



**2019-20 Measure G1**

**Charter Grant Application**

**Due: April 17, 2019  
Revised: May 14, 2019**

School	Aspire Lionel Wilson College Preparatory Academy	Contact *	Michael Ray
School Address	400 105th Ave. Oakland, CA 94603	Contact Email	michael.ray@aspirepublicschools.org
Principal	Michael Ray	Principal Email	same as above
School Phone	510-635-7737	Recommended Grant Amount**	\$99,465.30
2018-19 LCFF Enrollment (6-8)	215	Actual 2018-19 (6-8) Enrollment (Oakland Resident)	245

*\*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	Fund salaried dance teacher at 50%* *When Measure G1 did not provide full funding for the 2017-2018 school year, we were able to reorganize our existing funds to pay for a dance teacher at 85% for one semester only. Next year, we'd like Measure G to provide \$30,000 in addition to what the school can provide, so we can keep our dance teacher at 85% for the full 2018-2019 school year.	\$30,000
2	Fund restorative justice training	\$12,580
3		
4		
5		
Budget Total (must add up to Current Grant Amount)		\$42,580

**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		
2	Community Arts Partnership	\$3,000
3	Art supplies replenishments, including studio furniture and storage	\$1,129.30
4	Salary and benefits for a full-time, credentialed MS Spanish Teacher	\$71,730
5	MS Spanish Curriculum	\$1,076
6	Teacher stipend(s) to coordinate student transition activities for 6th grade students and families	\$1,500
7	Materials for onboarding student leaders and transition activities	\$550
8	Student led clubs and enrichment materials	\$3,200
9	Teacher stipends to supervise and manage after-school clubs	\$17,280
Budget Total (must add up to Anticipated Grant Amount)		\$99,465.30

**School Demographics**

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
141	114	226/255 (89%)	--	30/255 (12%)	69/255(27%)	94%

**Student Body Ethnic Composition**

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial/ Not available
14	--	1	233	--	1	--	6

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

Name	Role
Michael Ray	Principal
Eva Kellogg	Assistant Principal
Rodolfo Ornelas	Assistant Principal

Joseph Marik	Assistant Principal
Marcelo Munoz	Dean of Students
Monica Contreras	Business Manager

**School Vision (insert here):**

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

**Aspire Public Schools Vision:** *All LWP students should graduate critically literate and free to choose their college, career, and life pathway*

**Middle School Measure G1 Self- Assessment:**

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

<b><u>Music</u> (Rubric Score)</b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>	<b><u>Art</u> (<u>Visual Arts</u>, <u>Theater</u>, and <u>Dance</u>)</b>	<b>2017-187 (last yr)</b>	<b>2018-19 (this yr)</b>
<b>Access and Equitable Opportunity</b>	N/A (not offered)	N/A (not offered)	<b>Access and Equitable Opportunity</b>	Basic for VA Basic for Dance	Basic for VA Basic for Dance
<b>Instructional Program</b>	n/a	n/a	<b>Instructional Program</b>	Basic for VA Entry for Dance	Basic for VA Entry for Dance
<b>Staffing</b>	n/a	n/a	<b>Staffing</b>	Basic for VA Entry for	Basic for VA Basic for

				Dance	Dance
<b>Facilities</b>	n/a	n/a	<b>Facilities</b>	Basic for VA Entry for Dance	Basic for VA Entry for Dance
<b>Equipment and Materials</b>	n/a	n/a	<b>Equipment and Materials</b>	Quality for VA Entry for Dance	Quality for VA Entry for Dance
<b>Teacher Professional Learning</b>	n/a	n/a	<b>Teacher Professional Learning</b>	Quality for VA Entry for Dance	Quality for VA Entry for Dance
<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>	N/A (not offered)	N/A (not offered)			
<b>Communication</b>	n/a	n/a			
<b>Real world learning and Global competence</b>	n/a	n/a			

