencia financiera a los distritos y escuelas con una alta inscripción de estudiantes que califican como de bajos ingresos.

Estos fondos son para ayudar a todos los niños a cumplir con los estándares académicos estatales

Todas las escuelas de Aspire participan en el programa Título I, incluida nuestra escuela.

Como padre, tiene el derecho a participar en la planificación, revisión y mejora de los programas que se incluyen en el Título I, y se alienta su opinión sobre nuestra política de participación.

Our Title I Funds for this year

Currently, Title I funds are allocated to our Dean of Students.

We were planning to also allocate funds for the Dean of Instruction. We have a surplus of Title I funds to spend.

Most Title I funds are being used to fund positions at schools that support with improving the instructional program or school climate. This is aligned with the allowable uses for Title I and what most other schools across the state use their Title I funds for.

Our Title I Funds for this year

Actualmente, los fondos del Título I se asignan a nuestro Decano de Estudiantes.

También planeábamos asignar fondos para el Decano de Instrucción. Tenemos un excedente de fondos del Título I para gastar.

La mayoría de los fondos del Título I se utilizan para financiar puestos en las escuelas que apoyan la mejora del programa de instrucción o el entorno escolar. Esto está alineado con los usos permitidos para el Título I y para lo que la mayoría de las otras escuelas en todo el estado usan sus fondos del Título I.

WHAT IS THE LCAP?

- A three-year plan that describes our schools goals, actions, services, and budget to support positive student outcomes.
- The LCAP is required by the state of California and is approved by Aspire's Board of Directors every year in June.
- This is our opportunity to share our stories of how, what, and why our programs and services are meeting the needs of our students and other local stakeholders.

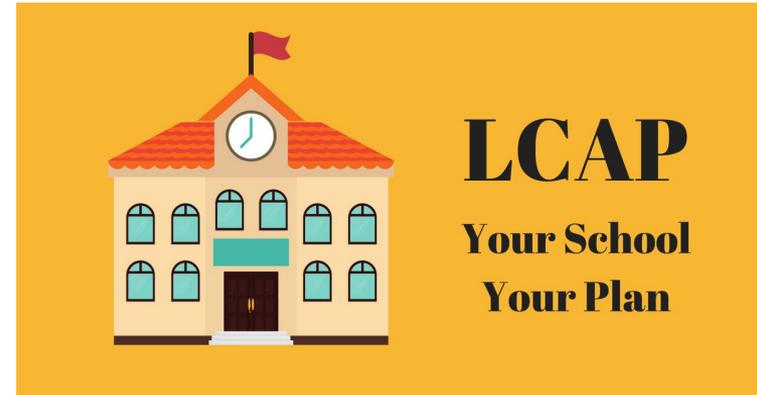


LCAP
Your School
Your Plan

(Local Control and Accountability Plan)

¿Qué es el Lcap?

- Un plan de tres años que describe las metas, las acciones, los servicios y el presupuesto de nuestra escuela para apoyar los resultados positivos de los estudiantes.
- El LCAP es requerido por el estado de California y es aprobado por la Junta Directiva de Aspire cada año en junio.
- Esta es nuestra oportunidad de compartir nuestras historias de cómo, qué y por qué nuestros programas y servicios satisfacen las necesidades de nuestros estudiantes y otras partes interesadas locales.



(Local Control and Accountability Plan)

Review: Our LCAP Goals

Fortify Literacy for Liberation

Priority 1: Foster Critical Literacy

(Strengthen the bond between reading the word and the world in all learner spaces)

Attract, Develop, and Retain Adult Learners

Priority 2: Enhance Talent Management

Processes and Services (Strengthen and sustain systems of recruitment, development, and retention for teammates)

Design and Center from the Margins

Priority 3: Design and Center from the Margins (Strengthen and sustain systems of support for students experiencing marginalization)

INNOVATE SCHOOL MODELS FOR THE FUTURE

Priority 4: Redesign our School Models: (Strengthen our standing in the Bay Area by defining our TK-5, TK-8, and 6-12 models.)

