



**2019-20 Measure G1**

**Charter Grant Application**

**Due: April 17, 2019**

School	American Indian Public Charter School	Contact *	Marisol Magana/Tiffany Tung
School Address	171 12th Street, Oakland, CA	Contact Email	<a href="mailto:marisol.magana@aimschools.org">marisol.magana@aimschools.org</a> <a href="mailto:tiffany.tung@aimschools.org">tiffany.tung@aimschools.org</a>
Principal	Maurice Williams	Principal Email	maurice.williams@aimschools.org
School Phone	510-893-8701	Recommended Grant Amount**	\$49,409.87
2018-19 LCFF Enrollment (6-8)	107	Actual 2018-19 (6-8) Enrollment (Oakland Resident)	132

*\*Grants will be distributed based on site-projected enrollment at the time that the grant is due. Final distribution 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.*

**Summary of Approved Expenditures from 2018-19 (link to [2018-19 approved proposal](#))**

2018-19 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Purchase and maintain 15 acoustic guitars	\$2,250
2	Purchase and maintain 15 additional violins	\$2,250
3	Purchase and maintain to 6 keyboards	\$1,000
4	Purchase art supplies	\$2,250
5	Purchase and maintain 10 cameras for photography class	\$2,250
6	Purchase materials for photography class - color printing of photographs, mattes, & framing	\$2,500
7	Restorative Justice	\$1,500
8	Anti-bullying campaign	\$1,750
9	Cultural Awareness Event	\$2,000
10	Recruitment materials for 6th grade families	\$1,364
11	Art exhibit/Photography Exhibit	\$1,500
Budget Total (must add up to Current Grant Amount)		\$21,114

**Summary of Proposed Expenditures for 2019-20** (listed in order of priority)

2019-20 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Orchestra Class Instruments, Storage, and Supplies	\$20,508
2	Rosetta Stone for World Languages	\$6,152
3	Student Incentives & Promotion	\$4,443
4	Art Supplies and Storage	\$2,734
5	VPA Department Performances	\$2,734
6	School Culture and Climate Events, Displays, and Professional Development	\$2,393
7	GoGuardian Internet Monitoring and Suicide Prevention Software	\$1,000
8	Graphic Design Textbook	\$1,596
9	Musical Theater Stipend	\$1,025
10	5-6th Grade Enrollment / Outreach Efforts	\$889
11	Wacom drawing tablets (32)	\$855
12	PBIS ID Printer and Supplies	\$684
13	Adobe Creative Suite (35 Licenses)	\$684
14	Quarterly PBIS Trainings	\$684
15	Art Related Trips and Guest Presentations	\$513
16	Music Related Trips and Guest Presentations	\$513
17	Photography / Film Class Supplies and Equipment	\$342
18	PBIS Coordinator	\$342
19	Storage Cabinet for Photography / Film / Graphic Design	\$104
Budget Total (must add up to Anticipated Grant Amount)		\$49,409

**School Demographics**

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
75	84	78.88%	4.5%	0%	3%	93%

**Student Body Ethnic Composition**

African-American	American Indian/Alaska Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
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39	0	90	18	0	0	10	1
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**Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.**

<b>Name</b>	<b>Role</b>
Maurice Williams	Head of Middle School
Misha Hammer	Visual Performing Arts Coordinator / Music Teacher
Marisol Magana	Operations Director
Tiffany Tung	Operations Manager
Eric Dizon	Dean of Students
Suzen Chu	Graphic Design Teacher
Janet Blondeau	Art Teacher
Ajuana Black	Musical Theater Teacher
Joseph Oh	PBIS Coordinator

**School Vision (insert here):**

American Indian Public Charter School (AIPCS) 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 access to musical and artistic enrichment for our students. We envisioned a program that offers a unique combination rigorous curriculum and artistic immersion and technology.

*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.

<b><u>Music</u> (Rubric Score)</b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>	<b><u>Art (Visual Arts, Theater, and Dance)</u></b>	<b>2017-187 (last yr)</b>	<b>2018-19 (this yr)</b>
<b>Access and Equitable Opportunity</b>	Entry	Basic	<b>Access and Equitable Opportunity</b>	Entry	Basic
<b>Instructional Program</b>	Entry	Basic	<b>Instructional Program</b>	Entry	Basic
<b>Staffing</b>	Entry	Entry	<b>Staffing</b>	Entry	Entry
<b>Facilities</b>	Entry	Basic	<b>Facilities</b>	Entry	Entry
<b>Equipment and Materials</b>	Entry	Basic	<b>Equipment and Materials</b>	Entry	Basic
<b>Teacher Professional Learning</b>	Entry	Basic	<b>Teacher Professional Learning</b>	Entry	Basic
<b><u>World Language</u> (Rubric)</b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>			
<b>Content and Course Offerings</b>	Developing	Sustaining			
<b>Communication</b>	Developing	Developing			
<b>Real world learning and Global competence</b>	Developing	Developing			

### Measure G1 Data Analysis

<b>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)</b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>	<b>Safe and Positive School Culture (SPSA)</b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>
<b>2017-18 Enrollment Data (20 day)</b>	46	57	<b>Suspension</b>	5 students	2 Students
<b>ES Outreach Strategy Actions</b>	-Family Outreach - Present our school to elementary schools - School tours -Community	-Family Outreach - Present our school to elementary schools - School tours -Community	<b>Chronic Absence</b>	2%	1.7%

	events	events			
<b>Programs to support ES students transition to MS</b>	-Tutoring -Summer Math and ELA Camp -Mandarin is taught in ES	-Tutoring -Summer Math and ELA Camp -Mandarin is taught in ES	<b>CHKS data (district only)</b>		

**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
LCAP Advisory Committee Meeting	Monday, April 15, 2019

Staff Engagement Meeting(s)	
Staff Group	Date
Measure G1 Lead Team Meeting	Wednesday, April 10, 2019
AIPCS Staff Meeting	Friday, April 12, 2019

## ***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		
<p>AIPCS has surpassed its expectations by offering nearly 80 of its students violin class four days per week as part of its regular curriculum. Currently, 6th grade students are required to take Art and Violin for one semester each and will have the option to take either Art or Violin for an entire year once they become 7th graders. Currently, 7th and 8th students that have opted to take Violin and are taking the music class for the duration of the 2018-2019 academic school year. 7th graders will have the option to take art or advanced Violin as 8th graders during the 2019-2020 academic school year.</p> <p>In late May, the AIPCS music classes will have a music performance that will showcase students from each of the grade levels and be open to the public. With the 2019-2020 proposed grant expenditures, AIPCS would like to purchase and integrate Wind, Percussion, String, and Brass instruments as part of its existing violin music program, and offer an advanced Orchestra program to its 8th-grade classes.</p>		
Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)
\$20,508	Orchestra Class Instruments, Storage, and Supplies	<p>Offer 6th and 7th Grade Violin Music Class music class to approximately 80 middle school students at least twice per week.</p> <p>Offer advanced Music Orchestra Classes to 30 8th graders at least twice a week.</p> <p>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 &amp; Applications 5.1 (6-7th grade) music connections to learning including common terms in various arts, and other subject areas; 3.5 Perform music from diverse genres, cultures, and time periods.</p>
\$2,734	VPA Department Performances	<p>Approximately 80 students will participate in a fall and spring culminating music performance.</p> <p>2.3 perform on an instrument (level of difficulty 1-2 (up to 6))</p> <p>3.5 Perform music from diverse genres, cultures, and time periods.</p>
\$1,025	Musical Theater Stipend	Musical theater teacher will teach musical

		<p>theater to approximately 30 students during extended Friday electives.</p> <p>2.1 Create short dramatizations in selected styles of theatre, such as melodrama, vaudeville, and musical theatre.</p> <p>2.2 Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.</p>
\$513	Music Related Trips and Guest Presentations	<p>Approximately 80 students will participate in music related trips or on-campus presentations</p> <p>3.1 Compare and contrast the functions music serves and the place of musicians in society in various cultures.</p>

## 2. Art Program

### Programmatic Narrative Based on Rubric

During the first semester of the 2018-2019 school year, AIPCS offered three classes of art to nearly 80 of its students as part of an integrated Visual Performing Arts (VPA) curriculum.