#### 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>	239	255	<b>Suspension</b>	6.9%	12.2%
<b>ES Outreach Strategy Actions</b>	n/a	Community Canvassing	<b>Chronic Absence</b>	10.6%	5.9%
<b>Programs to support ES students transition to MS</b>	n/a	n/a	<b>CHKS data (district only)</b>	n/a	n/a

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

<b>Community Engagement Meeting(s)</b>	
<b>Community Group</b>	<b>Date</b>

SSC/ELAC Meeting	Wednesday, April 24th
Family University Night - Measure G1 Meeting	Wednesday, April 24th

Staff Engagement Meeting(s)	
Staff Group	Date
Aspire Lionel Wilson Admin Lead Team	Tuesday, April 23rd
Measure G1 Committee	Wednesday, April 24th

## ***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		
<i>LWP does not currently have a music program and does not intend to add one in the 2019-2020 school year.</i>		
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</i>

		<i>student group.)</i>

## 2. Art Program

### Programmatic Narrative Based on Rubric

Persistent facilities challenges made it hard for us to get our dance program above “Entry” in most areas of the rubric. As a result, we met none of our anticipated outcomes for dance. We decided to reallocate the resources to creating a stronger art program. We are currently funding our Art teacher out of our general fund, and do not intend to supplant those monies. However, we will bring in a community based arts program to both enhance our program and bring in a specialized curriculum for students who have demonstrated advanced interest or proficiency in arts.

<b>Budget</b>	<b>Description of 2019-20 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$3,000.00	Community Arts Partnership with Community Rejuvenation Project	An enhanced experience where at least 25 more advanced art students can participate in a project or performance shared with the entire school community.  Bringing in a community-based artist to work with at least 90 students on developing confidence in art aligned with the standards.
\$1,129.30 (other site funds will be used to fund up to a total of \$1,500 for this expenditure)	Art supplies replenishments, including studio furniture and storage.	At least 180 students have art class with access to high quality materials and supplies.

## 3. World Language Program

### Programmatic Narrative Based on Rubric

Wilson Prep has not used Measure G1 funds to support a world language program in the past. However, given the diversity of our community and the desire to close the communication gaps between our black and

latino families and students, we are proposing to bring Spanish language instruction to our middle school. By offering various levels (we will start with two levels in 2019-202 and expand to three in 2020-2021) we can prepare our ALL of our middle school students to be ready for the AP Language exam, regardless of their race or the language that they speak at home.

<b>Budget</b>	<b>Description of 2019-20 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$70,000	Salary and benefits for a full-time, credentialed MS Spanish Teacher	Two levels of Spanish offered at each grade level of 6, 7, and 8 with a highly-qualified credentialed Spanish teacher.
\$1,076	MS Spanish Curriculum ("Cuentame Mas!"), including teacher's guide, student reproducible readers, and three class sets of leveled novels.	Two levels of Spanish offered at each grade level of 6, 7, and 8 with a standards aligned culturally relevant curriculum.

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

##### Programmatic Narrative Based on Data Analysis

LWP does not currently allocate Measure G1 funds to 5th to 6th grade enrollment retention. However, next year, we plan to hold two summer orientation sessions for 6th grade students and families as well as a peer led rite of passage ceremony to welcome new 6th graders to the Wilson Prep community. Our data shows that students who are successful and connected in 6th grade tend to stay on track for promotion through the eighth grade.

<b>Budget</b>	<b>Description of 2019-20 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$1,500	Teacher stipend(s) to coordinate student transition activities for 6th grade students and families	2 summer orientation opportunities with a combined 100% attendance.  1 fall "Rite of Passage" ceremony at the start of the school year
\$550	Materials for onboarding student leaders and transition activities. → \$512.64 (36 T-shirts @ \$14.24/ea) → \$37.36 Paper, markers, folders, and pens	100% of incoming 6th graders and their families participate in orientation activities.

