



**Measure G1 Grant
Application
2018-19- Charters
Due: March 15, 2018
Revised: April 13, 2018**

School	American Indian Public Charter School II	Contact *	Marisol Magana/Tiffany Tung/Maurice Williams
School Address	171 12th St. Oakland, CA 94607	Contact Email	marisol.magana@aimschools.org / tiffany.tung@aimschools.org / maurice.williams@aimschools.org
Principal	Peter Holmquist	Principal Email	peter.holmquist@aimschools.org
School Phone	510-893-8701	Recommended Grant Amount**	\$31,435
Actual 2017-18 Enrollment (6-8) (20 day count)	242	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	188

**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	Purchase and maintain 40 acoustic guitars	\$6,000
2	Purchase and maintain 40 additional violins	\$6,000
3	Purchase and maintain to 13 keyboards	\$2,000
4	Purchase art supplies Offer two art classes per week.	\$6,000
5	Computers and computer software for producing videos	\$12,000
6	Art exhibit/Photography Exhibit - quarterly printing of photos, and annual collaborative exhibit space rental	\$2,000
7	Purchase and maintain 20 cameras for photography class	\$4500
8	Purchase materials for photography class - color printing of photographs, mattes, & framing	\$4500
9	Create recruitment flyers and video which will be used at the orientations such as the one for incoming 6th grade families. Provide beverages and snacks to all families and daycare. Orientations will be offered.	\$1295

10	Restorative Justice - Purchase materials to teach students about life lessons - Restorative Justice - Guest speakers - Professional Development - Guest speakers	\$3,000
11	Anti-bullying campaign - Anti-bullying curriculum - - Anti-bullying - Guest speakers - Anti-bullying - Professional Development - Common Sense Education Digital Citizenship	\$1,000
12	Cultural Awareness Event - Hosting a culminating potluck event - Art supplies and curriculum that supports students in expressing and describing their culture - Cultural Display	\$2,000
Budget Total (must add up to Current Grant Amount)		\$50,295

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	Purchase and maintain 40 acoustic guitars	\$6,000
2	Purchase and maintain 40 additional violins	\$6,000
3	Purchase and maintain to 13 keyboards	\$2,000
4	Purchase art supplies	\$4,252
5	Restorative Justice	\$2,000
6	Anti-bullying campaign	\$1,000
7	Cultural Awareness Event	\$1,500
8	Recruitment materials for 5th grade families	\$1,183
9	Purchase and maintain 20 cameras for photography class	\$4,500
10	Purchase materials for photography class - color printing of photographs, mattes, & framing	\$1,500
11	Art exhibit/Photography Exhibit	\$1,500
Budget Total (must add up to Anticipated Grant Amount)		\$31,435

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
------	--------	--------	------------	----------------------	--------------------	---------------------

175	135	76.36%	3.05%	3.05%	28.05%	76.37%
-----	-----	--------	-------	-------	--------	--------

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
74	3	177	38	0	0	11	3

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

Name	Role
Peter Holmquist	Division Head
Maurice Williams	Division Head
Marisol Magana	Operations Director
Tiffany Tung	Operations Manager

School Vision (insert here):

American Indian Public School II offers a rigorous program designed for academic excellence with the goal of closing the achievement gap while raising the bar. Our ultimate mission is to have all of our students be accepted to a four-year college or university.

This grant will allow our school to have the opportunity to excel academically but to also have the access to musical and artistic enrichment. We envision a program that will offer a unique combination rigorous curriculum and artistic immersion.

AIM Schools Credo

The Family: We are a family at AIM Schools.

The Goal: We are always working for academic and social excellence.

The Faith: We will prosper by focusing and working toward our goals.

The Journey: We will go forward, continue working, and remember we will always be a part of AIM Schools Family.

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.

