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**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** March 28, 2023

**Subject** Aspire Golden State College Prep Academy 2023-24 Measure G1 Proposal

**Ask of the Commission** Approve the Aspire Golden State College Prep Academy 2023-24 Measure G1 Proposal

**Discussion** Middle School Network is open to questions from the commission regarding the Aspire Golden State College Prep Academy 2023-24 Measure G1 Proposal.

**Fiscal Impact** The recommended amount is **\$129,373.75**. It's coming from resource 9332 - Measure G1.

**Attachment(s)** Grant Application attached.





**2023-24  
Measure G1 Proposal**

*Due: March 17, 2022*

## School Information & Student Data

<b>School</b>	Aspire Golden State Prep Academy	<b>School Address</b>	1009 66th Avenue Oakland, CA 94621
<b>Contact</b>	Deloris Brown	<b>Contact Email</b>	Deloris.Brown@aspirepublicschools.org
<b>Principal</b>	Deloris Brown	<b>Principal Email</b>	Deloris.Brown@aspirepublicschools.org
<b>School Phone</b>	510-567-9631	<b>2022-23 CALPADS Enrollment Data (6-8 Oakland Residents Only)</b>	236
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$129,373.75</b>	<b>2023-23 LCFF Enrollment</b>	209

Student Demographics (%)				Measure G1 Team	
English Learners	25.50 %	Asian/Pacific Islander		Name	Position
LCFF	50%	Latinx	79.50 %	Deloris Brown	Principal
SPED	14%	Black or African-American	17.80 %	Lawren Keaton	Asst. Principal
		White	.50%	Santiago Franco	Dean of Students
		Indigenous or Native American		Kevin Matthews	MS Art Teacher
		Multiracial	.50%	Brittany Cornett	MS History

<sup>1</sup> 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.

						Teacher
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Chronic Absence				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Student Population Overall	23.50%	42.5%	31.9%	25%
Asian/Pacific Islander				
Latinx	19.9%	44%	29%	25%
Black or African-American	26.0%	53.1%	51%	45%
White				
Indigenous or Native American				
English Learners	21.6%	48.9%	29.1%	25%
Students w/ IEPs	27.0%	59.7%	34%	30%
Free/ Reduced Lunch Students	21.9%	45.9%	33%	30%

## Metrics

(all data points are required)

Electives					
Metric	Area	2020-21	2021-22	2022-23	2023-24 Goal
Number of students taking elective courses.	Art	70%	70%	100%	95% of Students
	Language	0	0	20%	30% of Students
	Music	25%	25%	30%	60% of students
Number of students participating in non-course experiences (e.g. after-school program)	Art	25%	0	40%	75%
	Language	0	0	10%	60%
	Music	25%	0	40%	50%

Positive & Safe Culture				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Connectedness on CHKS Survey <b>(GSP does not take this survey)</b>				
Asian/Pacific Islander				
Latinx				
Black or African-American				
White				
Indigenous or Native American				
English Learners				
Students w/ IEPs				
Free/ Reduced Lunch				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Suspension Incidents				
Overall	0%	12.6%	7.8%	6.0%
Asian/Pacific Islander				
Latinx		10%	6.1%	6.0%
Black or African-American	0%	25.0%	16.5%	10%
White				
Indigenous or Native American				
English Learners	0%	14.8%	10.3%	10%
Students w/ IEPs	0%	13.1%	11.3%	10%
Free/ Reduced Lunch	0%	17.4%	8.1%	6%

**Student Retention from 5th Grade to 6th Grade**

Metric	2020-21	2021-22	2022-23	2023-24 Goal
6th Grade Enrollment	83	74	47	60

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## Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
<a href="#">ELAC/SSC Parent Meeting</a>	1/25/23

Staff Engagement Meeting(s)	
Staff Group	Date
Lead <a href="#">Team Meeting Agenda</a>	3/1/23

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## Proposed Expenditures

<b>Guidelines</b>
<ol style="list-style-type: none"> <li>1. In the following sections, please discuss your team’s plan to address the goals of G1:               <ol style="list-style-type: none"> <li>a. Increase access to courses in arts, music, and world languages in grades 6-8.</li> <li>b. Improve student retention during the transition from elementary to middle school.</li> <li>c. Create a more positive and safe middle school learning environment.</li> </ol> </li> <li>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.</li> <li>3. Add additional lines as needed.</li> <li>4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1</li> <li>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.</li> </ol>

## Summary of 2023-24 Proposed Expenditures

All Proposed Expenditures (from sections below)	Budget Amount
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1	Dean of Students (.5 FTE)	\$60,000
2	AVID College Readiness Teacher (.5 FTE)	\$60,000
3	Music Equipment & Materials	\$3,373.75
4	Art Equipment & Materials	\$3,000
5	Stipend for 1 additional MS elective course for S1 23-24	\$3,000
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$129,373.75</b>

## Proposed Expenditures By Focus Area

Proposed Expenditures for Electives (Art, Language, and Music only)			
Description of Proposed Expenditures	Number of students taking a course in art, language, or music (based on the specific investment).	Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity.	Budget Amount
(Art) Purchase new equipment/instruments for students	100	0	\$3,000
(Music) Purchase new equipment	30	0	\$3,373.75
Stipend for 1 additional MS elective course	25	0	\$3,000

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - chronic absence, suspensions, CHKS survey results, or another metric named by the site?	Budget Amount
Continued allocation for Dean of Students (.5 FTE)	Chronic Absenteeism Suspensions	\$60,000

Proposed Expenditures for Retention of 6th Graders	
Description of Proposed Expenditures	Budget Amount
AVID College Readiness Teacher (.5 FTE)	\$60,000

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



# Aspire Golden State Prep

School Site Council (SSC)

&

English Learner Advisory Committee (ELAC)

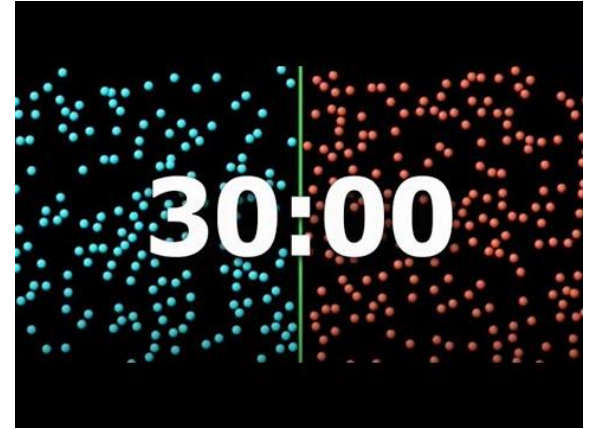
**Meeting #1**

**January 25, 2023**



# Welcome to SSC and ELAC Night!

Time	Agenda
5:30-5:50	Welcome. Introductions. Dinner. Mingle with GSP community!
5:50-6:25	Session 1: School Site Council (SSC)
6:25-6:40	Measure G1 & Measure N
6:40-7:00	Session 2: English Language Advisory Committee (ELAC)



# Introductions/ Introducciones

**Ms. Brown**

Building Principal  
Director del edificio

**Ms. Keaton**

Assistant Principal  
Subdirectora

**Mr. Santi**

Dean of Students  
Decano de estudiantes

**Mrs. Liz**

Business Manager  
Gerente de negocios



# Session #1: School Site Council (SSC)



# SSC Meeting Outcomes

## **SSC members and meeting participants will:**

- understand the purpose of SSC or parent advisory group
- review and provide input on family engagement policy
- provide input and agree on home/school compact
  
- understand school site's goals listed in LCAP
- review school wide assessment data from SBAC and ELPAC from previous school year
- identify areas for further study based on data review

# SSC Meeting Outcomes

## Los miembros del SSC y los participantes de la reunión:

- comprender el propósito del SSC o del grupo asesor de padres
- revisar y proporcionar información sobre la política de participación familiar
- proporcionar información y acordar un pacto entre el hogar y la escuela
- comprender las metas del plantel escolar enumeradas en LCAP
- revisar los datos de evaluación de toda la escuela de SBAC y ELPAC del año escolar anterior
- identificar áreas para estudios adicionales basados en la revisión de datos



# SSC Agenda

- Purpose of SSC
- Title I and the rights of parents under Title 1
- Family Engagement policy
- Home/School Compact
- What is LCAP?
- Review school wide assessment data SY  
21-22
- Meeting Dates

# Purpose of School Site Council (SSC)

The School Site Council (SSC) is a group of the principal, parents, staff and students (in secondary schools).

The SSC meets regularly to collaborate to analyze student data, implementation of school goals, and measure effectiveness of the improvement strategies and expenditures (budget).

