



Measure G1 Carryover Justification

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

Due Date: October 29, 2021

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

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

2020-21 Measure G1 Allocation including 2019-20 carryover	\$124,996.00
2020-21 Measure G1 Dollars Spent	\$110,747.50
Carryover Amount	\$14,248.50

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

2020-21 Proposed Carryover Expenditures from Budget Justification and Narrative Section		Budget
1	Stipend for additional MS electives course	\$10,000
2	Music and Arts Facilities, Equipment, & Materials	\$3,498.50
3	World Languages: Rosetta Stone Licenses	\$750.00
Budget Total		\$14,248.50

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

The full Measure G1 allocation was not spent due schools remaining in Distance Learning for the entire school year. Now that we have returned to in-person learning, we are able to purchase the remaining supplies/equipment and offer additional electives.

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
Dinner with the Principal	Nov 18th, 2021

Staff Engagement Meeting(s) to Address Carryover Funds	
Staff Group	Date
Department Meetings	Sept 24th, 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
<p>On the Music rubric, most of our program evaluation is in the entry and basic stage. We are fortunate to have a veteran music teacher, who provides instruction for mostly high school courses. On the rubric, we are looking to improve our program from entry to basic in the categories of access, facilities, and equipment and materials. Prior to the 20-21 SY, GSP did not allocate any Measure G1 funding to our Music program in order to focus on our Arts program. More specifically, last year, we were unable to spend our allocated funds due to remaining in distance learning for the entire SY. While returning to in-person learning, we are able to offer more enrichment/elective options to our scholars.</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>
\$5000.00	Stipend for additional MS elective course	Increase middle school access to music program (offer at least 2 MS cohorts)
\$1749.25	Purchase new equipment/instruments for MS students	Improve and create a more robust arts program by increasing variety and number of instruments available

2. Art Program

Programmatic Narrative Based on Rubric		
<p>In the 19-20 academic year, GSP was approved for Measure G1 funding for our Arts program, mainly in the categories of access and instructional program. During the 20-21 SY, we were able to increase the # of middle school students taking Art to 100%. 100% of 6th graders and 7th graders are able to take Visual Art as a core class (2-3 times per week), and support our 8th graders in offering an additional elective course. During the 20-21 SY, we were unable to spend the allocated funds of purchasing equipment/supplies due to remaining in distance learning for the entire year. For the 21-22 academic year, we hope to continue to provide greater support to the MS program by purchasing additional art, dance, and music equipment and continue our commitment to our MS scholars</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>
\$5000.00	Stipend for additional MS elective course	Increase middle school access to either visual arts or dance program (offer art to 6th and 7th graders)
\$1749.25	Purchase of Art supplies for classroom and Art Shows (Ceiling hooks/hanger, dry erase and whiteboards, and easels)	<i>Enhance art programs by providing adequate supplies and equipment for classroom usage. Allows for appropriate viewing of art during our annual Spring Art Show/Gallery (MS arts classes have a dedicated classroom, but the space was not intended for arts therefore more equipment is necessary)</i>

3. World Language Program

Programmatic Narrative Based on Rubric
<p>Based on parent and staff feedback, we are asking for allocations to support the purchases of Rosetta Stone licenses for our MS students. Currently, GSP has 10-20 scholars that speak limited English and will need additional language support.</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>
\$750.00	Rosetta Stone licenses	<i>Increase MS students access to world languages. (purchase licenses at least for 10 students in MS)</i>

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

Virtual Dinner with Ms. Brown

GOLDEN STATE PREP ACADEMY



Cena Virtual con la Sra. Brown

Thursday, November 18, 2021 5:30 pm - 6:30 pm
jueves, 18 de noviembre, 2021 5:30 pm-6:30 pm



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.

Measure N is a parcel tax in Oakland.

Proceeds from Measure N are used to:

- Reduce the dropout rate
- Provide **high school students** with real-world work and learning opportunities
- Prepare students for admission to the University of California and other four-year colleges
- Expand mentoring, tutoring, counseling, support services, and transition to job training programs

Measure G1 20-21 Carryover Funds

Discussion Questions:

- What materials/equipment should be purchased to support our goal of increasing access to music, arts, and world languages to our MS scholars?
- How would you like the funds to be spent?