<i>Music (Rubric Score)</i>	2016-17 (last yr)	2017-18 (this yr)	<i>Art (Visual Arts, Theater, and Dance)</i>	2016-17 (last yr)	2017-18 (this yr)
------------------------------------	------------------------------	------------------------------	---	------------------------------	------------------------------

Access and Equitable Opportunity	Entry	Entry	Access and Equitable Opportunity	Entry	Entry
Instructional Program	Entry	Entry	Instructional Program	Entry	Entry
Staffing	Entry	Entry	Staffing	Entry	Entry
Facilities	Entry	Entry	Facilities	Entry	Entry
Equipment and Materials	Entry	Entry	Equipment and Materials	Entry	Entry
Teacher Professional Learning	Entry	Entry	Teacher Professional Learning	Entry	Entry
World Language (Rubric)	2016-17 (last yr)	2017-18 (this yr)			
Content and Course Offerings	Developing	Entry			
Communication	Developing	Entry			
Real world learning and Global competence	Developing	Entry			

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)	96	96	Suspension	For 2016-2017 we had two students suspended	4 Students
ES Outreach Strategy Actions	- Family Orientation - Present our school to Elementary Schools - School Tours	- Family Orientation - Present our school to Elementary Schools - School Tours	Chronic Absence	1.7% or 5 out of 294 students	1.96% or 6 students out of 306
Programs to support ES students transition to MS	Tutoring Mandarin is taught in ES Extended School Year	Tutoring Mandarin is taught in ES Extended School Year	CHKS data (district only)		

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
Student Government Association	3/9/2018
Community Meeting	3/23/2018

Staff Engagement Meeting(s)	
Staff Group	Date
Teacher Meeting	3/9/2018

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

We have a very limited music program. We rated our program as entry level. We have 20 violins and students can only take the class during elective time on Fridays for 90 minutes. The class is limited to 20 students between American Indian Public Charter and American Indian Public Charter School II. Only a few students can participate and it is based on self-selection. Only one level of music is taught by a core classroom teacher.

With the Measure G1 grant funds we want to provide all students an opportunity to learn how to play a musical instrument. We want to increase our number of instruments of violins, guitars and keyboard. With this funding, our goal of educating our students holistically can be reached. We plan to have a music program with options for the students.

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>
\$6,000	Purchase 40 acoustic guitars	Offer music class to approximately 120 middle school students at least twice per week. Outcome: Artistic Perception 1.6 describe larger music forms, Creative Expression 2.3 perform on an instrument (level of difficulty 1-2 (up to 6)), Connections & Applications 5.1 (6-7th grade) music connections to learning including common terms in various arts, and other subject areas
\$6,000	Purchase 40 additional violins	Offer music class to approximately 120 middle school students at least twice per week. Outcome: Artistic Perception 1.4 sight read melodies in treble clef, 1.6 describe larger music forms, Creative Expression 2.3 perform on an instrument (level of difficulty 1-2 (up to 6)), Connections & Applications 5.1 (6-7th grade) music connections to learning including common terms in various arts, and other subject areas
\$2,000	Purchase 13 keyboards	Offer music class to approximately 120 middle school students. Outcome: Artistic Perception 1.4 sight read melodies in treble or bass clef, 1.6 describe larger music forms, Creative Expression 2.3 perform on an instrument (level of difficulty 1-2 (up to 6)), Connections & Applications 5.1 (6-7th grade) music connections to learning including common terms in various arts, and other subject areas.

2. Art Program

Programmatic Narrative Based on Rubric

We have a small art program for our middle school students. We rated our program as entry level. The art class is offered during elective time, which is on Fridays for a period of 90 minutes. There is only one art class during elective therefore, only a few students can participate and it is based on self-selection. Only one level of art is taught by a core classroom teacher. We are unable to offer an advanced art class.

Art program will have a mixture of classical and new-age design. The art program curriculum will consist of drawing, painting, graphic design, photoshop.

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>
\$4,252	Purchase art supplies	Offer art to approximately 120 students at least twice per week. Students will be able to use the supplies to draw, paint and create art works. (CA Art Stds. 2.1,3,4)
\$1,500	Art exhibit/Photography Exhibit	Approximately 240 students will make connections and applications selecting and presenting artwork for exhibition to other students and the community (CA Art Std. 5.5)
\$4,500	Purchase 15 cameras for photography class	Approximately 120 students will learn photography, photo editing, creating increasingly complex works of art, being conscious of personal choices & increasing technical skill (CA Art Std. 2.4)
\$1,500	Purchase materials for photography class	Approximately 120 students will progress in Visual and Performing Arts Stds. 2.1,3 & 2.4 (6-7 grade) & 5.5 (see above examples)

3. World Language Program

Programmatic Narrative Based on Rubric

We currently are teaching Mandarin as part of our core classes. We rated our foreign language program as entry. We teach one world languages but we are unable to differentiate student's language proficiency levels due to the number of staff we have.