At the time, the 6th-grade students were required to take Art and Violin for one semester each and will have the option to take either Art or Violin for an entire year once they become 7th graders. Additionally, the 7th and 8th graders that opted to take the art class, were slated to take the art class for the entire 2018-2019 academic school year. However, due to increased interest among the 8th graders to learn graphic design, and due to additional Measure G1 rollover money from the 2017-2018 academic school year, all 8th grade Art students began taking Graphic Design / Digital Art at the beginning of the second semester. To date, approximately 30 students take this class within its new Measure G1 funded iMac Computer lab, which is only in use for VPA purposes. All students within this class have access to the Adobe Creative Suite, which features Photoshop, Illustrator, Indesign, and Premiere Pro, an advanced filmmaking software. Additionally, approximately 10-15 6-7th grade students take the extended Friday Graphic Design elective. Subtracting for the 8th grade students that take Graphic Design, approximately 50 6th and 7th grade students take Art as part of their regular schedule.

To date, photography is regularly integrated into the Graphic design, art classes, and Friday's Film / Photography elective class, (which serves approximately ten students.) Efforts are currently under way to generate more student interest into the class.

In late May, the VPA department will host a Spring showcase, which will involve a musical theater and violin performance. In addition, the Art and graphic design classes will display a photography and art exhibit of student work from each of the grade levels, all AIPCS classes will attend, and the showcase will be open to the public.

With the 2019-2020 proposed grant expenditures, AIPCS would like to purchase additional art supplies and storage for its art teacher, purchase a graphic design textbooks for its graphic design classes, purchase sketch and drawing tablets for graphic design class, purchase licenses for adobe creative suite, art related trips and guest presentations, photography /film class supplies and equipment, and storage space the photography film and graphic design classes.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)
\$2,734	Art Supplies and Storage	Storage space and art supplies are

		necessary and will help benefit approximately 100 students and its art teacher for the duration of the school year.
\$1,596	Graphic Design Textbook (30)	30 graphic design textbooks will enhance learning for approximately 60 graphic design students.
\$855	Wacom drawing tablets (11)	2.1 Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes (e.g., printing press, silk screening, computer graphics software).  2.3 Create an original work of art, using film, photography, computer graphics, or video.
\$684	Adobe Creative Suite (35 Licenses)	2.1 Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes (e.g., printing press, silk screening, computer graphics software).  2.3 Create an original work of art, using film, photography, computer graphics, or video.
\$513	Art Related Trips and Guest Presentations	Approximately 80 students will participate in art related trips or on-campus presentations  4.3 Construct an interpretation of a work of art based on the form and content of the work
\$342	Photography / Film Class Supplies and Equipment	Photography film class supplies and equipment will benefit approximately 30 students.
\$104	Storage Cabinet for Photography / Film / Graphic Design	Storage cabinet for photography /film/ and graphic design classes will benefit these teachers and secure any technical equipment and supplies.

### 3. World Language Program

#### Programmatic Narrative Based on Rubric

After a one year absence, the AIPCS Foreign Language Department reintegrated Spanish as part of its course offerings during the 2018-2019 academic school year. As a result, 100% of AIPCS's student body have the choice of either Mandarin or Spanish. Additionally, AIPCS adopted and purchased the same curriculum as its high school, American Indian Public High School (AIPHS,) with hopes of increasing mastery of Spanish or Mandarin prior to taking Advanced Placement (AP) languages at its high school. To assist with these efforts, half of AIPCS's 6th-grade student body takes Mandarin for one semester, twice a week, while the other half takes Spanish for one semester. At the conclusion of semester one, the 6th-grade classes swap foreign languages and take either Spanish or Mandarin for the final semester of the school year. At the end of the 6th-grade year, students have the ability to declare which foreign language that they wish to take for their 7th and 8th-grade academic years. However, based upon high school data, many of our native Spanish or Mandarin speaking scholars do not take AP languages in a language other than their own once they arrive in high school. This is due in large part, because students have not been able to properly master a second foreign language. Additionally, many of our native Spanish and Mandarin-speaking students are unable to speak academically in their native language, which can serve as an obstacle towards their AP foreign language preparedness.



As part of the new initiatives at the World Language Department, the Foreign Language Department would like to purchase Rosetta Stone Accounts for all Middle School students for World Languages. Students will continue to receive Mandarin and Spanish, but would have the ability to use Rosetta stone to fully master the language prior to enrolling into high school. Additionally, students will have the ability to either learn an additional language during extended Friday school elective classes. ☐ Lastly, all foreign language teachers will be able to monitor their students' progress and activities on the Rosetta Stone applications.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$6,152	Rosetta Stone for World Languages	<p>All AIPCS middle school students will use Rosetta Stone at least twice per week to complement their foreign language acquisition.</p> <p>WL.CM1.I - Demonstrate understanding of the main idea and some details on some informal topics related to self and the immediate environment in sentences and strings of sentences in authentic texts that are spoken, written, or signed (ASL).</p> <p>WL.CM2.I - Participate in real-world, spoken, written, or signed (ASL) conversations related to self and the immediate environment, creating sentences and strings of sentences to ask and answer a variety of questions in transactional and some informal settings.</p> <p>WL.CM3.I Make simple presentations in culturally-appropriate ways on transactional and informal topics related to self and the immediate environment using sentences and strings of sentences through spoken, written, or signed (ASL) language using the most suitable media and technologies to present and publish.</p>

#### 4. 5th to 6th Grade Enrollment Retention

##### Programmatic Narrative Based on Data Analysis

AIPCS is working on designing a recruitment brochure to distribute to new families for the 2019-2020 school year. Outreach events will be held for the purposes of increasing our outreach and enrollment within the Oakland community. The AIPCS admin. team will host an annual orientation event for families in late May or Early June. We will also work in redesigning our school's website with student videos, and designing flyers to achieve our goal in increasing enrollment and retention of our AIPCS families.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
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\$889	5-6th Grade Enrollment / Outreach Efforts	Printed materials are developed and provided to potential 6th grade families during recruitment, outreach, and new student orientations.
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## 5. Safe and Positive School Culture

### Programmatic Narrative Based on Data Analysis

In mid March, AIPCS hired its first Dean of Students to codify and enhance the school's culture and climate and to help its PBIS coordinator oversee the Middle School PBIS program in its developmental stages. The PBIS Software has been purchased and TV's are currently en route for installation inside each homeroom teacher's classroom. Additionally, AIMS has partnered with Gilroy Prep's PBIS Coordinator and will have a basic training with the AIMS PBIS Coordinator on Friday, April 19, 2019. With the new proposed expenditures, AIPCS will be contracting a graphic designing company to create AIMS PBIS student rewards and incentives, design additional flyers to establish a positive school climate, strengthen professional development opportunities, celebrate diversity, and promote the healthy use of technology.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$4,443	Student Incentives & Promotion	100% of students will receive AIMS SWAG as part of their regular interaction with PBIS program.
\$2,393	School Culture and Climate Events, Displays, and Professional Development	Efforts will increase to improve culture and climate by having a wide variety of events and activities throughout the school year. Additional efforts will be made to increase teacher abilities in interacting and engage with all student using culturally responsive pedagogy and practices.
\$1,000	GoGuardian Internet Monitoring and Suicide Prevention Software	GoGuardian software will allow all teachers to monitor student web activity on student Chromebooks within their classes. While initial data suggests that most students feel safe at AIPCS, most students have also either experienced or directly know of students that have been bullied. The number one source of identifiable bullying generally stems from the use of technology and via social media platforms. GoGuardian also allows teachers to reports of "buzz" words that may be flagged for potential harassment, and help serve as a key step against Suicide Prevention.
\$684	PBIS ID Printer and Supplies	To print IDs for all students. This will allow staff to scan student IDs to record PBIS rewards/incentives.
\$684	Quarterly PBIS Trainings	Quarterly trainings for staff to learn best practices with PBIS program.
\$342	PBIS Coordinator	PBIS staff coordinator will receive a stipend

		to train staff, and to facilitate the PBIS program for all students.
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***Please submit your 2019-20 Measure G1 application to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2018-19  
Due: April 4, 2019**