FORTIFY LITERACY FOR LIBERATION

Priority 1: Foster Critical Literacy

- **Initiative 1 (Year 1-2):** Improve rigor and fidelity of instructional practices through consistent implementation of PLC/department meetings focusing on CCSS/NGSS aligned planning that is culturally responsive in order to strengthen implementation of Tier 1 instruction.
- **Initiative 2 (Year 1-2):** Implement AVID pedagogy and instructional strategies through 6-12 electives AND content classes to develop reading, writing, and critical thinking skills as well as deep content knowledge.
- **Initiative 3 (Year 2-3):** Cultivate stakeholder understanding of critical literacy through engagement sessions with partners. (internalization of understanding critical literacy)

ATTRACT, DEVELOP, AND RETAIN ADULT LEARNERS

Priority 2: Enhance Talent Management Processes and Services

- **Initiative 1 (Year 1-2):** Enhance differentiation of PD offerings, training, and coaching for teammates.
- **Initiative 2 (Year 2-3):** Improve connected communication between educators and administrators grounded in staff/student values, rigorous professional development, anti-racism beliefs, cycles of feedback, and clear expectations with accountability.

SERVE EVERY LEARNER

Priority 3: Design and Center from the Margins

- **Initiative 1 (Year 1-2):** Implement MTSS structures that promote and foster a positive school culture for all learners/ sub-groups. (Bi-weekly review of student data - hoonuit - Admin + RTI team)
 - English Learners
 - Black students
 - Latinx students
 - Students with Disabilities
 - Socioeconomically Disadvantaged
- **Initiative 2 (Year 1-2):** Improve use of integrated data for (9-12) master scheduling design purposes that centers students who are experiencing marginalization most in our schools (attendance, academics, and wellness)
- **Initiative 3 (Year 2-3):** Improve compliance of SPED minutes and improve collaborative structures between GE and SPED that aligns to the Aligned Roles and Responsibilities Doc to strategically design data-informed support plans that address the needs of students & families who are experiencing marginalization most in our schools.

INNOVATE SCHOOL MODELS FOR THE FUTURE

Priority 4: Redesign our School Models

- **Initiative 1:** Improve our school culture model that centers a comprehensive look at SEL/Advisory, operational systems, safety, behavioral health, belonging, community, and school enrollment.
- **Initiative 2:** Improve our Entrepreneurship Linked Learning Pathway integrated program of study throughout 9-12.
- **Initiative 3:** Increase A-G eligibility and expand dual enrollment on-campus course offerings.

Measure N and G1 Funding Grants

Proceeds from **Measure G1** are used to:

- 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.

How can we leverage our Measure G1 funds for the 24-25 SY?

Measure N is a parcel tax in Oakland.

Proceeds from Measure N are used to:

- Reduce the dropout rate
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- Prepare students for admission to the University of California and other four-year colleges
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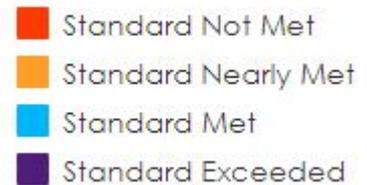
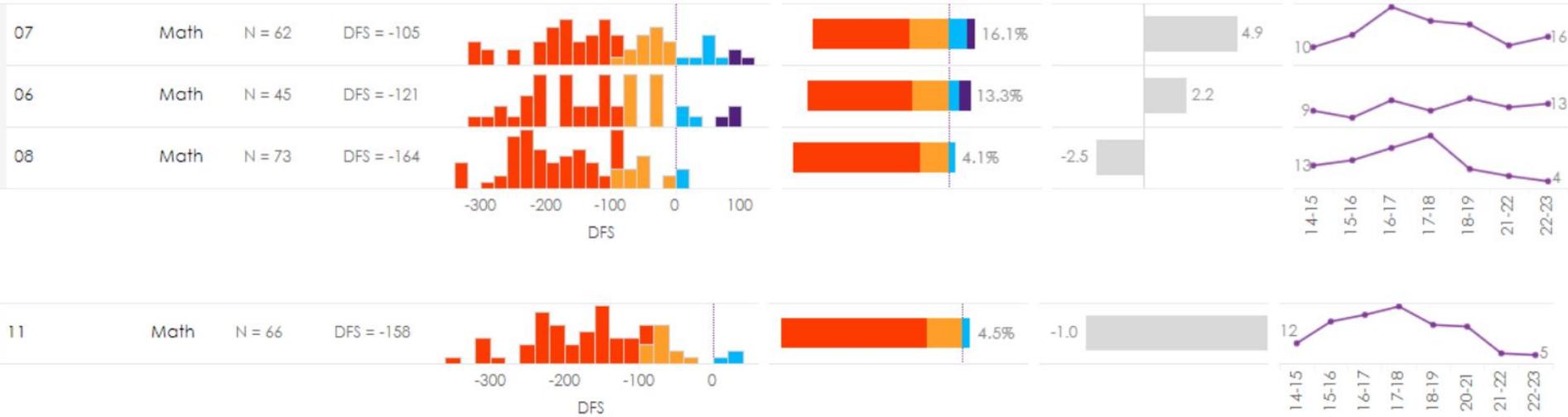
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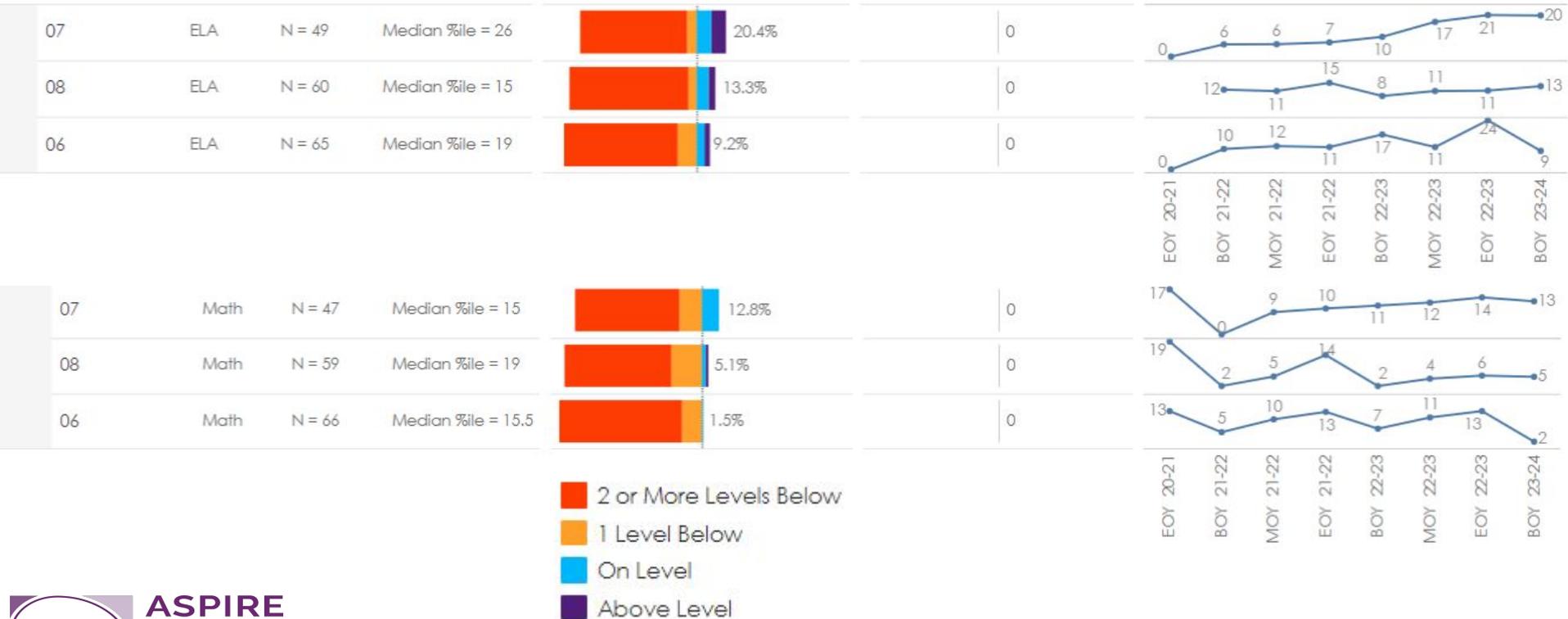
Student Achievement Data