Responses:

- Foreign Language offering for MS
- Increased choice in elective options
- Provide more instrument options for scholars in music.

Essentials Department Meeting

Date: Sep 24, 2021

Time: 1:15- 3:30pm

The Four Agreements

1

BE IMPECCABLE WITH YOUR WORD

- Speak with integrity.
- Say only what you mean.
- Avoid using the Word to speak against yourself or to gossip about others.
- Use the power of your Word in the direction of truth and love.

2

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.
- When you are immune to the opinions and actions of others, you won't be the victim of needless suffering.

3

DON'T MAKE ASSUMPTIONS

- Find the courage to ask questions and to express what you really want.
- Communicate with others as clearly as you can to avoid misunderstandings, sadness and drama.
- With just this one agreement, you can completely transform your life.

4

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.
- Under any circumstance, simply do your best, and you will avoid self-judgment, self-abuse, and regret.

Roles:

- Facilitator: Department Lead
- Time Keeper:
- Note Taker:
- Next Steps/Deliverables:
- Process Observer:
- Parking Lot:

Teammates Present: Kevin Matthews, Mike Pupillo, David Ernst,

Time	Agenda Item	Notes
5min	Opener: What has been the highlight of your week? What has made you smile/laugh this week?	
	Meeting Outcomes: The purpose of this department meeting is for participants to engage in building collaborative thought-partnership on shared practices on instruction and curriculum mapping.	

<p>8min</p>	<p>Best practices share out!!</p> <ul style="list-style-type: none"> • What Tier 1 strategy/practices have you implemented during Q1? • What strategies can the department commit to? 	
<p>10min</p>	<p>Measure G1 20-21 Carryover Plan Discussion</p> <ul style="list-style-type: none"> - What materials/equipment was not purchased last SY? - How would you like to spend the remaining funds? 	<p>Art & Music teachers.</p>
<p>25min</p>	<p>Review MAPs and/or i-Ready Data</p> <ul style="list-style-type: none"> <input type="checkbox"/> iReady Data Analysis Sheet <input type="checkbox"/> MAP Data Analysis Sheet <p>How will the department scaffold content/instruction based on our school-wide data?</p>	<p>(See Ms. Brown's email for HS/MS data points)</p>
<p>5min</p>	<p><u>Mindful Breathing and Stretch Break</u> *Choose a mindful breathing and stretch exercise, complete as a group or individually.</p>	
<p>20min</p>	<p>Instructional Cycle to counter Opportunity Myth</p> <ul style="list-style-type: none"> • Expose students to grade-appropriate assignments <ul style="list-style-type: none"> ○ Planning & Internalization ○ Collaborative Lesson Prep ○ Scaffolding • Prioritize instruction in which students engage deeply with challenging material <ul style="list-style-type: none"> ○ Delivery of Instruction • Hold high expectations for student success with challenging material <ul style="list-style-type: none"> ○ Data Meetings ○ Student Data Analysis 	

In Q2, we will focus on #1!!!

- **What does planning look like for you? What is your process for internalization?**
- **Do you meet with other teachers in your content area to collaborate?**
- **Collaboration should focus on feedback regarding what you want students to learn (lesson or unit plans) and your lesson delivery methods (guided practice, lecture, stations, menu choice board)?**
- **What scaffolding components are necessary for students to access grade level appropriate assignments?**

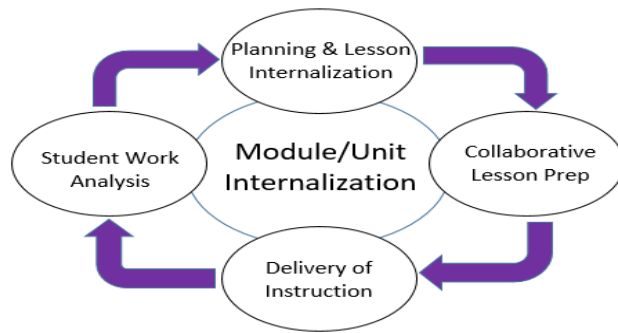
Scaffolding supports fall into three categories:

1. Sensory- Usage of physical and visual elements, manipulatives and visual aides, and modeling for the class.
2. Graphic- Mind maps, graphic organizers and anchor charts
3. Interactive- Think-pair-share and jigsaw groups.

