OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Measure G1
Grant Application
2018-19- Charters
Due: March 15, 2018

School	Aspire Golden State College Prep Academy	Contact *	Greg Dutton
School Address	1009 66th Ave. Oakland, CA 94621	Contact Email	Greg.Dutton@aspirepublicschools.org
Principal	Greg Dutton	Principal Email	greg.dutton@aspirepublicschools.org
School Phone	510-567-9631	Recommended Grant Amount**	$52,888
Actual 2017-18 Enrollment (6-8) (20 day count)	274	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	247

**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 Board Approved Expenditures from 2017-18 (link to 2017-18 full approved proposal)

2017-18 Approved Expenditures from *Budget Justification and Narrative Section* (add more rows if necessary)		Budget Amount
1	Community Culture Coordinator	44,245
2	Adopt 6-8 RULER Social Emotional Learning Curriculum	3,000
3	Teacher and Student Materials and Workbooks for Year 1of RULER SEL Implementation	$8,039
4		
5		
	Budget Total (must add up to Current Grant Amount)	**$55,284**

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

2018-19 Proposed Expenditures from *Budget Justification and Narrative Section* (add more rows if necessary)		Budget Amount
1	Community Culture Coordinator	$52,888
2		

3		
4		
5		
	Budget Total (must add up to Anticipated Grant Amount)	$52,888

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
288	303	92%	10%	9%	25.08%	94.92%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
86	2	2	498	0	0	1	2

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

Name	Role
Greg Dutton	Principal
Lou Kim	Assistant Principal
Matt Britten	Assistant Principal
Taylor Reed	8th Grade Team Lead
Jessica Kolling	7th Grade Team Lead
Krista Toumi	6th Grade Team Lead

School Vision (insert here):

All students deserve rigorous, engaging, and culturally responsive instruction that helps them become independent learners, equipped with the skills and mindset to succeed to and through college and to leave a positive, lasting impact on their communities.

In service of this vision, we:

- Actively work to create a culture of learning in which staff, students, and their families feel a sense of urgency and ownership for students' educational progress.
- Recognize the transformative power of relationships and subsequently work to establish effective learning partnerships between students and staff that recognize the teacher as an ally and the student as a driver of his or her own learning.[1]
- Create classrooms in which students are engaged, working with content aligned to the appropriate grade level standards, responsible for doing the thinking, and demonstrating that they are learning.[2]

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	Entry	Entry	***Access and Equitable Opportunity***	Basic	Basic
Instructional Program	Entry	Entry	***Instructional Program***	Basic	Basic
Staffing	Entry	Entry	***Staffing***	Basic	Basic
Facilities	Entry	Entry	***Facilities***	Basic	Basic
Equipment and Materials	Entry	Entry	***Equipment and Materials***	Basic	Basic

[1] Language of "teacher as ally" and "student as driver" come from CRT

[2] Adopted from the language of the TNTP Core Teaching Rubric

Teacher Professional Learning	Entry	Entry	***Teacher Professional Learning***	Basic	Basic
World Language (Rubric)	**2016-17 (last yr)**	**2017-18 (this yr)**			
Content and Course Offerings	Emerging	Emerging			
Communication	Emerging	Emerging			
Real world learning and Global competence	Emerging	Emerging			

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)	94 Projected - 94 Actual		***Suspension***	12.6%	4.9%
ES Outreach Strategy Actions	Secondary teams visited feeder elementary schools to recruit students	Secondary teams visited feeder elementary schools to recruit students	***Chronic Absence***	10%	6.7%
Programs to support ES students transition to MS	N/A	N/A	***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**
Family Meeting	March 10th, 2018

Staff Engagement Meeting(s)	
Staff Group	**Date**
Lead Team Meeting	March 7th, 2018

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team's plan to address the following:

T**he 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
[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

Budget	**Description of 2018-19 Proposed Expenditures**	**Anticipated Student Outcome** *(Include measurable student outcomes for each proposed activity. For example, number of*

		students served, or percent increase in math achievement for specific student group.)