School:	American Indian Public Charter School	Principal	Maurice Williams
School Address	171 12th Street, Oakland, CA 94607	Principal Email:	maurice.williams@aimschools.org
School Phone	510-893-1012	Grant Amount	\$21,114
2017-18 LCFF Enrollment (6-8)	<b>106</b>		

- Grant allocation is based on 2017-18 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

Programmatic Narrative Based on Rubric		
Budget	2018-19 Activities	Anticipated Outcome
\$2,250	Purchase and maintain 15 acoustic guitars	Offer music class to 40 students in middle school. 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
\$2,250	Purchase 15 additional violins	Offer music class to 40 students in middle school. 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
\$1,000	Purchase 6 keyboards	Offer music class to 40 students in middle school. 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

### ***Mid-Year Reflection: Music Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

AIPCS has nearly doubled its expectations by offering nearly 80 of its students violin class four days per week as part of its regular curriculum. Currently, 6th grade students are required to take Art and Violin for one semester each and will have the option to take either Art or Violin for an entire year once they become 7th graders. Currently, 7th and 8th students that have opted to take Violin are taking the music class for the duration of the 2018-2019 academic school year. 7th graders will have the option to take art or advanced Violin as 8th graders during the 2019-2020 academic school year.

In late May, the AIPCS music classes will have a music performance that will showcase students from each of the grade levels and be open to the public. As AIPCS is concentrating on integrating a fully successful violin program, no guitars or keyboards have been purchased to date. We are currently engaged in ongoing discussions with the visual performing arts department to consider adding a variety of Wind, Percussion, String, and Brass instruments to accompany violin and as a way to integrate Band as part of an advanced music program.

## **2. Art Program (PRELOADED)**

### **Programmatic Narrative Based on Rubric**

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Budget	2018-19 Activities	Anticipated Outcome
\$2,500	Purchase art supplies	Offer art to approximately 70 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)
\$2,500	Art exhibit/Photography exhibit	Approximately 130 students will make connections and applications selecting and presenting artwork for exhibition to other students and the community (CA Art Std. 5.5)
\$2,500	Purchase 10 cameras for photography class	Approximately 70 students will learn photography, photo editing, creating increasingly complex works of art, being conscious of personal choices & increasing technical skill at least twice per week (CA Art Std. 2.4)
\$2,500	Purchase materials for photography class	Students will progress in Visual and Performing Arts Stds. 2.1,3 & 2.4 (6-7 grade) & 5.5 (see above examples)

### ***Mid-Year Reflection: Art Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

During the first semester of the 2018-2019 school year, AIPCS offered three classes of art to nearly 80 of its students as part of an integrated Visual Performing Arts (VPA) curriculum.

At the time, the 6th grade students were required to take Art and Violin for one semester each and will have the option to take either Art or Violin for an entire year once they become 7th graders. Additionally, the 7th and 8th graders that opted to take the art class, were slated to take the art class for the entire 2018-2019 academic school year. However, due to increased interest among the 8th graders to learn graphic design, and due to additional Measure G1 rollover money from the 2017-2018 academic school year, all 8th grade Art students begin taking Graphic Design / Digital Art at the beginning of the second semester. To date, approximately 30 students take this class. Additionally, approximately 50 students are taking Art.

To date, while photography does not exist as a standalone class, photography is regularly integrated into the Graphic design, art classes, and Friday's Film / Photography elective class, (which serves approximately ten students.) Efforts are currently to generate more student interest into the class.

In late May, the VPA department will host a Spring showcase, which will involve a musical theater and violin performance. In addition, the Art and graphic design classes will display a photography and art exhibit of student work from each of the grade levels, all AIPCS classes will attend, and the showcase will be open to

the public.

### 3. *World Language Program (PRELOADED)*

#### Programmatic Narrative Based on Rubric

N/A

Budget	2018-19 Activities	Anticipated Outcome

#### *Mid-Year Reflection: World Language Program*

##### **Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

### 2. *5th to 6th Grade Enrollment Retention (PRELOADED)*

#### Programmatic Narrative Based on Data Analysis

[Required: Please reflect on school enrollment data here]

Budget	2018-19 Activities	Anticipated Outcome
\$1,364	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 for 5th-8th grade students.

### **Mid-Year Reflection: 5th to 6th Grade Enrollment Retention**

#### **Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

In the Fall of 2018, AIPCS designed an recruitment brochure and purchased a display table at the Dia De Los Muertos festival, for the purposes of increasing our outreach and enrollment within the Hispanic / Latino community. Additionally, with the recent Enroll Oakland Charter Student Lottery application process complete, the AIPCS admin team is currently discussing plans to host a new 6th grade family orientation in late May or Early June. Concurrent efforts, such as redesigning our school's website with student videos, and designing flyers will help achieve our goal in increasing enrollment and retention of our AIPCS families.

### **3. Safe and Positive School Culture (PRELOADED)**

#### **Programmatic Narrative Based on Data Analysis**

[Required: Please reflect on school culture data here)

<b>Budget</b>	<b>2018-19 Activities</b>	<b>Anticipated Outcome</b>
\$1,500	Restorative Justice  - Purchase more equipment to clean up the community - Purchase materials to teach students about life lessons - Restorative Justice - Guest speakers - Professional Development - Guest speakers	Approximately 130 students and 6 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 on a monthly basis. 85% of middle school students would indicate that they feel physically and emotionally safe at school.
\$1,750	Anti-bullying campaign - Anti-bullying curriculum - Anti-bullying - Guest speakers - Anti-bullying - Professional Development - Common Sense Education Digital Citizenship	Decrease bullying incidents and create a safe atmosphere for all students. Approximately 130 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
\$2,000	Cultural Awareness Event  - Hosting a culminating potluck event - Art supplies and curriculum that supports students in expressing and describing their culture - Cultural Display	Students will be comfortable sharing their culture with other students, parents and staff. At AIMS we are a family. During the potluck we will be able to share food which is a family practice.

### **Mid-Year Reflection: Safe and Positive School Culture**

#### **Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing



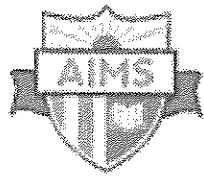
towards the anticipated student outcomes? Please include successes and challenges.

While initial data suggests that most students feel safe at AIPCS, most students have also either experienced or directly know of students that have been bullied. The number one source of identifiable bullying generally stems from the use of technology and via social media platforms. A comprehensive school climate survey will be issued in April which will better determine the extent of student's opinions regarding bullying and, with this data, will be able to present action steps heading into the upcoming school year.

Weekly Restorative Justice Saturday Schools continue to occur and students regularly engage in beautification projects around the school and community. With the warmer months, we anticipate more outdoor community service projects will occur. Additionally, AIPCS will be contracting a graphic designing company to create AIMS Restorative Justice flyers and signs that will be posted across campus.

In mid March, AIPCS hired its first Dean of Students to codify and enhance the school's culture and climate. In April, the AIPCS is participating the Middle School Kindness Challenge and has awards and incentives for classrooms that partake in various middle school climate improving events and assemblies for the month of April. Even an AIMS teacher has donated Golden State Warriors tickets to the top student 6th, 7th, and 8th grade students that regularly exhibit the most kindness.

Plans are currently underway to help implement a cultural awareness event before the end of the school year.