Other examples:

- Build on prior knowledge (mini-lessons, journal entries, vocabulary)
- Present the problem and think out loud
- Turn and talk
- Small group discussion
- The pause method

Instructional Cycle



How can we, as a Department, leverage the Instructional Cycle to ensure that every single GSP student receives high-quality grade-level material?

1. What instructional delivery methods have you utilized in Q1?
2. What methods will the department commit to in Q2?
3. What grade level appropriate assignments do you plan to have for students?

15min

Revisit Unit Planning- Please share you Unit 1 Plan

- Ask each participant to reflect on their first unit of study, ie. core content, materials/resources, academic skills, formative/summative assessment, essential vocabulary, learning goals, accommodations, differentiation, etc.
- *Did you execute your Unit Plan with fidelity?**
- *What formative/summative assessments were administered?**
- *What were some obstacles/factors that hindered execution?**

	<p>*What support do you need from the department? Admin?</p>					
<p><i>10min (If time permits)</i></p>	<p>Q2 Unit Planning & Brainstorming</p> <p>*What skills/content/standards will students focus on in Q2?</p> <p>*What practices will be aligned as a department?</p>					
<p><i>15min (If time permit)</i></p>	<p>Revisit Blueprint Scope of Department Meetings</p> <p>Objective: Use the chart to create a blueprint snapshot of the Department's upcoming meeting sequence, and focus areas as a group.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Step 1: Reflect on key areas of alignment as a department. <input type="checkbox"/> Step2: Each person shares key ideas to share with the group. <input type="checkbox"/> Step 3: Create a generative list of focus areas and sequence for meetings. <p>*Remember the purpose of creating this list is to generate key focus areas so the department can develop instructional alignment and coherency, ie. curriculum mapping, summative internalization, essential vocabulary, Tier 1 instructional strategies, feedback protocols, lesson observation, etc.</p> <table border="1" data-bbox="467 1654 1019 1829"> <thead> <tr> <th data-bbox="467 1654 630 1717">Meeting</th> <th data-bbox="630 1654 1019 1717">Focus/Outcomes</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 1717 630 1829">#1</td> <td data-bbox="630 1717 1019 1829">I- Ready/MAP data to work towards filling skill gaps</td> </tr> </tbody> </table>	Meeting	Focus/Outcomes	#1	I- Ready/MAP data to work towards filling skill gaps	
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#2										
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	<p>Process Offerings:</p> <ol style="list-style-type: none"> 1. What worked? What didn't work? 2. What are you still curious about? 3. What would admin support look like in before, during, and after department meetings? 4. What deliverables (if any) should come out of department meetings? 									
	<p>Next Steps / Stamps:</p> <p>Next Dept Meeting October 15th</p>									
	<p>Closing:</p> <p>Appreciate someone on the team for pushing your thinking today!!</p>									
	<p>Aspire Resources:</p> <p>Aspire Developing Reading Strategies Aspire Supporting Developing Readers 1-Pager Aspire Analysis of Student Work Aspire Math Student Work Protocol Pre-Reading Strategies Examples Aspire Curriculum Intellectual Prep Cycle (internalization tools for all other content)</p> <p>Other Resources:</p> <p>Looking at Data Protocol Equity Protocol for Assignments</p>									

	<p>Consultancy Protocol (can be used during collaborative planning if there's an issue or dilemma the teacher is facing)</p> <p>TNTP Aspire Text Scaffolds 2-Pager</p> <p>EL Curriculum Internalization Tools</p>	
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