2. Art Program

Programmatic Narrative Based on Rubric
[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

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

3. World Language Program

Programmatic Narrative Based on Rubric
[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

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

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis
[Required: Please reflect on your self assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

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

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis
In the 2017-18 school year, we added socio-emotional supports for our students through the hiring of a Community Culture Coordinator and the implementation or an SEL program called RULER. We are proud to share that we have seen a significant decrease in the number of suspendable behaviors exhibited by our students. This has led to a steep drop in our suspension rate (from 12.6% to 4.9%) with approximately two months remaining in the school year. Additionally, our chronically absent rate dropped from 10% to 6.7%. We have also implemented a robust Multi-Tiered System of Supports (MTSS) in which we tier all students from both a behavior and academic standpoint. Students are receiving tailored academic intervention as well as behavior supports based on their tier. In order to implement this program effectively, we needed to bring on more staff to support our students. Our Community Culture Coordinator helps provide support for individual students while also providing our staff with training in restorative practices, trauma-informed practices and culturally responsive teaching. We are extremely excited about the progress we have made this year and want to continue on our current path. That is why we plan to use our budget to continue to fund the Community Culture Coordinator position. We know that our students need strong support and we are excited that we now have the personnel to provide it.

Budget	**Description of 2018-19 Proposed Expenditures**	**Anticipated Student Outcome** *(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)*
52,888	Community Culture Coordinator	- Suspension rate will continue to decrease down to 3% - Chronic Absence rate will continue to decrease to 5% - 10 students receiving Tier 3 services will continue to receive one-on-one check-ins to support their Behavior Intervention Plans

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

Coffee w Principal – Family School Meeting

Saturday, March 10th

1:00-2:00pm

Community Agreements

1. All participants will be present and actively engaged in meeting
2. All participants will respect each individual's opinion and time to speak
3. All participants will adhere to the agenda and respect the allotted time for topics

Time	Topic
1:00-1:05	Community Agreements Overview of Agenda
1:05-1:10	Check-In
1:10-1:30	Principal Transition Announcement Principal Selection Committee
1:30-1:50	Measure G1 Reflections from last year Data Review Plan for 2018-19
1:50-2:00	Check Out Appreciations

Principal Transition:

- Mr. Dutton shared that he will be leaving GSP in order to spend more time with his family now that his wife is taking on a larger job as a school administrator
- Parents are needed to take part in the upcoming principal selection committee
- We currently have three candidates (one external, one who is an AP at another Aspire school, and one of our current APs)
- Parents shared concerns about another principal transition and wanting to make it as smooth as possible
- 8 parents signed up to be on the principal selection committee
- Follow up will come from Superintendent, Kimi Kean

Measure G1 Discussion

- Overall, parents are pleased with increased supervision and support for all students
- Concerns about behaviors of some of our neediest students were raised, specifically about how their behavior impacts students who are following rules
- Parents are in favor of keeping our Community Culture Coordinator for the 2018-19 school year to continue to provide more support for our students

Parent Comments about G1:

- My child feels connected to school and has worked very closely with the Community Culture Coordinator
- It's great to see that suspension rates are lower so that our children can be in school everyday
- As a parent of student who always does what she is supposed to, I think it's ok for the suspension rate to be higher. I don't want my daughter around kids who are making bad decisions. I think the schools should be suspending students more frequently
- My child has an IEP and the meetings he is having each morning get him setup for the day. I have seen a big change in him this year.
- Things seem good this year so let's keep it the same way
- My child has really liked his new music class this year and wants to continue having music class
- We need more after school opportunities for our students

Lead Team – Meeting Agenda

March 07, 2018

COMMUNITY AGREEMENTS	
● step up / step back ● student-first conversations ● time for appreciations ● be present & stay on topic	● each meeting has a purpose aligned to our goals with clear next steps ● do what you say you will; follow-through ● inquiry mode/lens ● embrace conflict and leave the meeting united (we are united) ● assume best intent

Roles:

- **Facilitator**: Matt (hard stop at 4:45)
- **Timekeeper**: Darren
- **Note Taker**: Monica
- **Process Observer**: Mitch

Agenda			
Time	**Topic**	**Notes**	**Outcome**
4:00-4:05	**Check-In (5 min):** ● Which comic book superhero describes the person on your left?		● Build common culture and understanding.
4:05-4:10	**Updates (5 min):** ● Hiring Update	- haven't been getting many resumes from home office Q: How do we announce when people are leaving? To staff? To kids? A: Ask the specific person if they would be comfortable announcing them leaving in the Panther Pride (with the hired replacement hopefully)	● Stay on the same page about upcoming events