The SSC is led by the principal.

# Propósito del Consejo del Plantel Escolar (SSC)

El Consejo del Sitio Escolar (SSC) es un grupo del director, los padres, el personal y los estudiantes (en las escuelas secundarias).

El SSC se reúne periódicamente para colaborar en el análisis de los datos de los estudiantes, la implementación de las metas escolares y medir la eficacia de las estrategias de mejora y los gastos (presupuesto).

El SSC está dirigido por el director.



# 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.

# Measure N and G1 Funding Grants

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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 Grant**

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.**

# Family Engagement Policy

[Title I Family Engagement Policy](#)

[SP Title I Family Engagement Policy](#)

# School-Parent Compact

## DISCUSSION QUESTIONS

- How does the school support ALL students to meet academic standards? How does the school support an effective learning environment for ALL students?
- How can parents and families support their children's learning and participate in decisions related to their children's education? How can parents and families encourage positive use of their afterschool time?
- Describe the importance of communication between parents/families and teachers, and some of the opportunities at the school site for parents/families and teachers to communicate



# Pacto entre la escuela y los padres

## PREGUNTAS DE DISCUSIÓN

- ¿Cómo apoya la escuela a TODOS los estudiantes para que cumplan con los estándares académicos? ¿Cómo apoya la escuela un ambiente de aprendizaje efectivo para TODOS los estudiantes?
- ¿Cómo pueden los padres y las familias apoyar el aprendizaje de sus hijos y participar en las decisiones relacionadas con la educación de sus hijos? ¿Cómo pueden los padres y las familias alentar el uso positivo de su tiempo después de la escuela?
- Describir la importancia de la comunicación entre padres/familias y maestros, y algunas de las oportunidades en la escuela para que los padres/familias y maestros se comuniquen

# WHAT IS THE LCAP?

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- 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?

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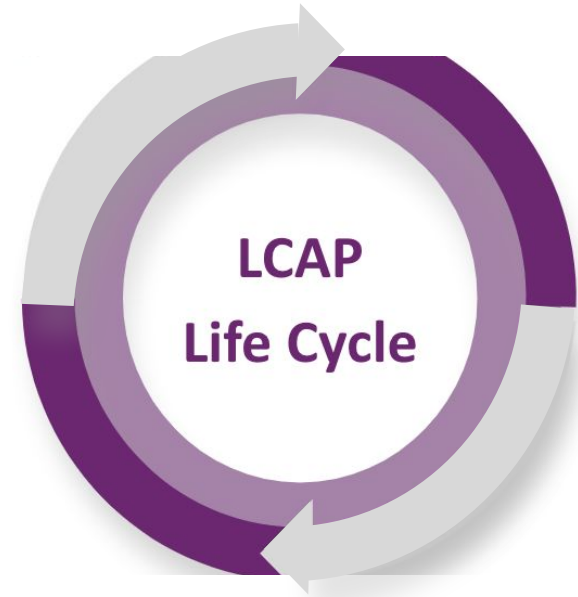
- Un plan de tres años que describe las metas, las acciones, los servicios y el presupuesto de nuestra escuela para apoyar los resultados positivos de los estudiantes.
- El LCAP es requerido por el estado de California y es aprobado por la Junta Directiva de Aspire cada año en junio.
- Esta es nuestra 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)*

# LCAP This Year

- This year, we will evaluate our school's progress towards the goals in our LCAP
- Parents, students and teachers will be asked to provide feedback that can then be incorporated into an update of our LCAP
- In future meetings there will be opportunities for you to provide feedback that will be considered in the final writing of the LCAP



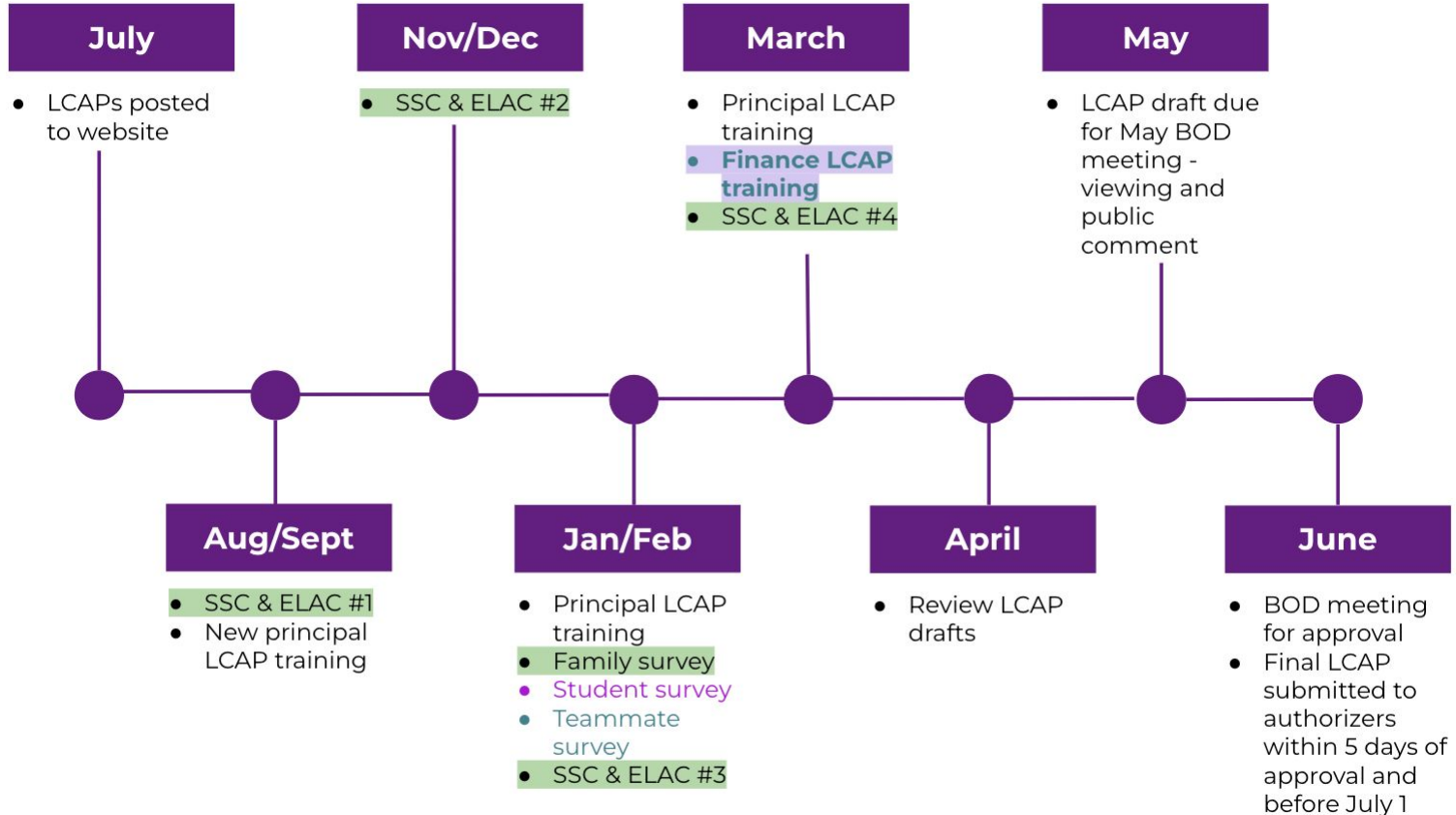
# LCAP este año

Este año, evaluaremos el progreso de nuestra escuela hacia las metas en nuestro LCAP

Se les pedirá a los padres, estudiantes y maestros que brinden comentarios que luego se pueden incorporar en una actualización de nuestro LCAP.

En futuras reuniones, habrá oportunidades para que brinde comentarios que se considerarán en la redacción final del LCAP.

# LCAP Timeline



# Review: Our LCAP Goals

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## Org-Wide Priority 1

We ensure all students are meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming

## Org-Wide Priority 2

We will cultivate communities that foster inclusive and joyful learning environments.

## Org-Wide Priority 3

We will ensure all scholars have access to a team of diverse, effective, and thriving professionals who are developed and supported to show up their best and enact culturally responsive and anti-racist practices.

This year, we will do the year 3 update on our progress towards these goals.

SSC and ELAC's feedback will be used for this update.

# Revisión: Nuestros metas LCAP

## Prioridad 1 de Aspire

Nos aseguramos de que todos los estudiantes participen de manera significativa en una programación académica rigurosa, alineada con los estándares y culturalmente sensible.

