



School	Lionel Wilson College Prep - Aspire	Contact *	Eva Kellogg
School Address	400 105th Ave. Oakland, CA 94603	Contact Email	eva.kellogg@aspirepublicschools.org
Principal	Michelle Cortez	Principal Email	michelle.cortez@aspirepublicschools.org
School Phone	510-635-7737	Recommended Grant Amount**	\$42,580
Actual 2017-18 Enrollment (6-8) (20 day count)	224	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	206

**Measure G1 Communications will be sent to individual listed as the Contact for the organization. Please include principal's information as well, if they are not the same.*

***Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected tax revenue, and 20 day LCFF enrollment of Oakland residents. All recommended grant amounts are subject to Measure G1 Commission and School Board approval.*

Summary of Approved Expenditures from 2017-18 ([link to 2017-18 full approved proposal](#))

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Create new Student Activities Coordinator position with responsibilities around middle school self advocacy, sociability, and school pride.	\$47, 329
2		
3		
4		
5		
Budget Total (must add up to Current Grant Amount)		\$47, 329

Summary of Proposed Expenditures for 2018-19 (listed in order of priority)

2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Fund salaried dance teacher at 50%	\$30,000
2	Fund restorative justice training	\$12,580

3		
4		
5		
	Budget Total (must add up to Anticipated Grant Amount)	\$42,580

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
119 (50%)	120 (50%)	221/239 (92%)	28/239 (12%)	27/28 (97%)	101/239 (42%)	94%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Unknown/ Did not Specify
5%	0%	0%	93%	0%	0.4%	0%	0%	1%

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.

Name	Role
Eva Kellogg	Assistant Principal of Culture
Michelle Cortez	Principal
Terralynn Bell	Student Activities Coordinator
Lindsay Zackeroff	Enrichment Teacher

School Vision: Our school mission statement describes the way we intend to work together and reads: At Wilson Prep, we define our personal paths. We engage deeply in the world around us in a way that is personally meaningful, joyful, and real. We collaborate, communicate, problem solve, and critically think through rigorous learning experiences. We challenge ourselves to realize our full potential so that we can experience all that life has to offer and to become responsible members of our community. We all work tenaciously together to become transformational agents of change in our own lives, our families, and our diverse communities.

The Aspire Bay Area vision statement articulates our ambitious goal: All students should thrive and graduate critically literate and free to choose their college, career, and life pathway.

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

Music (Rubric Score)	2016-17 (last yr)	2017-18 (this yr)	Art (Visual Arts, Theater, and Dance)	2016-17 (last yr)	2017-18 (this yr)
Access and Equitable Opportunity	n/a - not offered	n/a - not offered	Access and Equitable Opportunity	Entry for Visual Arts Entry for Dance	Basic for Visual Arts Basic for Dance
Instructional Program	n/a	n/a	Instructional Program	Entry for Visual Arts Entry for Dance	Basic for Visual Arts Entry for Dance
Staffing	n/a	n/a	Staffing	Basic for Visual Arts Basic for Dance	Basic for Visual Arts Entry for Dance
Facilities	n/a	n/a	Facilities	Basic for Visual Arts Basic for Dance	Basic for Visual Arts Entry for Dance
Equipment and Materials	n/a	n/a	Equipment and Materials	Quality for Visual Arts Entry for Dance	Quality for Visual Arts Entry for Dance
Teacher Professional Learning	n/a	n/a	Teacher Professional Learning	Basic for Visual Arts Entry for Dance	Quality for Visual Arts Basic for Dance
World Language (Rubric)	2016-17 (last yr)	2017-18 (this yr)			
Content and Course Offerings	Developing	Emerging			
Communication	Developing	n/a - not offered this school year			
Real world learning and Global competence	Developing	n/a - not offered this school year			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/ Retention (SPSA/ Enrollment)	2016-17 (last yr)	2017-18 (this yr)	Safe and Positive School Culture (SPSA)	2016-17 (last yr)	2017-18 (this yr)
2017-18 Enrollment Data (20 day)	98 projected 98 enrolled	Fall Projection = 78 Fall Enrollment = 78 Spring Projection = 84 Spring Enrollment = 84	Suspension	5.3%	4.9%
ES Outreach Strategy Actions	Weekly literacy mentors with opportunities for site visits Ladybug Club campaigns	School site visits to elementary campuses Open house events at LWP for students and families Neighborhood canvassing	Chronic Absence	10.5%	10.6%
Programs to support ES students transition to MS	Developed Ladybug Club to introduce positive middle school role models and develop social, emotional, and academic skills and supports to 5th grade girls for a successful transition to middle school Introduced Baby Black Student Union to build a space and partnership to celebrate the accomplishments and partnerships between elementary and middle school African American students	Homeroom Advisory program with executive functioning routines and supports 6th grade Orientation events in Spring + Summer Coordinated supports for students receiving SPED and Tier 3 services through Staff collaboration	CHKS data (district only)	n/a	n/a