With the funds that we receive from Measure G1 we want to prioritize our Art and Music Program. We will continue to offer Mandarin to our middle school students.

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>

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

Data shows that about 10-15% of students that accept admission for 6th grade do not remain in the school. One of the reasons is due to the lack of music and art programs at our school. With this grant, we will be able to reach out to more families and to create a better transition period from elementary to middle school.

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>
\$1,183	Create recruitment flyers and video which will be used at the orientations such as the one for incoming 6th grade families. Provide beverages and snacks to all families and daycare. Orientations will be offered throughout the school year and in multiple languages.	Increase enrollment and retention 5th-8th grade.

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

With the Measure G1 funding, we plan to develop an extensive art and music program that will serve all students from grades 6-8. Our school has always focused on academics. We are a school known for top scores. However, we have always lacked art and music. With this funding, our goal of educating our students holistically can be reached. We will work with staff to receive training in restorative justice practices to be implemented in the classroom. In addition, we will create an anti-bullying campaign to reduce the bullying incidents. Staff and students will be training to work on creating a safe and positive school culture.

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>
\$2,000	Restorative Justice - Purchase more equipment to clean up around the community - Purchase materials to teach students about life lessons - Restorative Justice - Guest speakers - Professional Development - Guest speakers	Approximately 120 students and 12 staff will be able to understand the practices of restorative justice and will use those practices in the classrooms, in interactions around the school, and have them as tools to use in other parts of their lives. 85% of middle school students would indicate that they feel physically and emotionally safe at school.
\$1,000	Anti-bullying campaign - Anti-bullying curriculum - Anti-bullying - Guest speakers	Decrease bullying incidents and create a safe atmosphere for all students.

	<ul style="list-style-type: none"> - Anti-bullying - Professional Development - Common Sense Education Digital Citizenship 	Approximately 240 middle school students will participate in a survey regarding bullying incidents at least twice a year. The survey should show a decrease in bullying incidents.
\$1,500	<p>Cultural Awareness Event</p> <ul style="list-style-type: none"> - Hosting a culminating potluck event - Art supplies and curriculum that supports students in expressing and describing their culture - Cultural Display 	<p>Approximately 240 middle school students will be comfortable sharing their culture with other students, parents and staff via our cultural awareness event.</p> <p>At AIMS we are a family. During the potluck we will be able to share food which is a family practice.</p>

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



**AIPCS/AIPCS II Measure G1 Meeting
Friday March 23, 2018
3:30 pm – 4:30 pm**

I. Welcome and Introduction; call the meeting to order

II. Approval of Agenda

- A. Overview
- B. Requests for additional items

III. New Business

- A. Explain Measure G1
- B. Review Arts/Music/Foreign Language Rubric
- C. Discuss our current Arts/Music/Foreign Language for middle school
- D. Discuss ideas on how we can expand our program
- E. Discuss how we can improve our 5th grade retention

IV. Announcements

- A. Measure G1 Application submission – March 15, 2018
- B. Measure G1 presentation
- C. Measure G1 Revision

V. Public Comments

VI. Adjournment



AIPCS/AIPCS II Measure G1 Meeting Minutes
Friday March 23, 2018
3:30 pm – 4:30 pm

1. Welcome and Introduction; call the meeting to order
Meeting called to order at 3:40 pm.

2. Approval of Agenda

- A. Overview
- B. Requests for additional items (none)

3. New Business

a. Explain Measure G1

Staff explained the reason for the meeting. The application for the 2017-2018 was approved, however, we did not use the funds because staff understood that we will received the funds and then we could spend it. In January the Measure G1 commission came to do their mid-year evaluation and that is when staff was informed that funds were not distributed instead it was a reimbursement.

Staff showed the parents Measure G1 PowerPoint presentation

b. Review Arts/Music/Foreign Language Rubric

Staff went over the rubric for Arts/Music/Foreign language

c. Discuss our current Arts/Music/Foreign Language for middle school

Discussed our current Arts/Music/Foreign Language

At the moment students receive art or music during electives which happens on Fridays for 90 minutes.

d. Discuss ideas on how we can expand our program

Staff prompted staff to give input as to how program could be improved.

Parents asked why we chose violins, guitars and keyboard.

Staff explained that student government association took a survey and they voted on the instruments.