## Prioridad 2 de Aspire

Cultivaremos comunidades que promuevan ambientes de aprendizaje inclusivos y alegres

## Prioridad 3 de Aspire

Nos aseguraremos de que todos los estudiantes tengan acceso a un equipo de profesionales diversos, efectivos y prósperos que estén desarrollados y apoyados para mostrar lo mejor de sí mismos y promulgar prácticas culturalmente sensibles y antirracistas

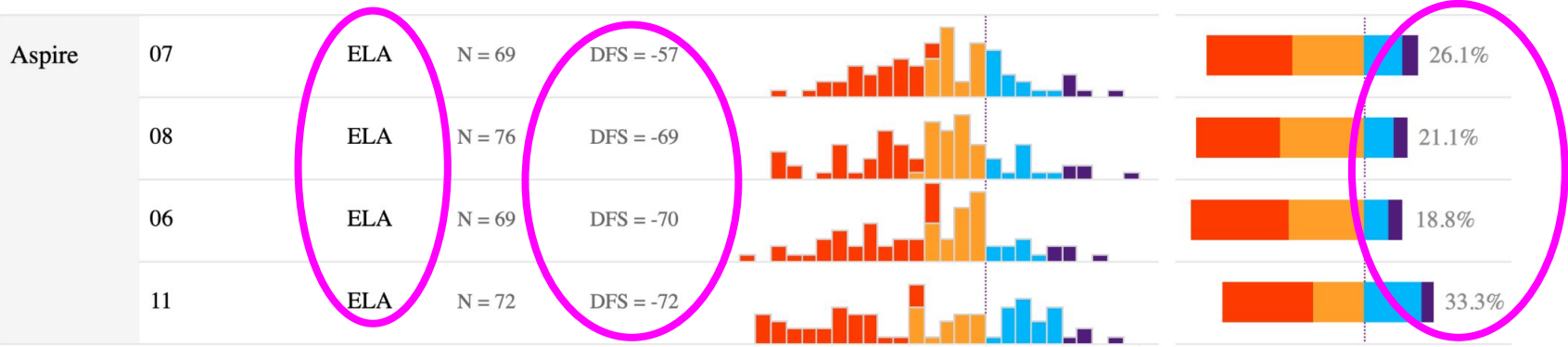
Este año, haremos la actualización del año 3 sobre nuestro progreso hacia estas metas.

Los comentarios de SSC y ELAC se utilizarán para esta actualización.



# Student Achievement Data

## SBAC Data from 21-22 school year



- Standard Not Met
- Standard Nearly Met
- Standard Met
- Standard Exceeded

# 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

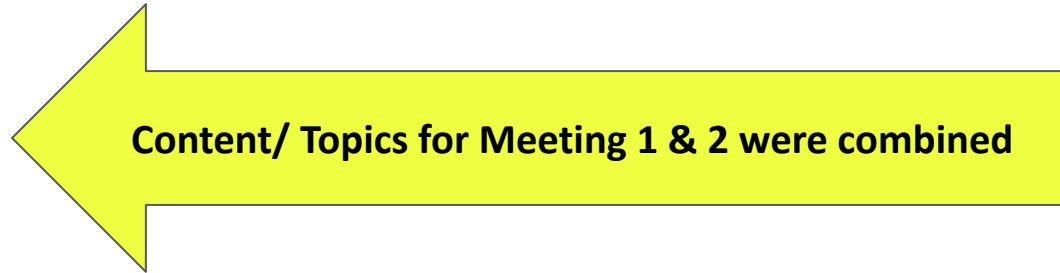
- ¿Cuáles son las áreas que nos fue bien como la escuela? ¿Dónde vemos crecimiento?
- ¿Cuáles son nuestras áreas de crecimiento?
- ¿Hay alguna área en particular que necesite apoyo específico?

## 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?

# Meeting Dates

- **Meeting #1**
  - Wednesday, 01/25
- **Meeting #2**
  - Wednesday, 01/25
- **Meeting #3**
  - Wednesday, 03/22
- **Meeting #4**
  - Wednesday, 05/17



# Break Time



05:00

**UP NEXT!**

**Session 2:  
English Learner  
Advisory  
Committee!**



# **Session #2:**

# **English Learner**

# **Advisory Committee**

# **(ELAC)**



# ELAC Meeting Outcomes

## **ELAC members and meeting participants will:**

- Learn about the roles, responsibilities, elections, and composition requirements of ELAC and understand their role as a DELAC/ELAC.
- Review and comment on RFEP policy and parent communication
- Review ELPAC and SBAC data
- Review attendance data and collaborate on strategies to inform all parents of the importance of attendance
- Brainstorm strategies to increase parent engagement and inform parents about the importance of school attendance
- Edit/create needs assessment



# ELAC Agenda

- Purpose of ELAC, ELAC responsibilities and tasks
- ELAC Elections and ELAC committee
- EL Identification and Reclassification Process
- School Data
- Needs Assessment
- Meeting Dates



# How ELAC Can Support our English Learners



# Purpose of ELAC

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The ELAC or DELAC (if 51 or more students classified as EL) **advises the principal, school staff and the school site council on programs and services for English learners.**

The ELAC is important to ensuring that parents and families have a voice in how their students are supported to meet the academic standards.

# Propósito de ELAC

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El ELAC o DELAC (si hay 51 o más estudiantes clasificados como EL) asesora al director, al personal escolar y al consejo escolar sobre los programas y servicios para los estudiantes de inglés.

El ELAC es importante para garantizar que los padres y las familias tengan voz sobre cómo se apoya a sus estudiantes para cumplir con los estándares académicos.

# ELAC Responsibilities and Tasks

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During the year, ELAC will advise on the following topics and task:

1. Participation in a school-wide needs assessment.
2. Ways to make other parents aware of the importance of regular attendance.
3. Advise on the development and review of the EL site plan (included in our LCAP).
4. Review and comment on our RFEP criteria and process, and teacher credential information for teachers teaching EL students.
5. Review and comment on notifications sent to EL parents/guardians

# Responsabilidades y tareas de ELAC

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Durante el año, ELAC asesorará sobre los siguientes temas y tareas:

Participación en una evaluación de necesidades de toda la escuela.

Formas de concienciar a otros padres sobre la importancia de la asistencia regular.

Asesorar sobre el desarrollo y la revisión del plan del sitio EL (incluido en nuestro LCAP).

Revise y comente nuestros criterios y procesos de RFEP, y la información de credenciales de maestros para maestros que enseñan a estudiantes EL.

Revisar y comentar las notificaciones enviadas a los padres/tutores de EL

# ELAC Elections

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- ELAC is a committee for parents whose children are English Language Learners (ELLs, or ELs).
- Schools with 21 or more ELs must have an ELAC.
- You do not have to speak English to be on ELAC.
- Open to the whole school community
- Parent members are elected by parents or guardians of ELs.
- Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body.

# Elecciones ELAC

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ELAC es un comité para padres cuyos hijos son estudiantes del idioma inglés (ELL, o EL).

Las escuelas con 21 o más EL deben tener un ELAC.

No es necesario que hable inglés para estar en ELAC.

Abierto a toda la comunidad escolar

Los padres miembros son elegidos por los padres o tutores de los EL.

Los padres de EL constituyen al menos el mismo porcentaje de miembros del comité que sus hijos representan del cuerpo

estudiantil.

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# Our ELAC Committee Members/ Nuestros miembros del Comité ELAC

- List names of committee members



# Discussion

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Thinking about the role and responsibilities of the ELAC, what training and additional materials do you think this committee needs to carry out its responsibilities?

*Ex:*

- How to access schoolwide data from the State
- What is the ELPAC and what does it test?
- Strategies that support more parent engagement
- ...other ideas and suggestions are welcome!

# Discusión

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Pensando en el papel y las responsabilidades del ELAC, ¿qué capacitación y materiales adicionales cree que necesita este comité para llevar a cabo sus responsabilidades?

Ex:

- Cómo acceder a los datos de toda la escuela del Estado
- ¿Qué es ELPAC y qué prueba?
- Estrategias que apoyan una mayor participación de los padres
- ...otras ideas y sugerencias son bienvenidas!

# Title III

Title III is officially known as the Language Instruction for English Learner and Immigrant Students Act. Section 3102 lists the purpose of the law. The overarching purpose is to ensure that English learner (EL) students, including immigrant children and youth, attain English language proficiency (ELP) and meet the same challenging state academic standards that other students are expected to meet.

LEAs must use Title III funds to supplement state language instruction educational programs, designed to assist EL students' achievement goals

All Aspire schools participate in the Title III 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 III, and your input is encouraged on our family engagement policy.