4:10-4:20	**Hourly Staff Support for Spring Break** ● How can we help our hourly staff over Spring Break?	Hourly staff want hours and we would like to figure out hours 1. Break School: Thursday-Friday of second week (4/5 and 4/6) 2. Science lab sinks needs to be fixed 3. Teacher maintenance list? 4. Back sheds need strong cleanout and organization 5. Chromebook inventory- massive cleanup, stickers, and missing keys 6. Gardens needs to be watered 7. Organizing book room	● Create a productive plan for Spring Break work.
4:20-4:30	**Uniform Plan Feedback** ● Uniform One-pager	Biggest changes: 1) How uniforms are checked and the uniform table being in the front of the office 2) Using a chromebook to document uniform violations 3) Five Violations Policy Two parts: - Starting well - Staying well Is this uniform policy for the start of the day or throughout the uniform?	● Solicit input into a rebooted uniform policy.
4:30-4:40	**Measure G1** ● Reflections from 2017-18 school year ● Thoughts for 2018-19?	Reflections from 2017-18 - having extra staff was incredibly helpful - SEL program was a good start, still needs fine tuning - Students with Tier 3 supports are making progress - Students are relying heavily on their extra adult support 2018-19 - Need to keep Community Culture Coordinator - Can we hire more staff to support our students? - What are next steps for SEL work?	● Create a plan to inform students and parents about break school.
4:40-4:50	**PD Plan for Rest of School Year** ● What should our priorities be for PD the rest of the year?	Things we want to work out before the principal comes in? Is this a conversation that is more appropriate for lead council? (only 1 person came last time) Starting transition into next year's lead team	● Create a PD plan for the rest of the year.

		When do we start on exhibitions? Keeping April PD around trauma-informed practices May- talking to new principal and planning for next year	
4:50-4:55	**PD Plan** **PD Plan (10 min):** **Grade Level Time Template**	-some of us have data to analyze -11th/12th grade teachers are planning their internship pilot for the end of quarter 4 (Jacquie, Brad, Mo…) -	● Make a plan for Professional Development on Friday.
4:55-5:00	**Close Out (5 min):** ● Next Steps ● Process Observations ● Appreciations	**Next Steps:** ● MB: Send out Teacher Maintenance List for Hourly Staff **Appreciations:** Jessica: started A Wrinkle in Time book club with kids Lou/Farris: hanging out 7th period Farris/Matt: thanks for the uniform one-pager Jason: combining PE electives Deanna: reviving secret club **Parking Lot:**	● Create next steps and appreciations.

GSP Family School Meeting – March 10, 2018

	Student Name(s) *Nombre del Alumno*	Student Grade(s) *Grado*	Parent Name & Signature *Firma de Padre*
15	Brianna & Ibis Vega	10th 8th	[illegible]
13 MJ	~~Santa Jeronimo~~ Mynor	6th	Santa Jeronimo
✓ 6	Vivian Gutierrez	6th	Vianey Carreon de G Jose G.
x 5	Jaudiel y Josias	8-6	Maria C
✓ 14	Josias and Jaudiel	8-7	[illegible]
12	Ruben Aviles	6	[illegible]
7	Estefani Ontiveros	6	Maria Rimendez
19 ~~#~~	Mark Urzua	6	Elvia Rios
4	Leilani Andres-Pilgrim	9th	Marie Andres & John Wilson
16	Habakkuk Johnson	6th	[illegible]
✓ 8	Josselyn ~~Celia Mejia~~	6th	Maria Aguilar
X 3	Nathalg Lazcano	6th	Laura Andrade
10	Jacari Wilson	7th	Hastrala Wilson
9	Bryan, Julian and	7, 6 and	
17	Yazmin Buenrostro	11 th.	Angelica Buenrostro
2	Gabriela & Vicente Trujillo	10th & 12 grade	[illegible]
18	Kaden Radford	7th	[illegible]
1	Pastor & Jorge Dueñas	10th and 8 grade	Adela Dueñas
11	Franklin Rios	6	[illegible]
	Sam Jimenez	11th	Jovita Alamilla Lugo
	Adalberto Jimenez	10th	Jovita Alamilla Lugo