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## AIMS K-8 LCAP Advisory Council Meeting Agenda

Monday, April 15, 2019 @ 6:00PM

AIMS 12th Street Campus, 3rd Floor

### AGENDA

#### I. Call to Order

A. Adoption of the Agenda

#### II. Public Comments

#### III. Communications

A. Welcome

B. What is the LCAP Advisory Council? *Katema Ballentine, AIMS Chief Business Officer*

#### IV. Reports

A. Review of AIPCS I & AIPCS II 2018-2019 LCAP Goals and Actions

B. Measure G1 Status Report

#### V. Old Business

A. None

#### VI. New Business

A. Approval of LCAP Advisory Committee Bylaws

B. Measure G1 2019-2020 Proposal

C. Motion to revise 2018-2019 Measure G1 proposal

D. Community Support & Education Strategies for 2019-2020 LCAP

#### VII. Announcements

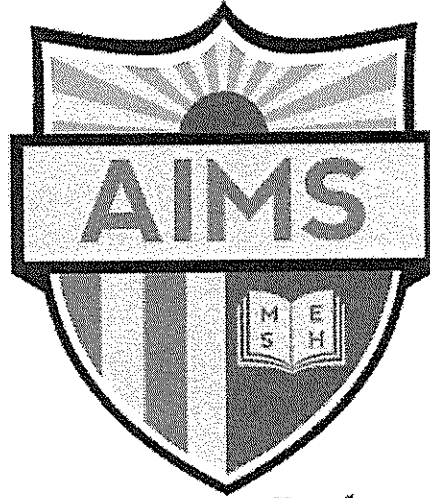
A. Next Meeting:

#### VIII. Adjournment

Verified By: \_\_\_\_\_

Date: \_\_\_\_\_

*4/12/19*



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# **2017-2018 & 2018-2019 Measure G1 Status Reports**

# Previous Year's Funding Allocations

## 2017-2018 Rollover

AIPCS		AIPCS II	
8 - iMac Computers and Computer Locks	\$10,500.00	14 - iMac Computers and Computer Locks	\$21,548.00
Adobe Creative Suite (25 Licenses)	\$625.00	Adobe Creative Suite (75 Licenses)	\$1,875.00
Computer Desks	\$1,000.00	Computer Desks	\$2,000.00
Green Screen Paint	\$167.00	Chroma Key Green Screen Wall Paint	\$333.00
10 Violins shoulder rest, rosin, etc.	\$742.00	Violins (15) shoulder rest, rosin, etc.	\$1,158.00
1 Violin rack	\$725.00	3 Violin Racks	\$2,175.00
Drum set and rhythm sticks	\$1,350.00	Hand Drum Set (20) and Rhythm Sticks	\$2,700.00
Field trip	\$333.00	Field trip	\$667.00
Cello	\$250.00	Cello	\$250.00
PBIS Program / Training	\$1,670.00	PBIS Program / Training	\$3,330.00
PBIS Coordinator	\$667.00	PBIS Coordinator	\$1,333.00
PBIS TV Monitors 7	\$2,667.00	PBIS TV Monitors 13	\$5,333.00
PBIS Swag	\$2,667.00	PBIS Swag	\$6,667.00
Tablets 7	\$667.00	Tablets (15)	\$1,333.00
Costumes	\$667.00	Costumes	\$1,333.00
Theater Rental / Advertising	\$667.00	Theater Rental / Advertising	\$1,333.00
<b>TOTAL</b>	<b>\$25364.00</b>	<b>TOTAL</b>	<b>\$53368.00</b>

# Previous Year's Funding Allocations

## 2018-2019 Grant Distribution

AIPCS		AIPCS II	
Purchase and maintain 15 acoustic guitars	\$2,250.00	Purchase 40 acoustic guitars	\$6,000.00
Purchase 15 additional violins	\$2,250.00	Purchase 40 additional violins	\$6,000.00
Purchase 6 keyboards	\$1,000.00	Purchase 13 keyboards	\$2,000.00
Purchase art supplies	\$2,500.00	Purchase art supplies	\$4,252.00
Art exhibit/Photography exhibit	\$2,500.00	Art exhibit/Photography Exhibit	\$1,500.00
Purchase 10 cameras for photography class	\$2,500.00	Purchase 15 cameras for photography class	\$4,500.00
Purchase materials for photography class	\$2,500.00	Purchase materials for photography class	\$1,500.00
Recruitment flyer	\$1,364.00	Recruitment flyer	\$1,183.00
Restorative Justice	\$1,500.00	Restorative Justice	\$2,000.00
Anti-bullying campaign	\$1,750.00	Anti-bullying campaign	\$1,000.00
Cultural Awareness Event	\$2,000.00	Cultural Awareness Event	\$1,500.00
Total	\$22,114.00	Total	\$31,435.00

# Measure G1 Updates: Music Department



**Musical Instruments:** AIPCS has nearly doubled its expectations by offering three classes nearly 80 of its students violin class four days per week as part of its regular curriculum.

Currently, 6th grade students are required to take Art and Violin for one semester each and will have the option to take either Art or Violin for an entire year once they become 7th graders. 7th and 8th students that have opted to take Violin are taking the music class for the duration of the 2018-2019 academic school year. 7th graders will have the option to take art or advanced Violin as 8th graders during the 2019-2020 academic school year.

As AIPCS is concentrating on integrating a fully successful violin program, no guitars or keyboards have been purchased to date. We are currently engaged in ongoing discussions with the visual performing arts department to consider adding a variety of Wind, Percussion, String, and Brass instruments to accompany violin and as a way to integrate Band as part of an advanced music program.

**VPA Showcase Performances:** In May, the AIMS 6-8 VPA Department will hold its first annual showcase at the Molanga Center in Oakland, CA (350 seat capacity.)

The performance will feature musical performances from our Violin classes; a Musical Theater Performance of *"Boxes;"* and Art and Graphic Art Displays / and silent auctions of student work.

# Measure G1 Updates: Art Department

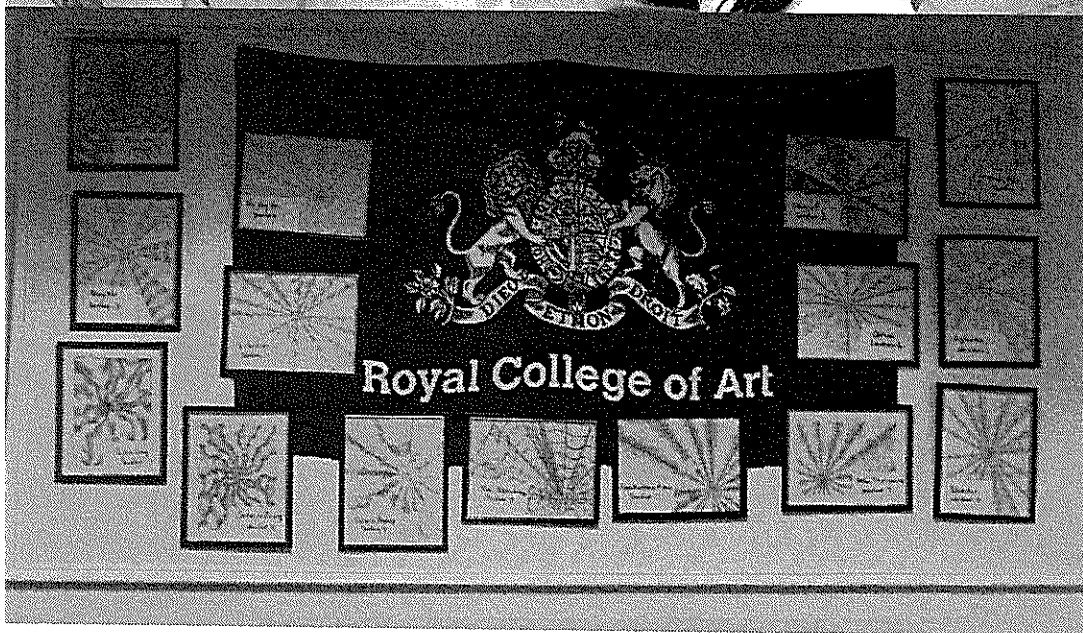


**Art Department:** During the first semester of the 2018-2019 school year, AIPCS offered three classes of art to nearly 80 of its students as part of an integrated Visual Performing Arts (VPA) curriculum.