# Title III

El Título III se conoce oficialmente como la Ley de Instrucción del Idioma para Aprendices de Inglés y Estudiantes Inmigrantes. La sección 3102 enumera el propósito de la ley. El propósito general es garantizar que los estudiantes aprendices de inglés (EL), incluidos los niños y jóvenes inmigrantes, alcancen el dominio del idioma inglés (ELP) y cumplan con los mismos estándares académicos estatales desafiantes que se espera que cumplan otros estudiantes.

Las LEA deben usar los fondos del Título III para complementar los programas educativos de enseñanza del idioma del estado, diseñados para ayudar a los estudiantes EL a alcanzar las metas.

Todas las escuelas Aspire participan en el programa Título III, incluida nuestra escuela Aspire Golden State College Preparatory Academy.

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

# WHAT IS THE LCAP?

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- 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?

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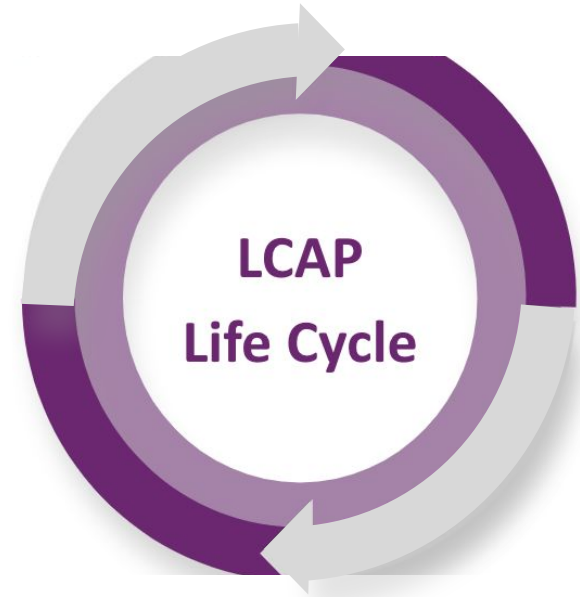
- Un plan de tres años que describe las metas, las acciones, los servicios y el presupuesto de nuestra escuela para apoyar los resultados positivos de los estudiantes.
- El LCAP es requerido por el estado de California y es aprobado por la Junta Directiva de Aspire cada año en junio.
- Esta es nuestra 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)*

# LCAP This Year

- This year, we will evaluate our school's progress towards the goals in our LCAP
- Parents, students and teachers will be asked to provide feedback that can then be incorporated into an update of our LCAP
- In future meetings there will be opportunities for you to provide feedback that will be considered in the final writing of the LCAP



# LCAP este año

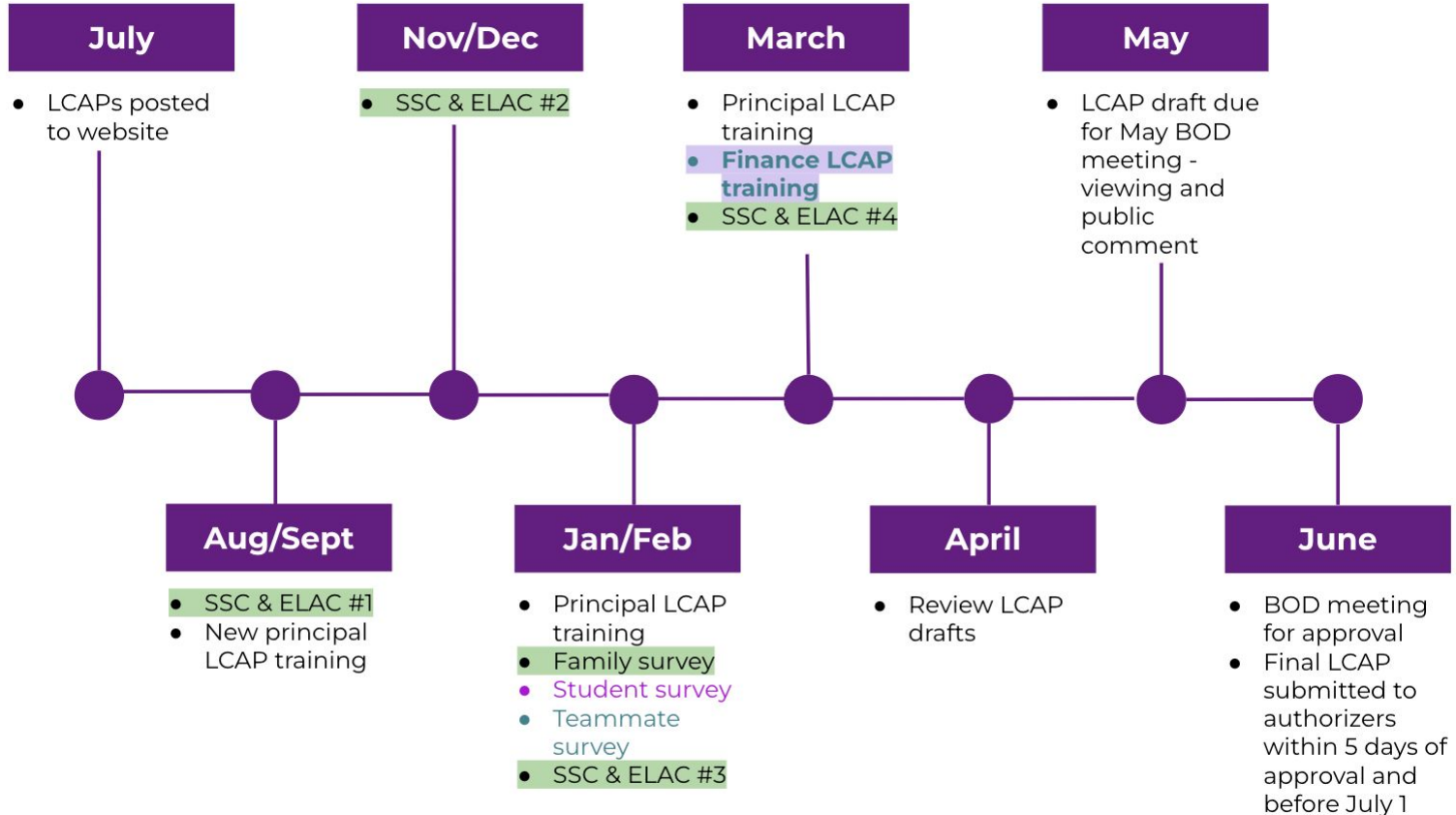
Este año, evaluaremos el progreso de nuestra escuela hacia las metas en nuestro LCAP

Se les pedirá a los padres, estudiantes y maestros que brinden comentarios que luego se pueden incorporar en una actualización de nuestro LCAP.

En futuras reuniones, habrá oportunidades para que brinde comentarios que se considerarán en la redacción final del LCAP.



# LCAP Timeline



# Review: Our LCAP Goals

---

## Org-Wide Priority 1

We ensure all students are meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming

## Org-Wide Priority 2

We will cultivate communities that foster inclusive and joyful learning environments.

## Org-Wide Priority 3

We will ensure all scholars have access to a team of diverse, effective, and thriving professionals who are developed and supported to show up their best and enact culturally responsive and anti-racist practices.

This year, we will do the year 3 update on our progress towards these goals.

SSC and ELAC's feedback will be used for this update.

# Revisión: Nuestros metas LCAP

## Prioridad 1 de Aspire

Nos aseguramos de que todos los estudiantes participen de manera significativa en una programación académica rigurosa, alineada con los estándares y culturalmente sensible.

## Prioridad 2 de Aspire

Cultivaremos comunidades que promuevan ambientes de aprendizaje inclusivos y alegres

## Prioridad 3 de Aspire

Nos aseguraremos de que todos los estudiantes tengan acceso a un equipo de profesionales diversos, efectivos y prósperos que estén desarrollados y apoyados para mostrar lo mejor de sí mismos y promulgar prácticas culturalmente sensibles y antirracistas

Este año, haremos la actualización del año 3 sobre nuestro progreso hacia estas metas.

Los comentarios de SSC y ELAC se utilizarán para esta actualización.

# EL Identification and Reclassification Process

# What is an English Learner (EL)?

---

An EL student is a **K–12 student** who is developing as a multilingual learner and is developing their speaking, reading, and writing proficiencies in English

“what it can look like”

- US born students (home language other than English)
- Recently arrived students from other countries (outside of US)

# What is an English Learner (EL)?

---

- Un estudiante EL es un estudiante de K–12 que se está desarrollando como un aprendizaje multilingüe y está desarrollando sus competencias de habla, lectura y escritura en inglés.