Math SBAC Data from 22-23 school year



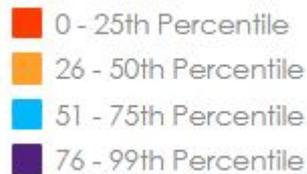
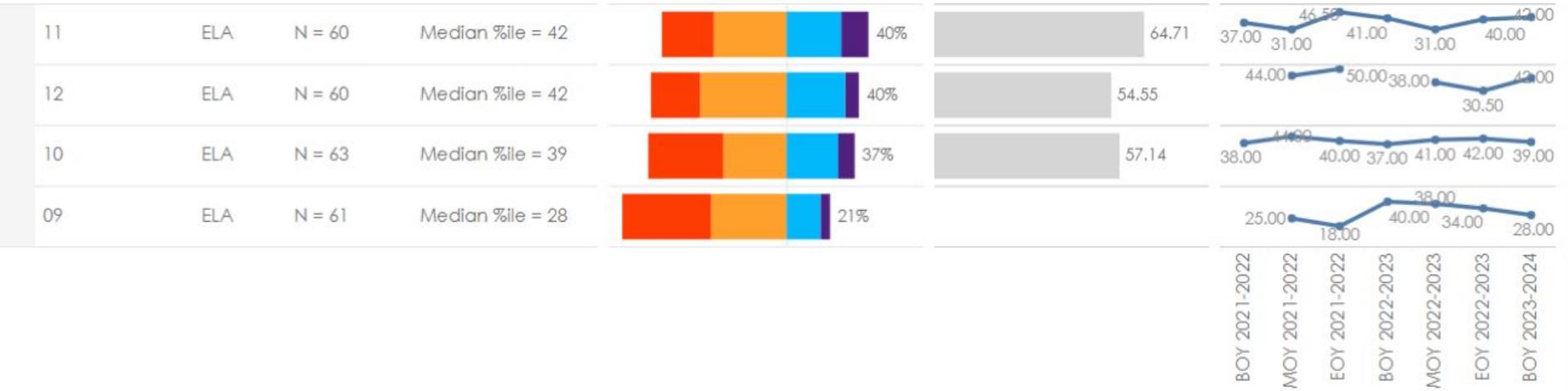
Student Achievement Data

BOY iReady Data 2023-2024



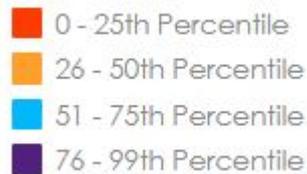
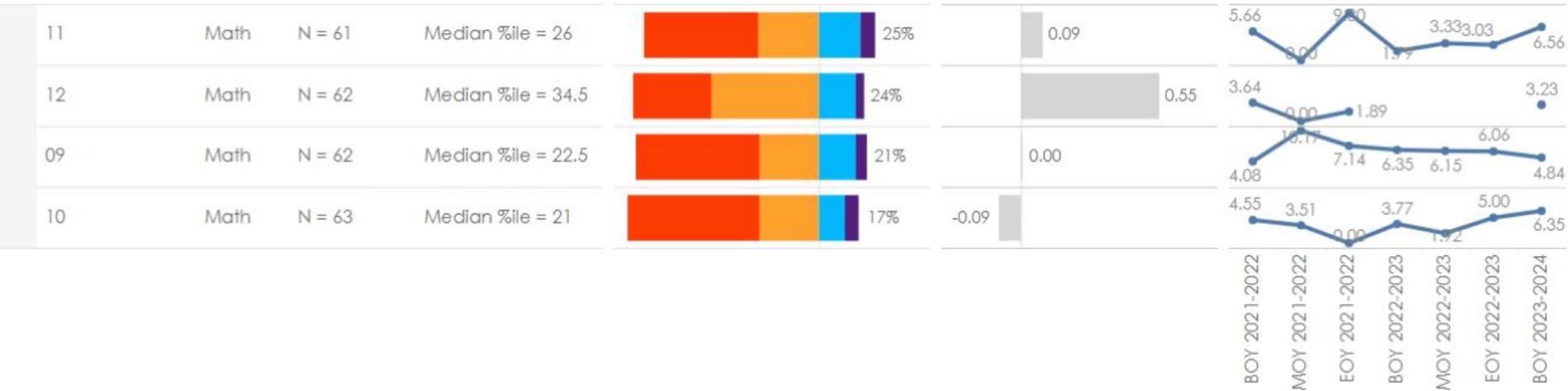
Student Achievement Data

BOY ELA MAP Data 2023-2024



Student Achievement Data

BOY Math MAP Data 2023-2024



Discussion

- Based on the data
 - What are areas we did well as a school? Where do we see growth?
 - What are our areas for growth?
 - Breaking down the data by sub-group, do notice any particular areas that need targeted support?
- Based on this discussion
 - What are some ideas for next steps? As a parent advisory group, what suggestions do we have for school site leadership to improve academic outcomes for our scholars?

Discusión

Basado en los datos

- ¿Cuáles son las áreas que nos fue bien como la escuela? ¿Dónde vemos crecimiento?
- ¿Cuáles son nuestras áreas de crecimiento?
- ¿Hay alguna área en particular que necesite apoyo específico?