#### 5. Safe and Positive School Culture

## Programmatic Narrative Based on Data Analysis

Wilson Prep currently uses our general funds to support the majority of our safe and positive school culture initiatives, including PBIS, School Support Managers, and a student activities coordinator. However, since our data shows that our students who are engaged in after-school and extracurricular activities such as clubs, sports, and enrichments, engage better and report high feelings of school connectedness. We would like to expand these opportunities to include all students.

Families when asked expressed the most concern around their students' academic achievement, notably in math and writing. We would like to offer enrichments such theater, debate, and art that have a research-proven positive impact on students' academic achievement.

This will supplement and not supplant our current club offerings which are mostly held within the after school program.

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>
\$3,200	<p>Student led clubs and enrichment materials. \$200 per club to purchase needed supplies and materials including: travel to competitions, entrance fees, art supplies, pom-poms, t-shirts, museum entrance fees, et cetera to be applied for an approved by the Activities Coordinator in accordance with Measure G1 spending guidelines</p> <p>Academic Enrichments</p> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Cheer</li> <li>• Theater/ Drama</li> <li>• Music &amp; Choir</li> <li>• SLAM Poetry</li> <li>• Speech &amp; Debate</li> <li>• Visual Arts</li> <li>• Spanish</li> </ul> <ul style="list-style-type: none"> <li>• Men of Wilson (Manhood Development)</li> <li>• Society of Hispanic Professional Engineers (SHPE) Jr. Club</li> <li>• Taste the Rainbow (Gay-Straight Alliance)</li> <li>• Black Student Union</li> <li>• Asian Pacific Islanders</li> <li>• Latinos Unidos</li> <li>• Technolochicas</li> <li>• Computers &amp; Gaming Club</li> </ul>	<p>8 student led clubs, with appropriate documentation and organization.</p> <p>8 academic enrichments for students to try out different careers, activities, and identities.</p>
\$17,280	Teacher stipends to supervise and manage after-school clubs. (16 hr/wk, 36 weeks/ year @ \$30/hr)	Every student joins at least one club or enrichment.



***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)).***

# Admin/ Lead Team Meeting Measure G1 Spending

**LWP**

[illegible]





### Norms and LWP Admin Team Charter

In order to support this vision, we the Administrators of Lionel Wilson College Prep want to feel:

**TRUSTED, AUTHENTIC, EFFECTIVE, UNITED**

(Happy, **trusted**, collaborative, respected, purposeful, **authentic**, **effective**, productive, **united**, challenged, and hopeful)

We will collectively manage to feel this way by:

**Communicating openly:** communicating often, keeping each other in the loop (huddle up?), seeking and giving input & information, reflective listening, giving feedback, naming dead elephants, being clear upfront about what is negotiable, plan for what to do when we can't be transparent

**Actively building trust:** modeling and accepting vulnerability, being consistent and predictable, getting to know each other, sharing the "why" behind decisions and actions

**Working as a team (not a group):** sacred time, tending to the structure (set up for success), Sharing responsibility (not throwing someone under the bus), normalizing mistakes and adjusting (call an audible)

### Parking Lot and Areas of Concern

List any topics you want discussed for the agenda ahead of time here.

Who?	What?	Proposed solution?
Everyone	Identify impacts and possible counter proposals for next week.	
Everyone	read the pages associated with the buckets that may fall under our DOL	
Marcelo and Eva	Discuss tier 1/2 responses and who will own	
Joe and Rodolfo	Determine a supplemental structure for folks who have been deprioritized	