“cómo puede ser”

- Estudiantes nacidos en EE. UU. (idioma del hogar que no sea inglés)
- Estudiantes recién llegados de otros países (fuera de EE. UU.)

# How are “EL” students identified?

When enrolling in a California public school the **Primary Home Language** helps to identify English learners in grades kindergarten through grade 12

1. This begins with a **home language survey** (HLS).
2. Once determined, the primary language need not be re-determined unless the results are disputed by a parent or guardian.
3. If the Home Language Survey is completed in error, the parent or guardian may make a request to change it.
4. However, once a student is identified as either Initial Fluent English (IFEP) or English learner, changing the Home Language will not change the student’s identification.
5. The student’s English learner status will change only when they are reclassified.

**\* A student’s EL status is determined when they first begin school in CA and is carried over year to year regardless of school in CA until the student is reclassified\***

# ¿Cómo se identifican los estudiantes "EL"?

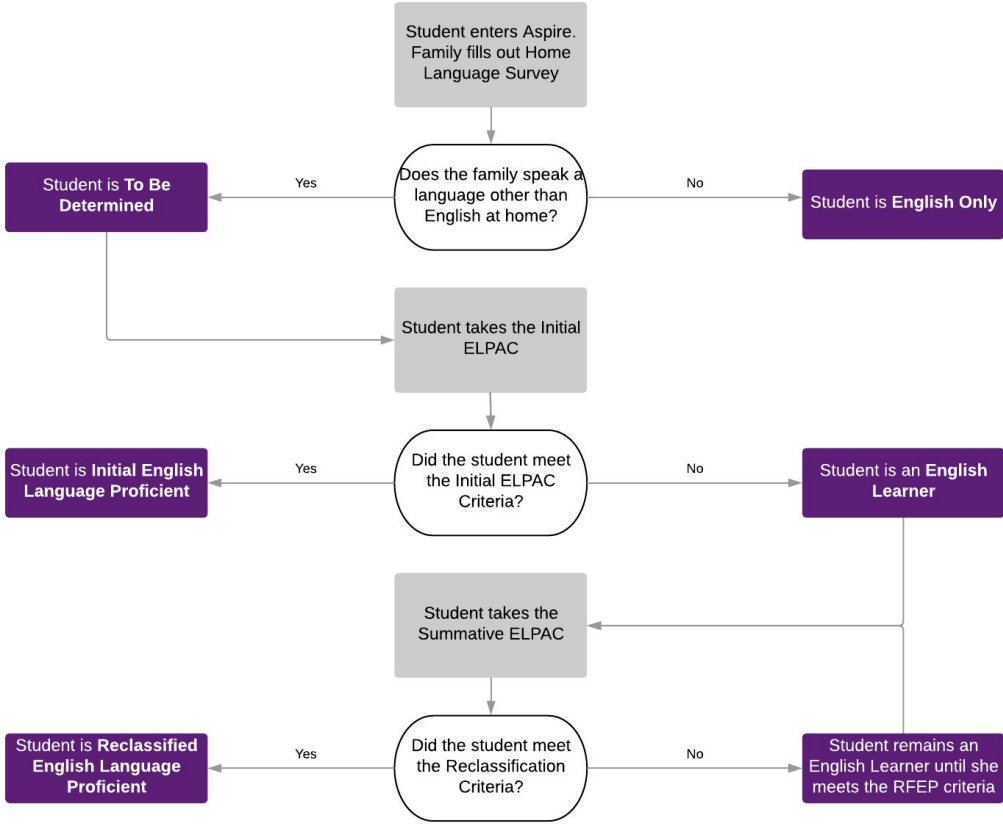
Al inscribirse en una escuela pública de California, el idioma principal del hogar ayuda a identificar a los estudiantes de inglés en los grados de jardín de infantes a 12.º grado.

1. Esto comienza con una encuesta sobre el idioma del hogar (HLS).
2. Una vez determinado, no es necesario volver a determinar el idioma principal, a menos que los resultados sean cuestionados por un padre o tutor.
3. Si la Encuesta sobre el idioma del hogar se completa por error, el padre o tutor puede hacer una solicitud para cambiarla.
4. Sin embargo, una vez que se identifica a un estudiante como inglés fluido inicial (IFEP) o aprendiz de inglés, cambiar el idioma del hogar no cambiará la identificación del estudiante.
5. El estado de estudiante de inglés del estudiante cambiará solo cuando sea reclasificado.

\* El estado de EL de un estudiante se determina cuando comienza la escuela por primera vez en CA y se transfiere año tras año independientemente de la escuela en CA hasta que el estudiante sea reclasificado\*



# EL Identification Process Overview



# TEACHER QUALIFICATIONS

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- California law requires that every teacher who provides instructional services to an English Learner be authorized to provide specialized instruction for those learners.
- All credentialed teachers in Aspire are authorized to teach English learners
- If for any reason, one of your student's teachers is NOT qualified, you will be notified *after* 4 weeks of instruction
- Parents also have the right to request their student's teacher's qualifications at any time



# Calificaciones del maestro

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- La ley de California requiere que todo maestro que brinde servicios de instrucción a un aprendiz de inglés esté autorizado para brindar instrucción especializada a esos aprendices.
- Todos los maestros acreditados en Aspire están autorizados para enseñar a los estudiantes de inglés.
- Si por alguna razón, uno de los maestros de su estudiante NO está calificado, se le notificará después de 4 semanas de instrucción.
- Los padres también tienen derecho a solicitar las calificaciones de los maestros de sus hijos en cualquier momento.



# How are students reclassified?

Based on your student's most recent ELPAC (state test) results and other academic data, your student can qualify to be reclassified as Fluent English Proficient (RFEP).

What this means is, that your student is determined to be proficient in reading, writing, listening and speaking in English.

Even if your student is reclassified, Aspire will continue monitoring their progress to ensure your student is getting the support they need to further develop.

# Aspire Reclassification Policy - General Education

## ● Criteria 1: ELPAC Results

- Overall score of Level 4 on Summative ELPAC

## ● Criteria 2: Teacher Evaluation

- For EL students in Grades K-5/6 to meet the teacher evaluation criterion for reclassification, the students must receive ELA progress report card composite scores of 2 or above.
- For EL students in Grades 6-12 to meet the teacher evaluation criterion for reclassification, the students must receive grades of C or better in English or a course for Long-Term English Learners (LTELs). The following courses qualify for reclassification:
  - Grade-level English
  - [Academic ELD](#) (UC approved)
  - [ELD Course Offerings](#)
  - A credit recovery or Adult school English Course
  - LTEL course grade of C or better
  - (B credit courses only)
- If an EL student has met the ELPAC and grade-level skills criteria for reclassification and not the ELA progress mark/grades, the student must be referred to the Student Support Team (SST) for a possible reclassification recommendation.

## ● Criteria 3: Parent Consultation

- Parent agrees that student should be reclassified

## ● Criteria 4: Assessment of Student Basic Skills

### TK-5

- Benchmark or Above Benchmark on (BOY), Middle of Year (MOY) or End of Year (EOY) mCLASS (K-2)
- Nearly Met (Level 2) on i-Ready ELA (3-5)
- Nearly Met level (Level 2) or higher on the ELA SBAC (3-5)

### 6-12

- Nearly Met level (Level 2) or higher on the ELA SBAC (6,8,11)
- Nearly Met (Level 2) on i-Ready ELA (6-8)
- Nearly Met on (Level 2) on MAP ELA (9-11)

# Aspire Reclassification Policy - Students with IEPs

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## ● **Criteria 1: Assessment of Language Proficiency**

- IEP team meets (official IEP meeting) to discuss individual student's criteria and writes the criteria into the student's IEP.

## ● **Criteria 2: Teacher Evaluation**

- Case manager and ELA/ELD coordinator agree the student should be reclassified based on classroom evidence of academic performance
- Case managers and ELA/ELD coordinators meet in advance of RFEP window to discuss any students that may be eligible for reclassification

## ● **Criteria 3: Parent Consultation**

- Parent has opportunity to provide input and agreement or disagreement regarding reclassification in the IEP meeting when reclassification is discussed

## ● **Criteria 4: Comparison of student performance in basic skills**

- IEP team meet sand discusses individualized criteria and write the chosen criteria into the student's IEP
  - Possibilities include: SBAC ELA, mClass, DIBELS, iReady, etc.