Basado en esta discusión

- ¿Cuáles son algunas ideas para los próximos pasos? Como grupo asesor de padres, ¿qué sugerencias tenemos para los líderes de esta escuela para mejorar los resultados académicos de nuestros estudiantes?



ASPIRE
PUBLIC
SCHOOLS



Aspire Golden State Prep

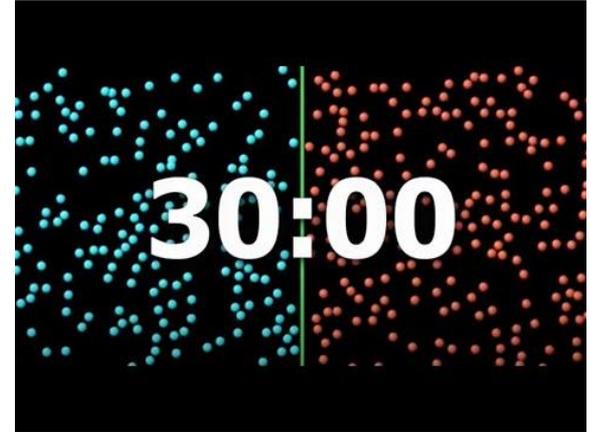
Parent Committee
School Site Council (SSC)

Meeting #2

January 18th, 2024

Welcome to SSC Night!

Time	Agenda
5:30-5:45	Welcome. Introductions. <ul style="list-style-type: none">- School Information- Title 1 Funding- GSP Goals and Priorities
5:45-6:10	Session 1: School Updates <ul style="list-style-type: none">- WASC Self-Study Process- WASC Committee Visit March 2024
6:10-6:20	Parent Participation during WASC Visit
6:20-6:30	Questions Concerns



Introductions/ Introducciones



Ms. Brown
Building Principal
Directora del edificio



Ms. Keaton
Assistant Principal
Subdirectora



Mr. Santi
HS Dean of Students
Decano de estudiantes



Ms. Corrigan
MS Dean of Students
Decano de estudiantes



Ms. Lara Alonso
Business Manager
gerente de negocios

GSP's Vision

Our students are **critically literate and empowered**. By embodying our GSP values of family, equity, growth mindset, respect/integrity, and in purpose/passion, they become **leaders**, ready to **leverage college and careers** to **enhance their lives** and those of their families and communities. #leaders

Linked Learning Entrepreneurial Skills

Collaboration ~ Communication ~ Problem Solving
Innovation ~Grit ~ Self-Management

FAMILY



We feel safe and have each other's back, through thick and thin, with love, support, care, encouragement, and loyalty

EQUITY

We ensure each person and group has what they need to succeed so they can achieve greatness without being held back



GROWTH MINDSET



We believe that every person can succeed, and so we work hard, learn from our mistakes, and never give up

RESPECT/INTEGRITY

We treat others how we want to be treated and keep our word when we say we will do something



PURPOSE/PASSION



We love what we do and do what we love as we move toward our goals and dreams



Title I

Title I, Part A is a federally funded program that provides financial assistance to districts and schools with high enrollment of students that qualify as low-income.

These funds are to support all children to meet the state academic standards (Common Core standards and NGSS - science standards)

All Aspire schools participate in the Title I program, including our school site **Aspire Golden State College Preparatory Academy.**

As a parent, you have the right to be involved in the planning, review and improvement of programs that fall under Title I, and your input is encouraged on our family engagement policy.

Title I

El Título I, Parte A es un programa financiado por el gobierno federal que brinda asistencia financiera a los distritos y escuelas con una alta inscripción de estudiantes que califican como de bajos ingresos.

Estos fondos son para ayudar a todos los niños a cumplir con los estándares académicos estatales

Todas las escuelas de Aspire participan en el programa Título I, incluida nuestra escuela.

Como padre, tiene el derecho a participar en la planificación, revisión y mejora de los programas que se incluyen en el Título I, y se alienta su opinión sobre nuestra política de participación.

Our Title I Funds for this year

Currently, Title I funds are allocated to our Dean of Students.

We were planning to also allocate funds for the Dean of Instruction. We have a surplus of Title I funds to spend.

Most Title I funds are being used to fund positions at schools that support with improving the instructional program or school climate. This is aligned with the allowable uses for Title I and what most other schools across the state use their Title I funds for.

Our Title I Funds for this year

Actualmente, los fondos del Título I se asignan a nuestro Decano de Estudiantes.

También planeábamos asignar fondos para el Decano de Instrucción. Tenemos un excedente de fondos del Título I para gastar.

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