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

Community Engagement Meeting(s)	
Community Group	Date

Community Stakeholders (Families, Students) @ general Family University meeting. See slides here .	August 17, 2018
Community Stakeholders (Families, Students) @ PAC Family Leadership group meeting. See slides here .	January 25, 2018

Staff Engagement Meeting(s)	
Staff Group	Date
Staff Stakeholders (Teachers, Admin, Wrap Around Team). See slides here .	February 2, 2018

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

1. 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 2017-18 school year.
2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric		
LWP does not currently have a music programming and will not develop one for 2018/2019		
Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
n/a	n/a	n/a

2. Art and Dance Program

Programmatic Narrative Based on Rubric

As stated in our proposal last year, substantial research suggests that training in the arts has a profound impact on a person's cognitive functioning, therefore increasing his/her ability to succeed academically and in preparations for college and career. Research elaborated on in [Dr. Michael Posner's study on art and cognition](#), goes on to state that regular practice of arts skills builds the brain's attention networks which creates greater capacity in executive functioning processes, allowing students to regulate emotions and target attention on high leverage tasks, like solving math problems, writing essays, organizing materials or resolving conflicts. Furthermore, in a community greatly impacted by trauma, building the brain's ability to exercise control over one's attention and to manage emotional urges is essential to a student's social emotional and academic development.

During the last two school years, LWP initiated and expanded upon an electives program for our middle school students that responded to student interest as well as community need to provide learning experiences and outlets outside the core curriculum of math, ELA, science, and history. Within our bell schedule, students take an elective class four days a week and have the opportunity each semester to select classes based on their interests. In seeking to provide high-interest and high-impact course offerings, we have explored classes in drama, Spanish, consumer science, forensic science, dance, drawing & painting, sculpting, and textile design. In each of these offerings, students were guided to explore, evaluate, design, and create products that blended skills across traditional domains, cultivated new skills and perspectives, and employed students' creativity and inspiration to create spaces for learning that are highly engaging, multidisciplinary, and restorative. At the end of each semester, teachers have worked collaboratively to host exhibitions of student work, for example highlighting historical learnings through artistic products or through teaching performance techniques to peers in workshop stations.

Our electives' teachers are provided with regular coaching from our Administrative team, including regular observation and feedback, co-planning, and engagement in a cycle of inquiry consultancy protocol to help teachers reflect on student progress and to identify high leverage areas for improvement. These teachers also meet three times per month in department meetings that allow for interdisciplinary collaboration and team learner, as well as quarterly professional development sessions hosted by the Aspire regional team. This semester, our teachers are also taking advantage of outside opportunities for growth by attending arts instruction conferences. On Fridays, our electives teachers provide case management supports to historically disengaged students who have found excitement through electives courses. Teachers meet 1:1 or in small groups with students to build relationships, provide academic counseling, monitor social emotional and academic progress, and communicate with families.

Our facilities allow us dedicated spaces for visual arts as well as a stage for practice and performance. This year we have also invested in a wide range of introductory materials to allow teachers and students more flexibility in project offerings. We are continuing to purchase supplies as our teachers provide us with greater insight into the needs of their program and students and are currently seeking greater resources for our dance classes, including mirrors and sound systems to support a more sacred space for dance and performing arts.