At the time, the 6th grade students were required to take Art and Violin for one semester each and will have the option to take either Art or Violin for an entire year once they become 7th graders. The 7th and 8th graders that opted to take the art class, were slated to take the art class for the entire 2018-2019 academic school year.

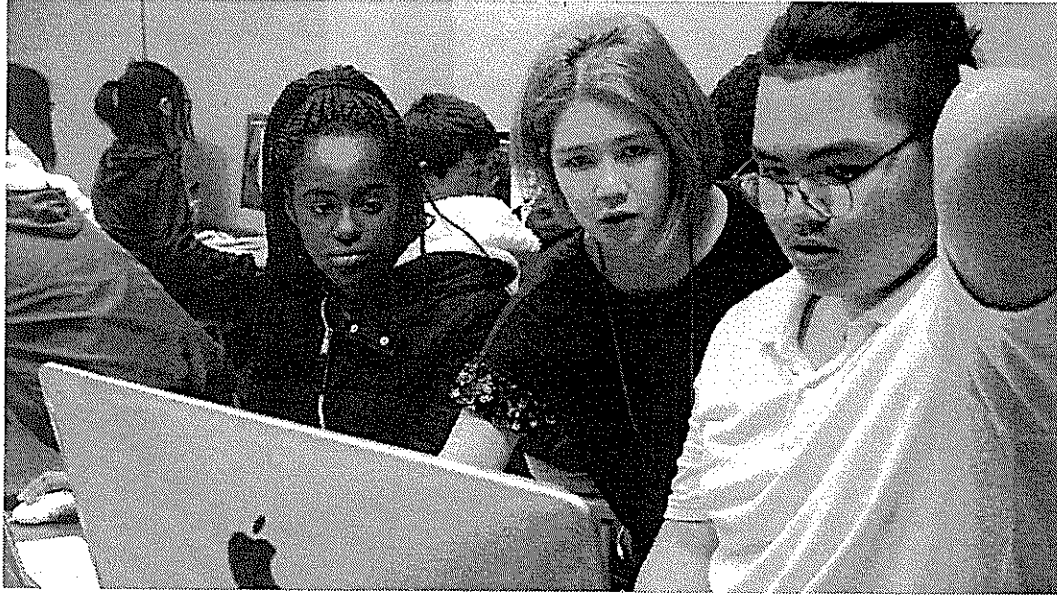
However, due to increased interest among the 8th graders to learn graphic design, and due to additional Measure G1 rollover money from the 2017-2018 academic school year, all 8th grade Art students begin taking Graphic Design / Digital Art at the beginning of the second semester. To date, approximately 30 students take this class. Additionally, approximately 50 students are taking Art.

To date, while photography does not exist as a standalone class, photography is regularly integrated into the Graphic design, art classes, and Friday's Film / Photography elective class, (which serves approximately ten students.) Efforts are currently to generate more student interest into the class.

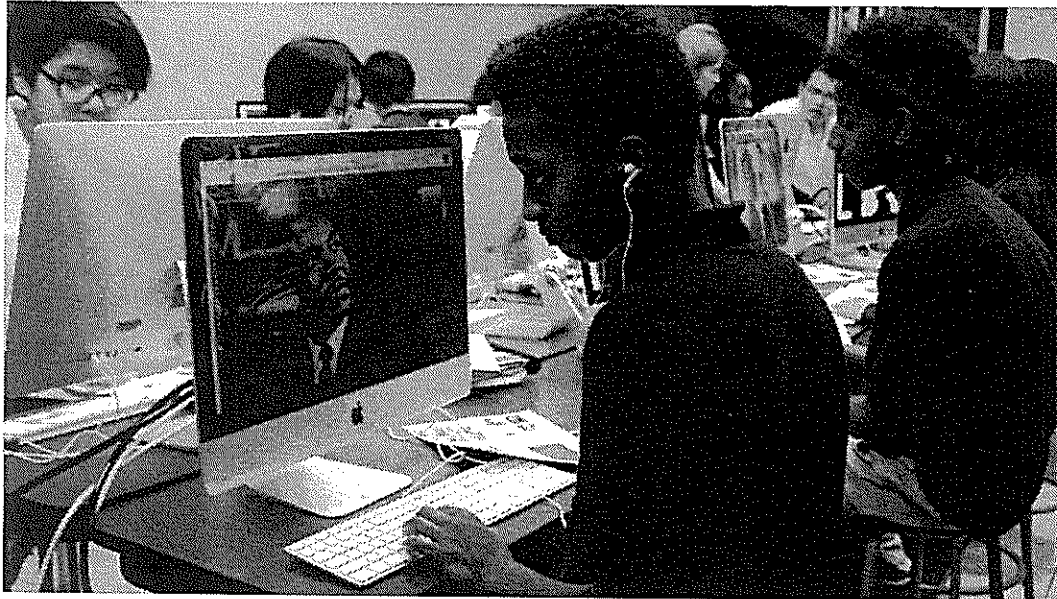




# Measure G1 Updates: iMac Computer Lab



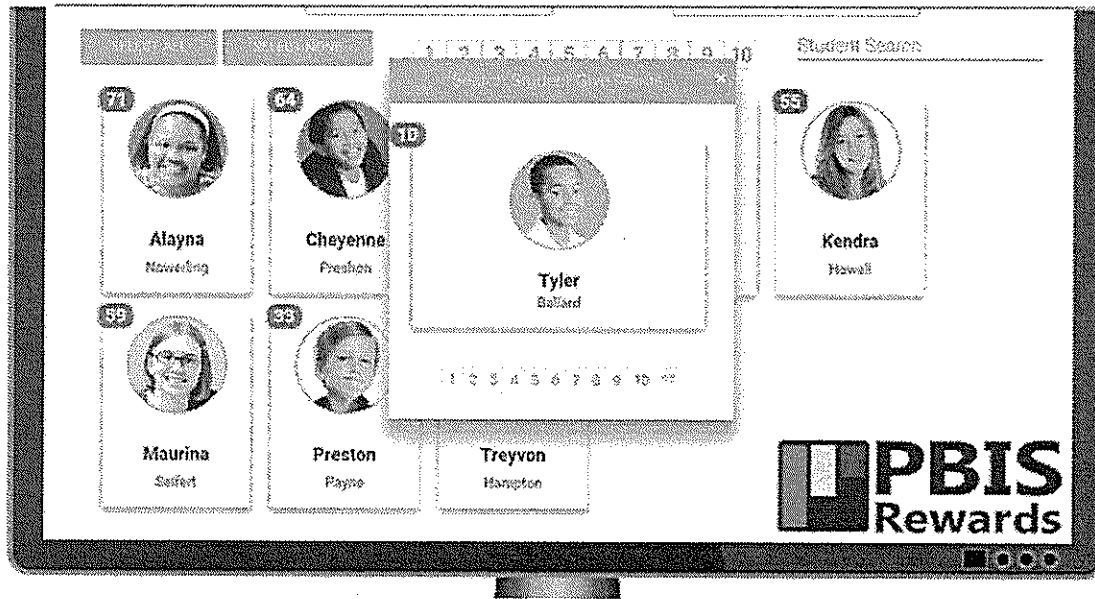
**iMac Computer Lab:** On Monday, April 8, the 8th Grade Graphic Design classes held its first classes of the semester in the new iMac Computer Lab. The lab currently holds 22 iMacs and is outfitted with the Adobe Creative Suite (Photoshop, Adobe Premiere, Illustrator, etc.) The lab is also painted with green screen paint which can be used for green screen projects within the classroom.



Approximately 80 students take the graphic design class during regular instructional hours. Additional iMacs will be purchased for the lab next school year.