# Questions, Comments and Feedback about RFEP Policy and Process

# English Learner Communication Letters

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## RFEP Policy, parent communication

- [General Education RFEP policy](#)
- [Special Education RFEP policy](#)
- [Annual Parent Notification Letter](#)
- [Initial ELPAC Notification of Testing](#)
- [EL Identification Letter](#)
- RFEP letters: [General Education](#) / [Special Education](#)



# Review Communications

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Please review the written communications to families. As you review written communications please comment on:

- **Is the communication clear and easy to understand for families?**
  - If not, what suggestions do you have to improve the communication?
- **Is the process outlined in the letter easy to understand for families?**
  - If not, what suggestions do you have to improve the communication?

# California Data Dashboard

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- The California State Dashboard is updated every year
- Able to Look up any school or district's state test scores, graduation rates and school climate data
- Each school and district is assigned a rating and color to indicate their performance for each data measure



# El tablero escolar de California - "Dashboard"

- el Tablero Escolar de California Conocido como "Dashboard" y se actualiza cada año
- Busca los puntajes de las exámenes estatales, las tasas de graduación y los datos del clima escolar de cualquier escuela o distrito
- Cada escuela y distrito se le asigna una calificación y un color para indicar su desempeño en cada medida de datos



Red

LOWEST PERFORMANCE



Orange



Yellow



Green



Blue

HIGHEST PERFORMANCE



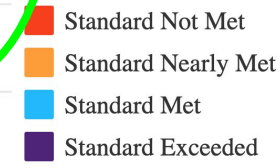
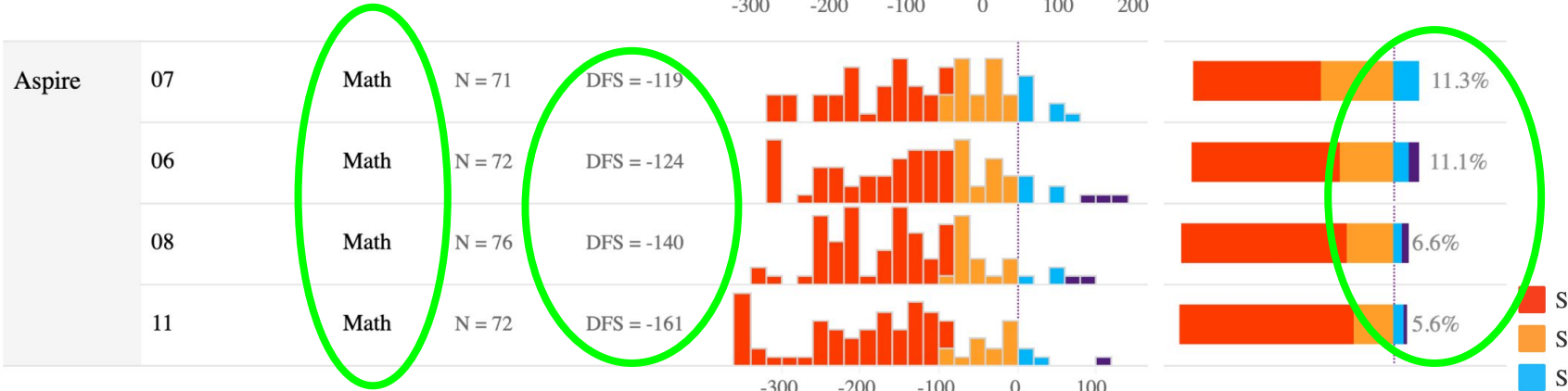
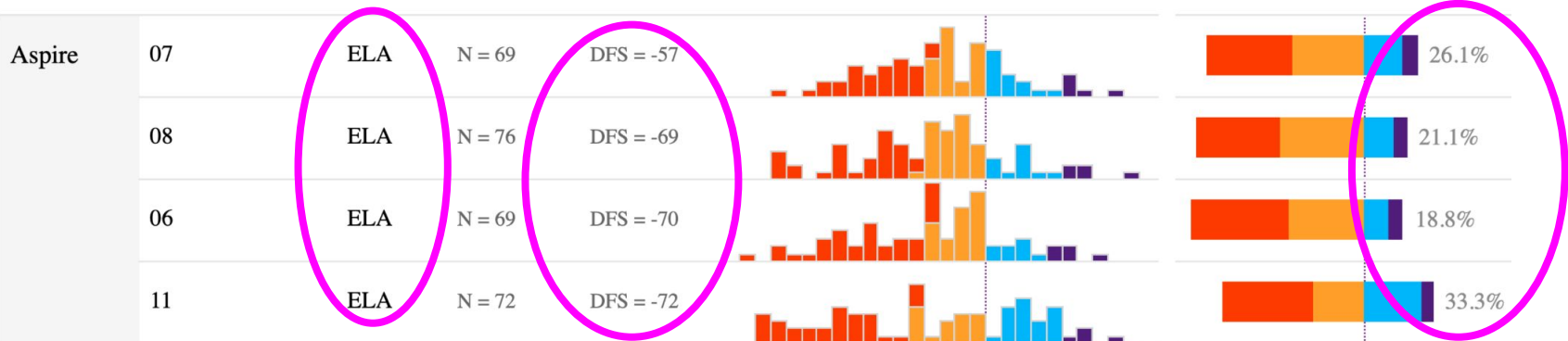
# Data for our School/Datos de nuestra escuela

# Student Information

Current Data		1/24/23
Aspire	White	2
	Asian	1
	American Indian or Alaska Native	1
	Black or African American	67
	Hispanic	354
	Multi	1
	Native Hawaiian/Other Pac Islander	2
	Unknown	10

# Student Achievement Data

## SBAC Data from 21-22 school year



# Student Achievement Data

## ELPAC Data from 21-22 school year

### ELPAC Proficiency Distribution Overall and by Domain

Select Org. Level

Region

Select Grouping

All Students

Select School Year

2020-2021

Select ELPAC Test

Initial ELPAC

Select Region(s)

(All)

Select School(s)

GSP

#### Initial ELPAC

The purpose of this test is to determine the English proficiency of students entering CA schools for the first time and to identify those who are English learners.

#### Summative ELPAC

This test is only taken by students designated as English learners in the Initial ELPAC. Its purpose is to measure students' progress towards English proficiency so that appropriate educational placements can be made and to help schools determine whether students should be reclassified as English proficient.

#### Other Notes

The percentage labels reflect the percent of students who were 'Well Developed' in a domain or Level 3/4 overall.

The descriptions in parentheses in the key refer to domains.

Level 1 (Beginning)

Level 2 (Somewhat/Moderately)

Level 3 (Well Developed)

Initial ELPAC

Overall

Oral Language

Written Language

Bay Area

All Students

N = 4



0%



25%



0%

# Student Achievement Data

## ELPAC Data from 21-22 school year

### ELPAC Proficiency Distribution Overall and by Domain

Select Org. Level:    
 Select Grouping:    
 Select School Year:    
 Select ELPAC Test:    
 Select Region(s):    
 Select School(s):

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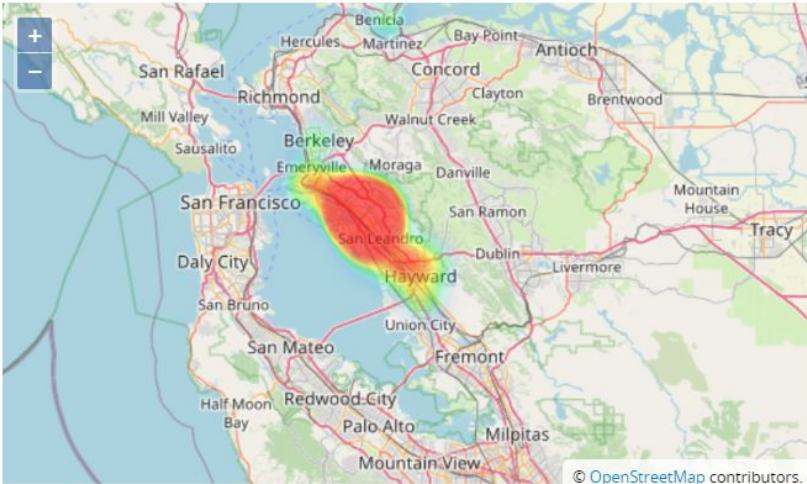




# Attendance

## Performance Indicators

A geospatial view of student residence concentration within the district.