Our Measure G funding for this school year has allowed us to hire a full-time dance teacher and to support more visual and performing arts involvement in our after school program through cheerleading club, arts & crafts, and events like an annual Talent Show. We currently have 97/239 middle school students enrolled in 6 separate dance classes and 144/239 students enrolled in 6 separate visual arts classes. We have offered 6 unique art courses this school year, allowing students the opportunity to select courses and to promote into more advanced offerings in 7th and 8th grade. Our dance teacher, a teacher with both school-based and studio experience, is working to build students' readiness for public performance and we look forward to a recital this spring. Our cheerleaders perform regularly at sports events and school assemblies. Student art work is exhibited in several spaces throughout the school and has been showcased at community events like Oakland's Art Murmur. We've also seen academic gains for our middle school students, which we attribute in part to our electives offerings and the brain-based benefits of training and practice in the arts. For example, at the beginning of the 17/18 school year only 18% of our middle school students were reading on grade level,

based on the STAR REN assessment. At our midyear assessment, 25% of middle school students were reading on grade level. While we acknowledge that multiple factors contribute to students' academic gains, we continue to see greater and greater gains for our students as our program expands beyond core classes only. We attribute this to greater engagement in school, a wider range of engaging modalities for critical and creative thinking, increased opportunities for relationship building and mentorship, and an elevated sense of self-efficacy for students who discover and actualize talents in areas outside the academic core.

We look forward to building upon this foundation to continue to engage students in a well-rounded program that supports the development of the whole child, helps students to connect through their interests to school, and supports students' academic achievement through the research-based practices referenced above. In the year ahead, we would like to continue funding 50% of our dance teacher's salary as a salaried member of our staff to encourage greater investment in a wide range of dance courses and in after school performance opportunities and community partnerships.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$30,000	Continue to fund salaried dance teacher to... <ul style="list-style-type: none"> ● Offer dance classes as a regular elective ● Organize and facilitate performance opportunities ● Explore community partnerships ● Provide case management supports to disengaged learners 	<ul style="list-style-type: none"> ● 50% of middle school students will participate in a performance by the end of the school year ● 75% of students receiving case management services pass $\frac{3}{4}$ core classes ● Student survey results for the question "I have done activities in and out of class that help me try out different career opportunities and find out what interests me" increase from 55% (December 2017) to 70% (December 2018) ● Student survey results for the question "I am proud to go to school at Wilson Prep" increase from 58% (December 2017) to 70% (December 2018)

3. World Language Program

Programmatic Narrative Based on Rubric		
LWP does not currently have a world languages program for our middle school students and we do not intent to add one in 2018/2019.		
Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
n/a	n/a	n/a

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

LWP does not intend to apply any Measure G funds towards 5th to 6th grade retention in the 2018/2019 school year

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
n/a	n/a	n/a

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

At LWP, we continue to invest in work across stakeholder groups - with students, families, and staff - to build and sustain a positive and productive learning environment that values the experiences, identities, needs, and interests of all learners. Our programmatic shifts in the last few years have emphasized opportunities to increase student “voice” and “choice” in order to promote a meaningful sense of ownership over one’s education and to empower students to be powerful advocates for themselves and their community. Our efforts have included an increase in student and staff run clubs, our growing electives offerings, a reboot of our student government group, a revitalization of old and new school traditions, and a more restorative approach to conflict resolution. Our student activities coordinator, partially funded by Measure G funds, has been instrumental in these efforts, bringing to her work tremendous pride, vision, and commitment as an LWP alumni and Sobrante Park community member. Through her coordination and leadership, we have increased the number of student events, supported the growth of aspiring student leaders, offered additional field trips, strengthened relationships with families, and increased joy and pride throughout and beyond the school day.

Despite many positive shifts, LWP continues to struggle with chronic absenteeism, alternatives to suspension, and disparities in our suspension rate that perpetuate inequities that do not align with our values as a school. With ongoing Measure G support, we’d like to continue to invest in building capacity across all staff members by funding additional training in restorative practices. [Research by WestEd](#) states that “punitive sanctions may be having the toxic effect of driving students — particularly minority and poor students — out of school altogether, resulting in a “school-to-prison” pipeline” (15) and that early studies suggest that a school-wide program of restorative justice can significantly reduce suspension rates and rates of absenteeism, especially when staff is supported with regular training and support. Restorative practices help to build students’ resilience, problem solving skills, and sense of self-efficacy, increasing overall school attendance and engagement and leading to improved academic outcomes. Studies show that overall school climate can be improved through this attentiveness to the developmental and social needs of students through a response to student behaviors that is learning, rather than performance, oriented. A restorative approach, furthermore, allows for meaningful engagement with stakeholders, creating a climate of inclusivity that honors the perspectives of all members in the community rather than continuing to privilege the voices of traditionally empowered groups. In funding LWP’s efforts to build a more comprehensive restorative program and staff skill set, Measure G dollars would support our intention to address our existing cultural gaps and create a more positive and safe learning environment for all.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