Staff explained that another survey will be given to all middle school students and parents to vote on instruments that they would like to be used.

Parents agreed to prioritize Music and Art.

e. Discuss how we can improve our 5th grade retention

Staff – How can we improve our 5th grade enrollment into 6th grade?

Parents – Have a meeting with the parents were the middle school is programs are discussed and middle school curriculum

Do a dinner and a tour of the middle school.
Let 5th grade parents meet the 6th grade teachers
Do a presentation

4. Announcements

a. Measure G1 Application submission – March 15, 2018

Staff – The application has been submitted as of March 15, 2018. We want for you to know how the we are planning to spend the funds. Do you have any questions or concerns?

Parents - None

b. Measure G1 presentation

There is a G1 presentation on Monday, March 26, 2018. At that time the Measure G1 commission will ask questions about our submission and would let us know if there are any issues with the application.

c. Measure G1 Revision

There will be a revision in August. Also, we have been informed that we will be able to use unused funds from the 2017-2018 school year. We will know more about the process in May. We may have more funds to fund a music/art teacher.

5. Public Comments

None

6. Adjournment

Meeting adjourned at 4:35pm.



Measure G1 AIPCS/AIPCS II
Community Meeting - 3/23/18

First Name	Last Name	Role
Redi	Ghebremariam	Parent
Jennifer	TO	Parent
Sharon	Escamilla	Parent
Ellis	Lockett	Parent
Alexander	Lee	Staff
Manoel	Magana	Staff
Liffa J.	Jung	Staff



Title of Meeting: Professional Development

Date: Friday, March 9, 2018

Time: 2:00-3:00 PM

Location: 3rd floor, 171st 12th st

GOALS FOR THIS MEETING: Complete Teacher Surveys Inform faculty about policy, testing, and staffing answer questions about changes	NORMS: Step up, step back Respect varying perspectives Align our time and technology to learning purposes Be willing to explore edges of our comfort zone Stick to the agenda and the time indicated Honor the question protocol (PDquestions@aimschools.org)
--	--

Time	What are we doing?	Who	Why are we doing this?
2:00	Welcome, Agenda	Holmquist	agenda
	Surveys tinyurl.com/2018scienceref tinyurl.com/2018historyref	staff	data gathering
	Measure G1	Holmquist	inform
	Science and History discussion	staff	prepare
3:00	Closing	Holmquist	

AIMS Feedback Form

Date:

AIMS Sign In Form

-Date:

Title of Meeting:

Student
Government
Association

[illegible]

Survey Results for Student Government Association

Timestamp	Music is the elective that we need to focus on improving at AIMS.	Art is the elective that we need to focus on improving at AIMS.	I would give up other electives to have more art and music	We need to have more music. More music means adding...	We need to have more art. More art means adding...	My best idea for improving art is...	My best idea for improving music is...	We need to have more than one foreign language to study.	We should have a class to study (Language.)	We need to have (another) anti-bullying programs at our school.
3/9/2018 9:48:27	10	7	9	Piano choir guitar	More photography	New campus.	Band room. Just one whole group- band	7	All. Latin, Italian	6
3/9/2018 14:07:37	10	10	10	More choir	More drawing	Having 30 minutes every day for music and 30 minutes every day for drawing	Having community performances, perhaps for retirement homes or children in hospitals		Spanish	10
3/9/2018 14:07:52	8	8	6	More piano	More drama			4	Spanish	10
3/9/2018 14:09:02	5	5	10	More choir	More photography	Hiring teachers with expertise specific to this area.	Hiring teachers with expertise specific to this area.	4	Spanish	10
3/9/2018 14:09:03	9	8	10	More choir	More photography		Hiring a music teacher.	6	Spanish	8
3/9/2018 14:09:50	10	10	10	More violins	More drama			7	Arabic	10
3/9/2018 14:09:53	5	10	10	More choir	More painting	studio space with materials set up	recorders	2	Spanish	7
3/9/2018 14:10:11	5	5	1	More choir	all/any of the above		Students love music and love to sing. Students would love a choir or singing class, and I believe that school spirit would also be raised as students get to come together and display their talents!	4	Spanish	10
3/9/2018 14:10:12	8	9	10	More guitar	More photography	Have photo elective equipment	Visiting local musicians	3	Spanish	5
3/9/2018 14:10:44	7	7	7	More violins	More drama			7	Spanish	10
3/9/2018 14:11:10	8	8	2	More violins	More photography	hire a teacher who specializes in this area	hire a teacher who specializes in this area	7	Spanish	8
3/9/2018 14:11:36	1	10	1	Maybe just making what we have better	we do not have anything but performing art and any kind of hands on would be nice	Have art materials and qualified teachers to teach it.	Having qualified teachers, having material, and having time.	7	Spanish	10
3/9/2018 14:12:34	8	8	8	dance, creative movement		providing a budget to teachers who are willing to teach it OR hire a specialized teacher from outside school	providing a space and budget to teachers who are willing to teach OR hire a specialized teacher from outside school		Spanish	10
3/9/2018 14:14:03	1	1	10	Qualified music teachers who are credentialed in their subject.	Qualified art teachers who are credentialed in their subject	Create a dedicated art space, which can be used by all classes—not just art.	Create a dedicated practice space for students and their teacher(s).	7	Spanish	1
3/9/2018 14:14:52	10	7	7	Electronic/Mixing/Production/Theory	Drawing, painting, photography, woodworking	Basic sketching class: low budget, low skill barrier	How to listen to music, exposure and analysis. But NOT pop culture music —	1	Mandarin	1
3/9/2018 14:15:18	10	10	6			A trained individual/group who comes in once, twice, a few times a week to teach students.	Having a music room!	1		4