TOTAL	FEMALE	MALE
<u>438</u>	<u>218</u>	<u>219</u>
NON-BINARY	(100) AMERICAN INDIAN OR ALASKA NATIVE	(200) ASIAN
1	1	1
(300) NATIVE HAWAIIAN/OTHER PAC ISLANDER	(600) BLACK OR AFRICAN AMERICAN	(700) WHITE
2	<u>67</u>	2
--	HISPANIC/LATINO	MULTI
<u>10</u>	<u>354</u>	1
ELL	SPED	
<u>101</u>	<u>62</u>	

Last 30 Days Attendance

89.23%

Year-to-date Attendance

91.25%

Chronic Absenteeism

30.37%

Absent Yesterday

6

# Datos de nuestra escuela

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- Go to CA School Dashboard ([www.caschooldashboard.org](http://www.caschooldashboard.org))
- Look up your school - if you cannot find it, type in “Aspire” to list all Aspire schools
- For this you can either project and talk parents through or share screenshots of the following data indicators
  - Student population information
  - English Language Arts
  - Mathematics
  - English Learner Progress
  - Chronic absenteeism
  - \* clicking on any of these indicators will lead you to another page where you can see the data broken down by subgroup\*
  - Teacher qualifications data (under “Conditions and Climate > “Basics: Teachers...” and look at “Teachers Misassigned”)

# Discussion

Based on the data...

- What do you notice about our academic performance in math and ELA?
  - Which subgroups seem to be doing well? Which subgroups seem to need more support?
- How are our English Learners doing?
- Chronic absenteeism is defined as missing 10% or more days of school, both excused and unexcused absences. Our chronic absenteeism percent is the percentage of students who missed 10% or more of school. **What do you notice about our chronic absenteeism numbers? Are there any subgroups that stand out for chronic absenteeism?**

# Discusión

Basado en los datos...

- ¿Qué notas sobre nuestro rendimiento académico en matemáticas y ELA?
  - ¿Qué subgrupos parecen estar haciéndolo bien? ¿Qué subgrupos parecen necesitar más apoyo?
- ¿Cómo están nuestros estudiantes de inglés (EL)?
- El ausentismo crónico se define como faltar al 10% o más de los días de escuela, tanto las ausencias justificadas como las injustificadas. Nuestro porcentaje de ausentismo crónico es el porcentaje de estudiantes que faltaron el 10% o más de la escuela. **¿Qué nota acerca de nuestras cifras de ausentismo crónico? ¿Hay algún subgrupo que se destaque por el ausentismo crónico?**

# Attendance Matters Campaign

- As required by law, one of the ELAC's responsibilities is to help “make parents aware of the importance of regular school attendance”
- **Why is school attendance important?**
  - Students who attend school regularly have been shown to achieve at higher levels than students who do not ([National Center for Education Statistics](#))
    - One study found that this happens as soon as kindergarten with chronic absenteeism in kindergarten being linked to lower achievement in first grade and later years
    - Chronic absenteeism has also been linked to dropping out of high school and lower graduation rates

# Campaña sobre la importancia de la asistencia

Según lo exige la ley, una de las responsabilidades del ELAC es ayudar a “concientizar a los padres sobre la importancia de la asistencia regular a la escuela”

## ¿Por qué es importante la asistencia a la escuela?

Se ha demostrado que los estudiantes que asisten a la escuela regularmente alcanzan niveles más altos que los estudiantes que no lo hacen ([National Center for Education Statistics](#))

Un estudio encontró que esto sucede tan pronto como ingresa al kinder y que el ausentismo crónico en kinder se relaciona con un rendimiento más bajo en el primer grado y años posteriores.

El ausentismo crónico también se ha relacionado con el abandono de la escuela secundaria y tasas de graduación más bajas.

# Attendance Matters Campaign

## *Discussion:*

- How might we, as an ELAC, help inform parents about the importance of attendance?
- What more information do we need as a committee to help us inform other families about the importance of attendance?
- What are our next steps as an ELAC? As a school staff?

# Campaña sobre la importancia de la asistencia

## *Discusión:*

- ¿Cómo podríamos nosotros, como ELAC, ayudar a informar a los padres sobre la importancia de la asistencia?
- ¿Qué más información necesitamos como comité para ayudarnos a informar a otras familias sobre la importancia de la asistencia?
- ¿Cuáles son nuestros próximos pasos como ELAC? ¿Como personal de la escuela?



# Needs Assessment

# What is a Needs Assessment?

- A needs assessment is a tool for us to see what our EL program is doing well and areas for growth (needs)
- Aspire has a suggested [needs assessment](#)
  - What do we like about this needs assessment?
  - What other information would we like to know from families in order to help us understand what is going well and where we need to grow in our EL program?

# ¿Qué es una evaluación de necesidades?

- Una evaluación de necesidades es una herramienta para que podamos ver qué está haciendo bien nuestro programa EL y las áreas de crecimiento (necesidades)
- Aspire tiene una evaluación de necesidades sugerida
  - ¿Qué nos gusta de esta evaluación de necesidades?
  - ¿Qué otra información nos gustaría saber de las familias para ayudarnos a comprender qué va bien y dónde debemos crecer en nuestro programa EL?

# Needs Assessment

- What data do we want to consider in our needs assessment?
  - What data did we look at today that would be helpful in assessing our EL program?
- What other data do we need to understand our EL program?

## NEXT STEPS:

Between today and our next meeting, our school team will work on collecting the data we need for our needs assessment. We will analyze this data at our next meeting to identify ways we can improve and make recommendations to the school.

# evaluación de necesidades

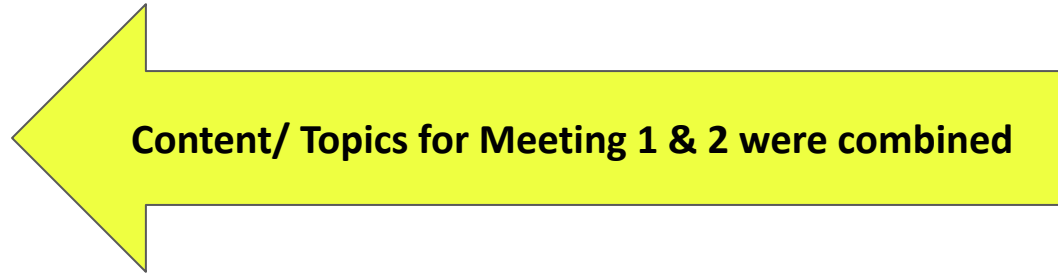
- ¿Qué datos queremos considerar en nuestra evaluación de necesidades?
  - ¿Qué datos analizamos hoy que serían útiles para evaluar nuestro programa EL?
- ¿Qué otros datos necesitamos para entender nuestro programa EL?

## PRÓXIMOS PASOS:

- Entre hoy y nuestra próxima reunión, nuestro equipo escolar trabajará en la recopilación de los datos que necesitamos para nuestra evaluación de necesidades. Analizaremos estos datos en nuestra próxima reunión para identificar áreas en que podemos mejorar y hacer recomendaciones a la escuela.

# Meeting Dates

- **Meeting #1**
  - Wednesday, 01/25
- **Meeting #2**
  - Wednesday, 01/25
- **Meeting #3**
  - Wednesday, 03/15
- **Meeting #4**
  - Wednesday, 05/17



# Family Support

All family communication is through Parentsquare; e-mail Ms. Ramos or Ms. Liz with your updated e-mail and/or phone number if you are not getting the messages

- [anel.ramos@aspirepublicschools.org](mailto:anel.ramos@aspirepublicschools.org)
- [liz.lara@aspirepublicschools.org](mailto:liz.lara@aspirepublicschools.org)

Thank you to all of you who are using the app!

# Apoyo Familiar

Toda la comunicación familiar es a través de Parentsquare; envíe un correo electrónico a la Sra. Ramos o a la Sra. Liz con su correo electrónico y/o número de teléfono actualizados si no recibe los mensajes

- [anel.ramos@aspirepublicschools.org](mailto:anel.ramos@aspirepublicschools.org)
- [liz.lara@aspirepublicschools.org](mailto:liz.lara@aspirepublicschools.org)

¡Gracias a todos los que estáis utilizando la aplicación!

**Your voice matters. Your presence matters. Thank you for coming to share both!**

**Tu voz importa. Tu presencia importa. ¡Gracias por venir a cenar con el director para compartir ambos!**





# The Four Agreements

1

## BE IMPECCABLE WITH YOUR WORD

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

2

## DON'T TAKE ANYTHING PERSONALLY

- a. Nothing others do is because of you.
- b. What others say and do is a projection of their own reality, their own dream.
- c. 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

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

4

## ALWAYS DO YOUR BEST

- a. Your best is going to change from moment to moment; it will be different when you are healthy as opposed to sick.
- b. Under any circumstance, simply do your best, and you will avoid self-judgment, self-abuse, and regret.