		<i>achievement for specific student group.)</i>
\$12,580	Participation in restorative practices training for members of our Behavior Wellness Team	<ul style="list-style-type: none"> ● Reduction of chronic absenteeism rate from 10.6% (March 2018) to 9% (EOY 2019) ● Increase in ADA from 96.52% (March 2018) to 97.5% (EOY 2019) ● Decrease in suspension rate from 4.9% (March 2018) to 3.5% (March 2019) ● Student survey results for the question “There is an adult I feel supported by on the campus” increase from 61.5% (December 2017) to 70% (December 2018) ● Student survey results for the question “Adult treat all students fairly” increase from 55.9% (December 2017) to 70% (December 2018) ● Student survey results for the question “I believe the Wilson Prep community is a family” increase from 47.5% (December 2017) to 60% (December 2018)

Please submit your 2018-19 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).



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Aspire Lionel Wilson College Preparatory Academy

2017-18 Measure G1
Commission Presentation
January 25, 2018

Tonight's Agenda

GOAL: To assess our progress based on the Measure G rubrics and determine priorities for next year's grant proposal

1. Review vision & mission
2. Measure G Overview
3. Self-Assessment in Trios
4. Share-Out + Affinity Voting
5. Name Priorities
6. Questions?

Our Vision

At Wilson Prep, we define our **personal paths**.

We engage deeply in the world around us in a way that is personally **meaningful, joyful, and real**.

We collaborate, communicate, problem solve, and critically think through **rigorous learning experiences**.

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We all work tenaciously together to become **transformational agents of change** in our own lives, our families, and our diverse communities.



Measure G Overview



Measure G is a grant supplied to school to:

1. Increase student access to arts education
2. Improve 5th to 6th grade enrollment
3. Create a more positive and productive learning environment for all

Measure G @ LWP



At LWP, we are using Measure G money to...

- Fund Student Activities coordination and increased events
- Fund the development of a dance & performing arts program

How should we plan to use Measure G funds for next school year?

Self Assessment

DIRECTIONS:

With your table, score our school's current progress using the rubric. Give one score for each row.

Middle School Visual Art Rubric - Program Evaluation

	Entry	Basic	Quality
Access/Equity	<ul style="list-style-type: none"> Self Select-Pull Out Before/After School Not all students are able to participate (required academic interventions, ELD) 	<ul style="list-style-type: none"> Scheduling is arranged so that each type of art class can meet as a unit during the school day (eg. Art 1, Art 2, Ceramics) Efforts are made to avoid single offering single section courses against each other Instruction in Art is provided to students in durations commensurate with other core academic subject areas 	<p>In addition to basic...</p> <ul style="list-style-type: none"> All Students participate Instructional aid support for students with disabilities
Instructional Program	<ul style="list-style-type: none"> Single Level: No advanced or novice level classes One offering (eg. Intro to visual art) Classes scheduled by grade level only without consideration to performance level of student or ensemble type. Limited performance opportunities 	<ul style="list-style-type: none"> Standards Based instructional program Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) Classes scheduled such that students are able to participate in appropriate leveled classes. (eg. Art 1, Art 2 Ceramics) Exhibition opportunities are provided for students to show their mastery of art content. 	<p>In addition to basic...</p> <ul style="list-style-type: none"> Involves community resources, artists to enhance educational experience Diverse offerings (Intro to Art, Art History, Ceramics, etc.) Exhibition opportunities outside the school community: Art Festivals.
Teachers	<ul style="list-style-type: none"> Emergency Credentials Non-Credentialed Outside contractors 	<ul style="list-style-type: none"> Fully credentialed and qualified Instruction is provided by highly Qualified/identified art teachers who have received formal training (including in-service training) in the area taught. Students receive regular credit for courses 	<p>In addition to basic...</p> <ul style="list-style-type: none"> Use community partnerships to enhance student learning experience.
Facilities	<ul style="list-style-type: none"> Shared spaces (stage, lunchroom, art on a cart) Limited or no storage cabinets for art materials and supplies. <p><i>Note: most OUSD middle school facilities were constructed with art rooms that meet the basic/quality requirements.</i></p>	<ul style="list-style-type: none"> Meets basic visual art instructional needs. Display space for student work Storage space for student work in progress (lockable), Drying racks Dedicated, lockable, organized storage space for materials and supplies Hard Floors Space to facilitate easy movement around the room Designed with the ability to work on a variety of art projects Easily accessible for delivery of large materials Ample natural light Large deep sinks with a source of hot water Ventilation Work tables wide enough for students to work from both sides Other considerations: safety, lighting, energy, location, sound control 	<p>In addition to basic...</p> <ul style="list-style-type: none"> Separate Kiln Room Space for working outdoors Floor space adequate to limit congestion during transitions
Equipment/Materials	<ul style="list-style-type: none"> Limited materials available. 	<ul style="list-style-type: none"> Instructional Materials budget sufficient for all art students (providing funds for consumables paper, water, paint, paint, clay, brushes) Safe of funds, budget \$15 per art student Equipment available: mirrors, easels, pottery wheels, kiln, etc. KV equipment for displaying student work, instructional videos, displaying a variety of artwork. 	<p>In addition to basic...</p> <ul style="list-style-type: none"> Instructional Materials budget sufficient to purchase and update equipment Technology for student and teacher use