# Measure G1 Updates: School Culture and Climate



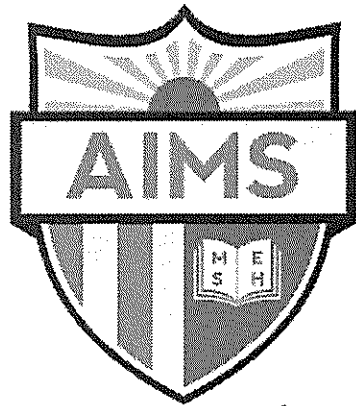
**PBIS Program:** The Middle School PBIS program is in its developmental stages. The PBIS Software has been purchased and TV's are currently en route for installation inside each homeroom teacher's classroom. This week, teachers will receive tablets to distribute PBIS rewards to students while in class. Additionally, AIPCS has partnered with Gilroy Prep's PBIS Coordinator and will have a basic training with the AIMS PBIS Coordinator this Friday. A Soft rollout of the PBIS program will begin this month.

**Additional School Culture and Climate:** AIPCS will be contracting a graphic designing company to create AIMS Restorative Justice flyers and signs that will be posted across campus. In mid March, AIPCS hired its first Dean of Students to codify and enhance the school's culture and climate.

In April, the AIPCS is participating the Middle School Kindness Challenge and has awards and incentives for classrooms that partake in various middle school climate improving events and assemblies for the month of April. Plans are currently underway to help implement a cultural awareness event before the end of the school year.

**5th-6th Student Retention Efforts:** With the recent Enroll Oakland Charter Student Lottery application process complete, the AIPCS admin team is currently discussing plans to host a new 6th grade family orientation in late May or Early June. Concurrent efforts, such as redesigning our school's website, and designing a Middle School brochure are underway and will help achieve our goal in increasing enrollment and retention of our AIPCS families.

## Middle School Kindness Challenge



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(2019-20) AIPCS I and AIPCS II  
Measure G1 Grant Proposals

Maurice Williams, Head of Middle School  
Marisol Magana, Director of Operations  
Mishaella Hammer, VPA Coordinator

# What is Measure G1?

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Measure G1 is a parcel tax Oakland voters approved in November 2016. The Measure G1 commission oversees the funds, reviews applications, and ensures that that funds are spent accordingly.

Per the Measure G1 Commission's recommendation, the amount that schools will receive for the upcoming school year reflect the following:

- Middle schools will receive funding based on the number of low-income, English learner, homeless, and foster youth they serve. The amount that schools are slated to receive is based on enrollment projections and may be adjusted once the school year begins to reflect actual student enrollment.
- For the 2017-18 and 2018-19 school years, middle schools will receive half of the total amount that they are eligible to receive once the program is fully funded in the 2019-20 school year.

## **Measure G1 provides funding in the following areas:**

- Middle School enrichment programs (Arts, Music, Foreign Language)
- Improving School Culture / Climate
- 5-6th Grade Recruitment, Student Retention

# 2019-2020 Proposed Measure G1 Grant Expenditures

Category	Description	AIPCS I	AIPCS II
Art	Art Supplies and Storage	\$2,734.00	\$5,266.00
Art	Graphic Design Textbooks	\$1,596.00	\$3,072.00
Art	Wacom drawing tablets (32)	\$889.00	\$1,711.00
Art	Adobe Creative Suite (100 Licenses)	\$684.00	\$1,316.00
Art	Art Related Trips and Guest Presentations	\$513.00	\$987.00
Art	Photography / Film Class Supplies and Equipment	\$342.00	\$658.00
Art	Storage Cabinet for Photography / Film / Graphic Design	\$104.00	\$201.00
Music	Orchestra Class Instruments, Storage, and Supplies	\$20,508.00	\$39,492.00
Music	VPA Department Performances	\$2,734.00	\$5,266.00
Music	Musical Theater Stipend	\$1,025.00	\$1,975.00
Music	Music Related Trips and Guest Presentations	\$513.00	\$987.00
Outreach	5-6th Grade Enrollment / Outreach Efforts	\$1,025.00	\$1,975.00
School Culture	Student Incentives & Promotion	\$4,443.00	\$8,557.00
School Culture	School Culture and Climate Events, Displays, and Professional	\$2,393.00	\$4,607.00
School Culture	GoGuardian ( <a href="https://www.goguardian.com/">https://www.goguardian.com/</a> )	\$1,880.00	\$3,620.00
School Culture	PBIS ID Printer and Supplies	\$855.00	\$1,646.00
School Culture	Quarterly PBIS Trainings	\$684.00	\$1,316.00
School Culture	PBIS Coordinator	\$342.00	\$658.00
World Languages	Rosetta Stone for World Languages	\$6,152.00	\$11,848.00
Total		\$49,416.00	\$95,158.00

# Summary of Proposed Music Department Expenditures: \$71,000

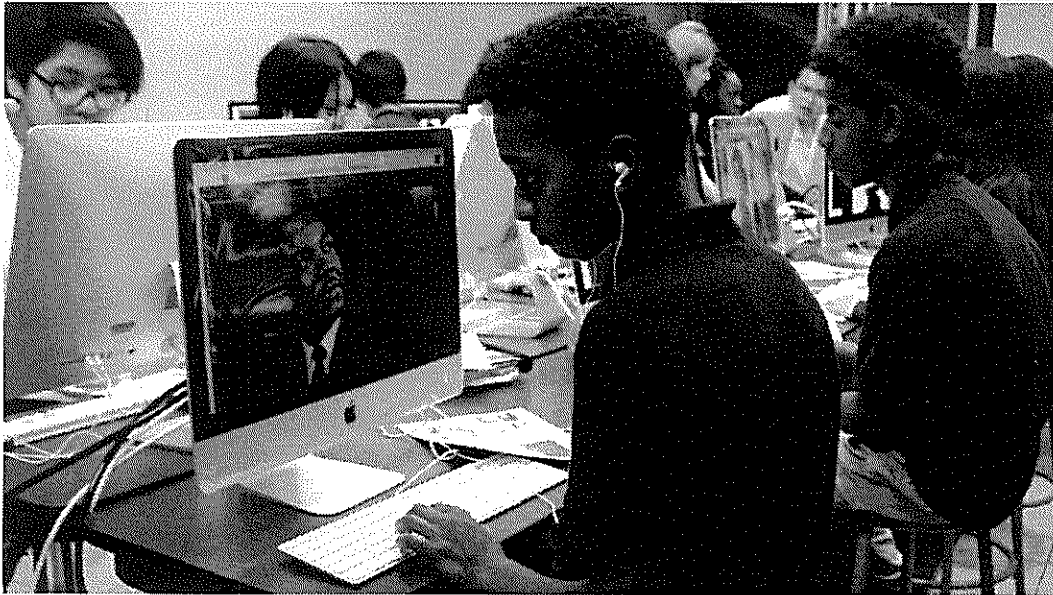


**Musical Instruments (\$60,000):** During the 2019-2020 Academic School year, AIMS would like to use this amount to add a variety of Wind, Percussion, String, and Brass instruments to accompany violin as a part of an advanced music program for 8th graders.

**VPA Performances (\$8,000):** In May, the AIMS 6-8 VPA Department will hold its first annual showcase at the Molanga Center in Oakland, CA (350 seat capacity). During the 2019-2020 Academic School year, the VPA department would like to use this amount towards having two performances per school year (Winter and Spring).