Survey Results for Student Government Association

Timestamp	Music is the elective that we need to focus on improving at AIMS.	Art is the elective that we need to focus on improving at AIMS.	I would give up other electives to have more art and music	We need to have more music. More music means adding...	We need to have more art. More art means adding...	My best idea for improving art is...	My best idea for improving music is...	We need to have more than one foreign language to study.	We should have a class to study (Language.)	We need to have (another) anti-bullying programs at our school.
3/9/2018 14:17:04	5	6	10	More choir	drawing as communication	Drawing as communication.. the science of visual language. To express ideas graphically —isn't this the prevalent form of communication already with middle schoolers? Meet them where they are and teach them how they are affected by this and how they can use it well to communicate effectively.	Voice training and singing, even oratory or forensics. I don't know what else for the moment...	5	Arabic	3
3/9/2018 14:27:04	7	8	10	More guitar	varied aspects of art and appreciation	I teach art appreciation and style	Guitar or Chior I can do both	5	Arabic	4

SGA Meeting notes - March 9th, 2018 - 9:00 to 9:35 AM

- Students arrived at 9:00 - 9:05
- Students handed out computers and gave one to each person, late comers went and got one from the computer cart
- Students were asked to complete two surveys, one for history, one for science
- Student used "tinyurls" to link to each and complete them
- Students talked until the leaders began to lead them through the agenda
- Spirit Week was the topic
- Making posters was the big responsibility
- Posters were assigned and volunteered for
- Mr. Holmquist said the deadline should be Thursday, March 15th
- Discussion happened about poster design
- Students participated in Mr. Holmquist "taking over" the meeting to get ask for student feedback on another survey
- Mr. Holmquist talked about Measure G1, something that could bring in money to encourage or offer arts and music funding for our (middle) school
- Mr. Holmquist recorded the responses on the google form.
- Mr. Holmquist clarified all the responses in this group answer, which included all of the SGA reps in attendance
- The meeting closed, and students went to their other electives after making sure their assignments were clear (9:35AM)

Professional Development Meeting Notes - March 9th, 2018 2-3pm

- Teachers arrived on time for the 2:00 PM meeting
- Mr. Holmquist was late for the meeting (2:03), but had sent the tinyurls for Science and History surveys ahead
- Some teachers were working on the surveys
- There were some housekeeping announcements - supervision of students, tutoring, suicide prevention workshops in class coming up, school uniform rules, and upcoming spirit week information.
- After some discussion on related issues, teachers and instructional aides were invited to offer their opinions about Measure G1 priorities
- Teachers completed the survey, then there was discussion between teachers about the survey, and about arts and music in schools
- Several teachers reported how they felt priorities ought to be different in electives, or in spending around arts and music
- More discussion was included around electives
- Teachers were invited to discuss in groups about SBAC prep for a few more minutes, then the meeting closed (2:40PM)

Measure G1 2018-2019 for AIPCS/AIPCS II

—