Share Out

What gaps exist?

What are our 2018-2019 priorities?



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Thank you!

Meeting Attendance + Next Steps

NEXT STEPS:

1. Write proposal to prioritize dance instruction + school climate initiatives (March)
2. Schedule staff self-assessment session (Feb)

Meeting Attendants:

- Michelle Cortez (principal)
- Eva Kellogg (AP)
- David Zelaya (Dean)
- Daniela Cordora (parent)
- Martina Duran (parent)
- Norma Villegas (parent)
- Rocio Perez (parent)
- Antonio Ortega (parent)
- Martha Salgado (parent)
- Teresa Lopez (parent)
- Cristian Sanchez (student)
- Betty Ornelas (student)
- Jesus Ortega Sanchez (student)
- Esmeralda Martinez (student)



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Aspire Lionel Wilson College Preparatory Academy

2017-18 Measure G1
Commission Presentation
January 25, 2018

Professional Development Agenda

GOAL: To assess our progress based on the Measure G rubrics and determine priorities for next year's grant proposal

1. Review vision & mission
2. Measure G Overview
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Share Out

What gaps exist?

What are our 2018-2019 priorities?



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Thank you!

Meeting Attendance + Next Steps

Staff priorities:

- dance program (more performance opportunities; wider range of course offerings)
- Exhibition & performance opportunities (traditions + cross-discipline collaboration)
- School climate - efforts to reduce disengagement + increase positivity & pride (restorative justice? CPI training? SEL curriculum?)
- Case management!
- Chronic absenteeism (increasing this year; what initiatives could off-set?)
- Is it possible to launch a music program? Even during BtB?

Meeting Attendants:

- Michelle Cortez (principal)
- Eva Kellogg (AP)
- David Zelaya (Dean)
- Joe Marik (AP)
- Terralynn Bell (Student Activities Coordinator)
- Lindsay Zackeroff (Art Teacher)
- Santi Franco (PE Teacher)
- Ramon Zavala (PE Coordinator)
- Chrissy Greer (Gen Ed Teacher)
- Iris Velasco (SPED Teacher)



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Aspire Lionel Wilson College Preparatory Academy

2017-18 Measure G1
Commision Presentation
Aug. 14, 2017

School Vision and Mission



Vision

Every student is prepared to earn a college degree.

All Aspire Bay Area graduates are critically literate and empowered, ready to leverage college to create a more just world.

Tonight's Agenda

GOAL: To review our current use of Measure G funds and build awareness about our efforts to address school culture concerns through greater engagement

1. Review vision & mission
2. Pulse Check: What does our current data reveal?
3. Measure G Overview
4. Current Measure G Initiatives
5. Future Measure G Initiatives
6. Questions?