**Musical Theater Stipend (\$3000):** This stipend would be allocated for the Musical Theater instructor.

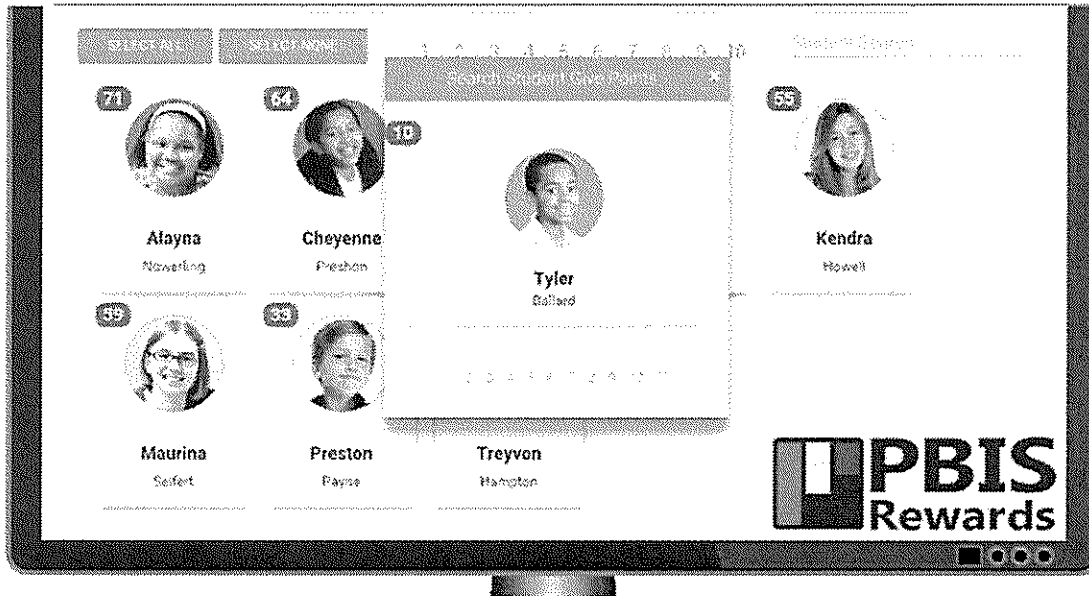
# Summary of Proposed Art Department Expenditures: \$20,073



**Proposed Art department expenditures include:** Art Supplies (\$8,000), Graphic Design Class Textbooks (\$4,668), Drawing Tablets for Graphic Design Class (\$2,600), Art Related Trips and Guest Speakers (\$1,500), and Photography / Film Class Supplies (\$1,000)



# Summary of Proposed School Culture / Climate Expenditures: \$31,000



## **PBIS Student Incentives and Promotions**

**(\$13,000):** The Middle School PBIS program proposes this amount for the promotion of student rewards and incentives (e.g. T-shirts, Lanyards, Notebooks, etc.).

## **School Culture and Climate Events, Displays, and Professional Development (\$7,000):**

AIPCS will increase its efforts towards improving school wide culture and climate by having a wide variety of events and activities throughout the school year. Additional efforts will be made to increase teacher abilities in interacting and engage with all student using culturally responsive pedagogy and practices.

**GoGuardian (\$5,500):** GoGuardian software will allow all teachers to monitor student web activity on student Chromebooks within their classes.



While initial data suggests that most students feel safe at AIPCS, most students have also either experienced or directly know of students that have been bullied. The number one source of identifiable bullying generally stems from the use of technology and via social media platforms. GoGuardian also allows teachers to reports of “buzz” words that may be flagged for potential harassment, and help serve as a key step against Suicide Prevention.

## Summary of Proposed World Languages Expenditures: \$18,000

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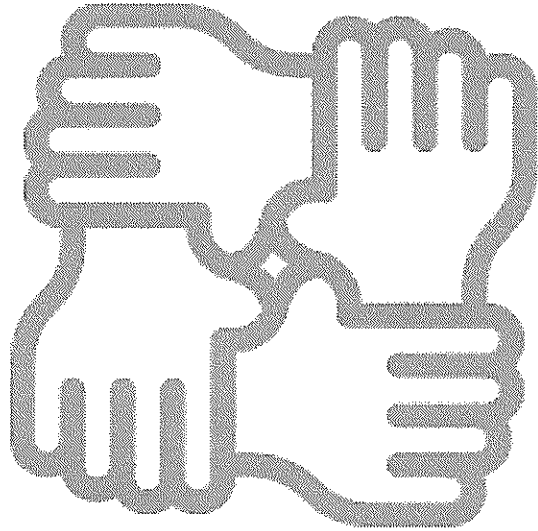


**Rosetta Stone (\$18,000):** As part of the new initiatives at the World Language Department, the Foreign Language Department in purchasing Rosetta Stone Accounts for all Middle School students for World Languages. Currently, the Middle School Offers Spanish and Mandarin and each account includes 25 World Languages. Students will have the ability to additional languages during elective classes or learn in their own free time.



## Summary of Proposed 5th-6th Grade Student Enrollment Expenditures: \$3,000

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**6th Grade Student Recruitment / Outreach (\$3,000):** AIMS 6-8 proposed to **increase its** student recruitment efforts, particularly within the Hispanic / Latino Communities. Additionally, these proposed funds will be used to print Middle School brochures and other recruitment materials.

**AIMS K-8 LCAP Advisory Council Meeting Agenda Minutes**  
**Monday, April 15, 2019 @ 6:00PM**  
**AIMS 12th Street Campus, 3rd Floor**

**AGENDA**

**I. Call to Order**

- A. Adoption of the Agenda
  - motion to table the bylaw votes: Erin Oh
  - seconded: Teressa Coenen
  - passes with ayes
  - 0 "nos" 0 abstain

**II. Public Comments**

- none

**III. Communications**

- A. Welcome
- B. What is the LCAP Advisory Council? *Katema Ballentine, AIMS Chief Business Officer*
  - Ms. Ballentine is sick; K-1 Dean Erin Oh is filling in by giving us an update
  - Documents:
    - Last year's LCAP given as a 5 page "snapshot" (reduced from our 90 page full LCAP written last year) including all goals from K-8
  - advantage of LCAP Advisory Team: feedback does not have to be limited to meeting hours: communication by email is encouraged!
  - opportunities for break-out groups during meetings to dive deep into LCAP topics and then reconvene

**IV. Reports**

- A. Review of AIPCS I & AIPCS II 2018-2019 LCAP Goals and Actions
  - Head of Schools Maurice Williams providing intro/update:
    - we are in second year of 3-year LCAP cycle
    - LCAPs are a legally-binding 3 year plan
    - site leaders & community can work together to set goals for the school
    - specific actions are listed in LCAP, and an evaluation process should go along with each goal in order to measure progress
  - full LCAP is on AIMS website (listed by school: AIPCS, AIPCS II, AIPHS)
  - language is broad: it is not good to change goals within a 3-year cycle; changing actions is easier within the same cycle; goals can be changed, added, removed when starting a new cycle
- B. Measure G1 Status Report
  - parcel tax voted on in 2016; goes toward public schools with specific intent toward arts (including music, drama, language) programming

- MS has received two grant disbursements: 2017-2018 and 2018-2019 (some of 17-18 was rolled over to this year)
- the way these funds work is that the school must spend its own money first, and then get reimbursed
- implementation at AIMS: music program, performing arts (musical theater), visual art, graphic design

## **V. Old Business**

- A. None

## **VI. New Business**

- A. Approval of LCAP Advisory Committee Bylaws

- tabled

- B. Measure G1 2019-2020 Proposal

- this is what we would like to propose for our spending of next year's grant cycle

- Documents:

- line-item budget of proposed disbursement spending

- brief descriptions with images of plans for music (violin), visual art, and graphic design programs

- PBIS: Positive Behavior Intervention Supports will be introduced with a soft rollout toward the end of the 2018-2019

- student stakeholder input (8th grader): "I wish I had this when I was in middle school... I would have so much AIMS swag - I think it will be helpful for student behavior."

- AIPHS has this system in place already

- goal: vertical alignment from 2-12 grades

- parent question: one concern - if there is a child with a low score or low points, how will that impact them if it's projected on a screen throughout the classroom

- kids will be "spending" their points, so a "low" balance could be caused by a variety of situations (not automatically because they have poor behavior)

- parent question: does it roll over, or is it "use it or lose it" within the year?