### Roles:

- **Facilitator:** Deloris
- **Timekeeper:**
- **Notetaker:**
- **Process observer:**
- **Deliverables & Parking Lot:**

Attendees: Jenny, Rebecca, Sherri, Brad, Darren, Lawren, Brittany, Anthony, Lisa, Santiago, Lizette

## 3/1/23 Lead Team Meeting

Time	Topic/Notes	Notes
5	<b>Introductions :</b> 1. What is one word to describe your state of being today?	
5	<b>Framing (DB):</b> <ul style="list-style-type: none"> <li>● <b>Relational Outcomes</b> - Build relationships and empower lead teachers to implement systems and interrupt white supremacist culture.</li> <li>● <b>Rational Outcomes</b> - Teammates will provide input in school-wide events, policies, and systems.</li> </ul>	
5	<u><b>Upcoming Events</b></u> <ul style="list-style-type: none"> <li>● <b>Honor Roll Banquet *invitation only*</b> <ul style="list-style-type: none"> <li>○ <b>Middle School March 16</b></li> <li>○ <b>High School March 17</b></li> </ul> </li> <li>● <b>03/15 GSA First Meeting (Ask Ms.T for more information)</b></li> <li>● <b>03/16 K-Pop (Room 211, 4:30pm-6:00pm)</b></li> <li>● <b>03/20,21 End of the quarter Town Halls</b></li> <li>● <b>03/22, 23, 24– Student Led Conferences (minimum days)</b></li> <li>● <b>03/27 to 04/07– Spring Break!</b></li> <li>● <b>04/10– No School for Students! (Teacher Work Day)</b></li> </ul>	
7	<a href="#"><u>23-24 Advisory Structure Input Discussion</u></a>	Leadership advisory Black Advisory Groups Gender Identity Academic Counseling Student Led Advisory Hub of resources Co-Advisors.

		Buddy advisories.
8	<a href="#">PLC Facilitator Guide</a>	
10	<p><b>23-24 Master Scheduling Planning</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Review 23-24 Instructional Minutes Doc</a> <ol style="list-style-type: none"> <li>a. Do we want to alter our daily schedule?</li> <li>b. Keep Wednesdays ¾ day?</li> <li>c. Extend minimum days for the first two weeks of school?</li> <li>d. Suggestions/Ideas/Concerns?</li> </ol> </li> </ol>	<p>Equity: MS teachers not having 7th period.</p> <p>175 days CA vs 180 Aspire??</p> <p>Master scheduling committee meetings?</p> <p>Possibly adding break MS? Extending day 15 minutes? Maybe afternoon?</p> <p>Mix AP cohorts</p>
10	<p><b><a href="#">Strategic Planning SWOT Analysis</a></b></p> <ul style="list-style-type: none"> <li>• <a href="#">3/15 SWOT Analysis Deck</a></li> </ul> <p><b><a href="#">*Bay Area Strategic Plan*</a></b></p> <ul style="list-style-type: none"> <li>• Priority 1: <a href="#">FORTIFY LITERACY FOR LIBERATION</a></li> <li>• Priority 2: <a href="#">ATTRACT, DEVELOP, AND RETAIN ADULT LEARNERS</a></li> <li>• Priority 3: <a href="#">SERVE EVERY LEARNER</a></li> <li>• Priority 4: <a href="#">INNOVATE SCHOOL MODELS FOR THE FUTURE</a></li> </ul> <p><b><u>Essential Vocab:</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Strategic Plan</b> - Strategic plans are long-range plans that establish priorities, initiatives, goals, metrics, and targets. (3-5 years)</li> <li>2. <b>Priority</b> - Crucial to achieving Aspire’s vision and mission, our priorities are the overarching objectives of the strategic plan. These are the Big Rocks.</li> <li>3. <b>Initiative</b> - Initiatives are the significant projects or activities we will undertake to support the achievement of a given priority</li> <li>4. <b>Action Steps</b>- Direct steps we will take to achieve the initiatives under a given priority.</li> <li>5. <b>Goal</b> - Specific, measurable, achievable, relevant, and time-bound goals are what we seek to accomplish within a given period</li> <li>6. <b>Metrics</b> - Metrics are the method we will use to evaluate the performance or progress of a goal.</li> </ol> <ul style="list-style-type: none"> <li>• <b><u>4 Priorities/Rocks</u></b> <ul style="list-style-type: none"> <li>○ <b><u>1-3 initiatives each rock/priority</u></b></li> <li>○ <b><u>No more than 6 initiatives total (equity based grading practices has to be an initiative)</u></b></li> </ul> </li> </ul>	
5	<p><b><u>Measure N Discussion— HIGH SCHOOL STAFF:</u></b></p> <ul style="list-style-type: none"> <li>• <b>How should we utilize our Measure N Funds for the 23-24SY?</b></li> </ul>	<p>– Additional College Readiness Teacher</p> <p>– More work based learning opportunities</p>

	<p><b>Measure N Funds are used to:</b></p> <ul style="list-style-type: none"> <li>● Reduce the drop-out rate</li> <li>● Provide high school students with real-world work and learning opportunities</li> <li>● Prepare students for admission to the University of California and other four-year colleges</li> <li>● Expand mentoring, tutoring, counseling, support services, and transition to job training programs</li> </ul>	– College/University trips each semester				
5	<p><b>Measure G1 Discussion—MIDDLE SCHOOL STAFF:</b></p> <ul style="list-style-type: none"> <li>● How should we utilize our Measure G1 Funds for the 23-24 SY?</li> </ul> <p><b>Measure G1 Funds are used to:</b></p> <ul style="list-style-type: none"> <li>● increase access to courses in arts, music, and world languages in grades 6-8.</li> <li>● Improve student retention during the transition from elementary to middle school.</li> <li>● Create a more positive and safe middle-school learning environment.</li> </ul>	– More celebrations quarterly — PBIS out of the blue incentives — Additional Dean of Students? — Art and Music supplies...				
5	<p><b>Check-Out:</b></p> <ul style="list-style-type: none"> <li>● Quick pulse check: Are you OK with making these notes public to GSP? <ul style="list-style-type: none"> <li>○ Thumbs up - All good, no discussion needed</li> <li>○ Thumbs middle - Would like discussion before approving</li> <li>○ Thumbs down - No thank you, no discussion needed</li> </ul> </li> <li>● Process Check (Some helpful prompts) <ul style="list-style-type: none"> <li>○ An agreement we seem to be holding well is...</li> <li>○ An agreement we seem to struggle with is...</li> <li>○ Some patterns of communication that I noticed were...</li> <li>○ Some of the non-verbal communication that I noticed was...</li> <li>○ Frustration seemed to increase when.... and decrease when...</li> <li>○ People seemed more engaged when... and less engaged when...</li> <li>○ Our ability to make decisions seemed to increase when... and decrease when...</li> <li>○ We seemed to get stuck when...</li> <li>○ We seemed most successful when...</li> </ul> </li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Pluses</th> <th style="width: 50%; text-align: center;">Deltas</th> </tr> </thead> <tbody> <tr> <td style="height: 40px; vertical-align: top;">●</td> <td style="height: 40px; vertical-align: top;">●</td> </tr> </tbody> </table>	Pluses	Deltas	●	●	
Pluses	Deltas					
●	●					
5	<p><b>Closing:</b> Appreciations and one word to describe this meeting</p>					

**22-23 PRIORITIES**

<p><b>Priority #1: Literacy &amp; Text Based Lesson Planning</b></p> <ul style="list-style-type: none"> <li>● Focus on increasing student achievement measured by i-Ready, MAP, ELPAC, and SBAC.</li> </ul>	<p><b>Priority #2: Building Adult Capacity through Systems &amp; Culture</b></p> <ul style="list-style-type: none"> <li>● MTSS implementation (MS focus)</li> <li>● Tier 1 behavioral &amp; instructional strategies</li> </ul>
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<ul style="list-style-type: none"> <li>• Student Access through UDL</li> <li>• PD focused on literacy &amp; text based lesson planning</li> <li>• Exhibitions</li> </ul>	<ul style="list-style-type: none"> <li>• School wide PBIS</li> <li>• Data analysis</li> </ul>
<b>Priority #3: Social Emotional Learning</b> <ul style="list-style-type: none"> <li>• Community based restorative practices (culture of healing)</li> <li>• SEL/RULER implementation</li> <li>• MTSS tiers of support</li> <li>• Student belonging</li> </ul>	<b>Priority #4: Family &amp; Community Partnerships</b> <ul style="list-style-type: none"> <li>• Staff/Student/Family Committees &amp; Clubs</li> <li>• Family engagement</li> </ul>

	Wondering	Change

**Deliverables**

Who	What	When

**Parking Lot**

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