Aspire Vision and Mission

Mission

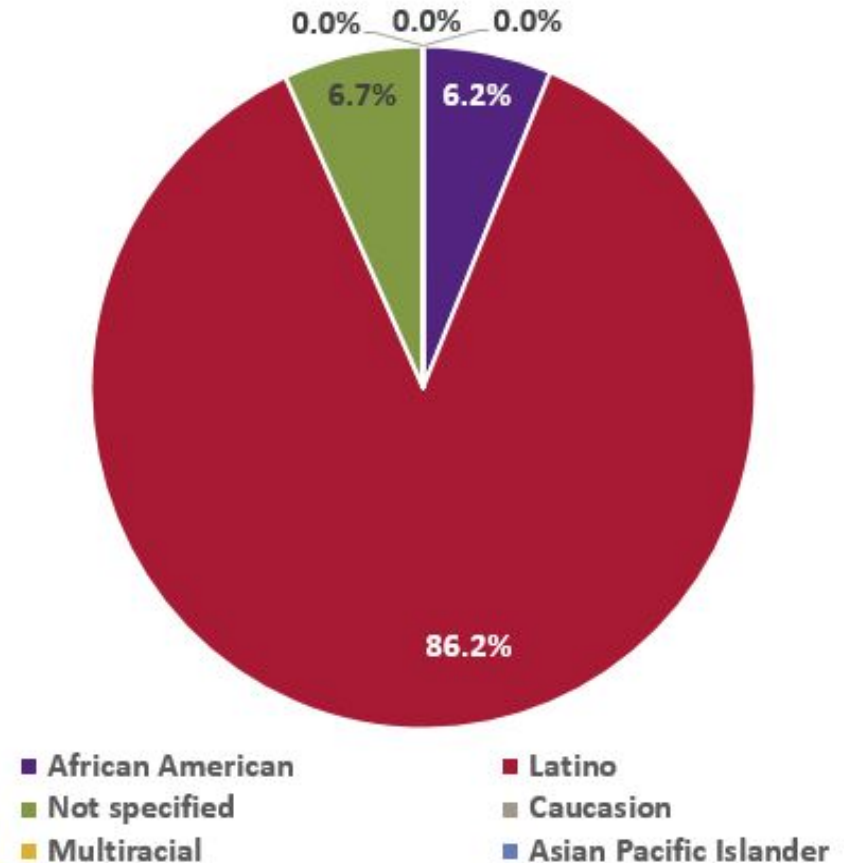
To operate small, high-quality charter schools in low-income neighborhoods, in order to:

- Increase the academic performance of underserved students
- Develop effective educators
- Share successful practices with other forward-thinking educators
- Catalyze change in public schools

Aspire Lionel Wilson College Prep School Data

2017-18 Enrollment in Grades 6-8	
225	
LCFF Unduplicated Pupils	Students with IEPs
89%	11%
English Language Learners	Oakland Residents
31%	93%

Race/Ethnicity (Grades 6-8)



School Culture

**Chronic Absence Rate
Grades 6-8**

7%

**Suspension Rate
Grades 6-8**

1.7%

Vision for Measure G1 Funds: ART

Increase access to high quality courses in the arts in grades 6 through 8

- Develop a dance program
- Invest in a full-time dance teacher for 2nd semester



Vision for Measure G1 Funds: CULTURE

Create a more positive and safe middle school learning environment.

- Increase middle school opportunities for social engagement and school pride
- Invest in a full-time Student Activities Coordinator from alumni pool.



Measure G1 Budget Allocations



Activity		Amount
Arts (Dance)	Expand arts program by augmenting visual arts w/ dance	
	Hire new 1.0 FTE Dance Teacher for 2 nd semester	27,000
	Benefits	12,204
Culture	Expand middle school opportunities for social engagement and school pride	
	Hire new 1.0 FTE Student Activities Coordinator	37,498
	Benefits	17,009
TOTAL		\$93,711



ASPIRE
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SCHOOLS

Thank you!

Meeting Attendance + Next Steps

NEXT STEPS:

1. Schedule Measure G midyear meeting to assess + collect input for 18/19 (January)
2. Report out @ General Family meeting (Sept)
3. Invite family leaders to observe electives classes (by Dec)

Meeting Attendants:

- Michelle Cortez (principal)
- Eva Kellogg (AP)
- David Zelaya (Dean)
- Daniela Cordora (parent)
- Martina Duran (parent)
- Margarita Salcedo (parent)
- Norma Villegas (parent)
- Rocio Perez (parent)
- Elly Sanchez (parent)
- Antonio Ortega (parent)
- Martha Salgado (parent)
- Chris Jackson (parent)
- Cristian Sanchez (student)
- Betty Ornelas (student)
- Jesus Ortega Sanchez (student)
- Kaylynn Jackson (student)