- most schools: "use it or lose it" within the year

- proposal worked with advisory team, including: VPA District Coordinator, PBIS Coordinator, middle school deans, K-12 counselor

- proposal will be approved or denied by Measure G1 Commission

- new this year: Rosetta Stone accounts for all middle school students

- last year: purchased textbooks for Mandarin and Spanish (same textbooks as are used at AIPHS)

- C. Motion to table 2018-2019 Measure G1 proposal - Head of Schools Williams

- Seconded: Kevin Le
- passes with ayes
- 0 "nos" 0 abstain

#### D. Community Support & Education Strategies for 2019-2020 LCAP

- What type of actions may we want to see in our goals? How can we get parents involved in creating goals for our school?
- LCAP feedback survey inspired by Sacramento City feedback survey
- ideas for parent engagement:
  - cultural group outreach (within school family communities)
  - connect students: game nights
  - outside of school connection points: for example, K1 zoo meetups
  - food! Food brings people together
  - performances and other school events will help naturally bring parents together
  - cultural events for families as well as students - gathering families within their own communities, and across communities
    - multicultural events as well, to share
  - community fundraising opportunities: walk-a-thons, business sponsorships, etc.
- parent experiences:
  - it's easier to connect with elementary parents; it's very difficult (as things currently are) to build relationships and connections with families at the middle school age
- helpful feedback with LCAP intro:
  - providing the documents and breaking down the budget (simplified, separated out sections) is very helpful - talking about the plans, etc.
    - snapshot page very helpful!
    - proposal: give snapshot of spending by federal Titles
  - glazed eyes: online dashboard
  - question: are we sharing this with students?
    - and encourage students to tell their parents
  - well-organized and easy to follow along; breaking down the effectiveness of the categories was helpful
  - Measure G1 felt like a good launching point

## VII. Announcements

### A. Next Meeting:

- Action item: Create LCAP feedback survey
- potluck meeting with Mrs. Oh?
- snacks from Mr. Dizon
  - feedback on the goals
- Meeting date: Monday, May 13th 6:00pm

**VIII. Adjournment** - 7:43pm

# LCAP Advisory Committee Meeting

Monday, April 15, 2019

First Name	Last Name	Email Address
Ida	Swanson	Ida-may@comcast.net
Raylene	Shah	<del>pinkberryflow</del> pinkberryflow@gmail.com
Eric <del>Shen</del>	Dizen	
Kevin	Le	
Rebecca	Gustafson-O'Hare (Spencer)	@ Aims H-S
Teressa	Coenen	teressa.coenen@aimschools.org
LaTalya	Parrish	latalyamitchiko@gmail.com
<del>Alexander</del> Hester	Parrish	guy.parrish@aimschools.org
Zinab	Ahmed	reema_ahmed06@yahoo.com
Ayesha	Savahir	ayeshasavahir80@gmail.com
Muham	Hammer	
Erin	Oh	erin.oh@aimschools.org
Maurice	Williams	maurice.williams@aimschools.org



**AIMS 6-8 Friday Staff PD Agenda**  
**April 12, 2019**  
**"Back To The Basics" @ 2PM**

Middle School Kindness Challenge

SBAC Prep

Measure G1 2019-2020 Proposal

April 12th, 2019

Staff Meeting Notes:

Discussion Regarding Measure G1 Started at 2:35pm

- Measure G1 rollover to be discussed
- Partial grant to dedicate money to VPA
- Graphic design class ready to go. Computer lab is ready
- Funding staff is okay, but we want to invest in hard assets
- Storage, supplies, so students can have accessibility to it
- Art supplies and storage
- VPA field trip to different galleries for different kind of art experience
- Some photograph/film supplies need to be replaced
- Music class: different instrument for band, need storage for such instruments
- PBIS: soft roll out within the next couple of week. Will be 2-8th next year
  - Tablet with PBIS software for each homeroom teacher
- AIMS swag for tangible items for students
- PBIS training for teachers on how to deal with socially appropriate circumstances
- GoGuardian: helping kids be responsible online. It will help block certain websites, what kids type/search will flag GoGuardian and let teacher know
- World languages: learning more than just Mandarin or Spanish. More than just bilingual. Rosetta Stone for students to help. All 25 languages on Rosetta Stone is made available
- 5th/6th grade enrollment/outreach efforts.
- Monday meeting for LCAP to present the ideas
- Musical theatre needs to be longer, throughout the day and not just 1 hour a week. For a production to work there needs to be more time allotted for theatre/drama
- Storage also need for theatre/drama
- Be mindful about how money is spent due to public/charter differences

Ended at 3:08 pm





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**AIMS Staff Development  
PD Sign-In Sheet  
April 12, 2019**

First Name	Last Name	Time
Chris	Babel	2:00
Madeleine	Seiwald	2:00
Matt	Daper	2:00
Logan <del>Walter</del>	Walker	2:04
Suzen	Chu	2:04
Joe	Oh	2:04
Alyssa	Pagan	2:00
Cole	Turner	2:00
Mike	Hammar	2:03
Teresa	Coenen	2:00
Joyce	Yuan	2:00
Jan	Wu	2:00
GERARD	ARCEMENT	2:06
Demare	Wahby	1:54
Mike	Esola	2:00
Fenglin	Wu	2:00
Yeimy	Ortiz	2:00
Alma	Solis	2:00
Nhi	Chan	2:00



**Measure G1 Lead Team Meeting Notes: (Taken by Anthony Castellano)**

**April 10, 2019**

**(Summaries, bullet points)**

*Ms. Hammer, Mr. Wu, Ms. Ortiz, Ms. Tiffany, Mr. Castellano, Mr. Williams, Ms. Chu, Dean Dizon, and Ms. Blondeau are present.*

- Approximately \$150,000 is distributed for AIPCS I and AIPCS II total in grant funding
- World Languages was neglected prior on budgeting so costs are higher now and in future. Will not take away textbooks or instruction.
- Promotion on swag is for PBIS. Reward system
- Coordinator's budget is as of now not a stipend, but is planned to be added to their salary. Preferences are get the hard tangible items first.
- Rosetta stone is for All students. Can students id/password be shifted to another school which will be wiped out and assigned to another newer student.
- Assemblies are inspiring, and rewards ceremonies for improvement of school culture and climate. Speaker and presenters that are inspiring. By grade level wing to wing.
- Cultural affirmation training, how to redirect or help students tone it down for their development of Staff and students. Can be delivered in PD with outside consultants. Looking at bias and maintaining cultural sensitivities. Deals with school culture and climate and support teacher/student connection
- RJ mural is an opportunity for students to help with painting/mural. Ms Blondeau has a potential partner to head this up after school. Some of the Culturally relevant budget could fit here for allocation for Culture building. Mr. Williams recommends we divide up some of the categories on the initial budget document.
- Take up Internship for Counselor/Therapists with Superintendent and budgeting would fall under regular budget as salaries don't fit under grants
- Mr Dizon for posting social emotional awareness and good behavior signage and on AIMS TV channel
- PBIS swag will cross over to High School for efficiency. Some can be outsourced.
- Need a grant coordinator and reporting taken care of, surveys for determining effectiveness. Ms. Blondeau arrives late into conversation and raised her hand to possibly volunteer.

- Music teacher is recommending instrument cost go from \$50k to \$60k, because of cost and especially cost of band instruments. Saxophones more expensive than a flute for example
- for PBIS incentives and promotions. On pricing and sourcing he will do research
- PBIS explained by Mr Williams. Rewards, incentives
- separate conversation with Ms. Hammer on graphics department
- PBIS increase retention of 5th to 6th grade, and chronic absenteeism.



**Wednesday, April 10, @ 3PM**  
**3rd Floor Conference Room**

### 3rd Floor Conference Room

First Name	Last Name	Role
Misha	Hammer	VPA coordinator
Yeimy	Ortiz	Spanish Teacher
Feng	Wu	Mandarin Teacher
Suzen	Chu	Head of MS
Eric	Dizon	graphic design teacher
Tiffany	Tung	Dean
Anthony C.	Castellano	<del>Tiffany</del> Operations Manager
		Counselor / Therapist