Time	Focus and Notes (typed in red)	Decisions/Lingering Questions
Opening (Ground in Outcomes)	<b>Today's Outcomes Are:</b> <ul style="list-style-type: none"> <li>To better understand how we can best work as a team (relational)</li> <li>To clarify communication plan for 19-20 program shifts</li> <li>Review Measure G1 Proposed expenditures</li> <li>Support our team for operational excellence then determine next steps</li> </ul>	Same
(10)	<b>Wellness Check</b> <ul style="list-style-type: none"> <li><b>Mood Meter Check in</b> <ul style="list-style-type: none"> <li>Stay or Shift?</li> </ul> </li> <li><b>Reflect on the Charter: Where are we doing well? What could we do better?</b></li> </ul> <b>Outcomes</b> <b>Comings &amp; Goings</b>	Eva - Green/Red → gravitate towards green  Marcelo - feels weird blue/green  Michael - all colors! Hurt neck!  Rodolfo - absent  Joe - blue → kitchen sink is leaking!  Terralyn -> ready for the weekend, leaving early today
(15)	<b>Transition Communication Planning</b> <ol style="list-style-type: none"> <li>What questions should we try to answer for staff? For students? For families and community?</li> <li>What engagements can we calendar out right now?</li> </ol> <a href="#">Talking Points Document</a>  <a href="#">Weekly Transition Plan</a>	
(20)	Measure G1 Spending  Review the District Guidance <a href="#">HERE</a> Review our schools' proposal <a href="#">HERE</a>  Guiding Questions: Does our plan align with the purpose of the grant? Does our plan align with our school needs and goals? What other feedback do you have for the plan?	Terralynn: like that we have more money for clubs. We will have to work with after-school because they already offer clubs to students in those programs. Cheer started as a club before it became a sport through the school.  Monica: I thought Measure N was more for supplies.

		<p>Michael: This is measure G, so it is slightly different for what we can use it for.</p> <p>Monica: Is this on top of what the art department already gets for supplies.</p> <p>Can the clubs use this money for field trips?</p> <p>Michael: I'm not sure. I'll ask.</p> <p>Joe: No comments or concerns.</p> <p>Marcelo: Can we bring in some internal candidates for these positions? Can we expand on what community partnerships are? It isn't very specific and I have a ton of ideas. Especially for youth leadership and community engagement.</p> <p>Michael: Nice, i had some ideas too, but wanted to leave it open to see what we can do ver the summer.</p> <p>My success in this community previously has always been with the support of the community.</p> <p>Eva: Looks good! Well done.</p>
(10)	April To Do list - <u>High Level Yearly Plan for Excellence</u>	
(15)	<p>What needs to happen before next meeting? Who will do what? Who will hold who accountable? What support do we need?</p> <p><b>Deep Dive:</b> How will we hold each other accountable?</p>	Get stuff done by 4/30





**School Site Council (SSC) and English Language Advisory  
Committee (ELAC)  
Roster and Meeting Sign-in  
Aspire Lionel Wilson College Prep Academy**

Date: 4/24/2019

**Compliance Requirements Covered During This Meeting:**

<input type="checkbox"/>	Review of the SSC Bylaws and Roles
<input type="checkbox"/>	School LCAP Goals and actions
<input type="checkbox"/>	Measure G1 Spending Proposal

Position	Name	Signature
School ELAC Advisor (Assistant Principal)	Rodolfo Ornelas	
ELAC Parent Member	Maria Villicana	
ELAC Parent Member	Antonio Ortega	
ELAC Parent Member	Eleuteria Sanchez	
SSC Parent Member	Chris Jackson	
SSC Parent Member	Marisela Garibaldi	
SSC Parent Member	Morena (Lupe) Lopez	
SSC Parent Member	Laura Limon	
SSC Parent Member	Marisol Perez	
School Staff- Teacher	Adjoa McDonald	
School Staff- Teacher	Iris Velasco	
School Staff	M'noa Moore-Lawrence	
Student	Louderes Hernandez	
Student		
Student		
Principal		
College Counselor	Jamia Morton	
Ed Specialist	Dani Collyer	
Margarita B	Padre	

School staff Teacher

Alt School staff  
Abu  
Padre

Ena Reyes  
Maria Ruelas

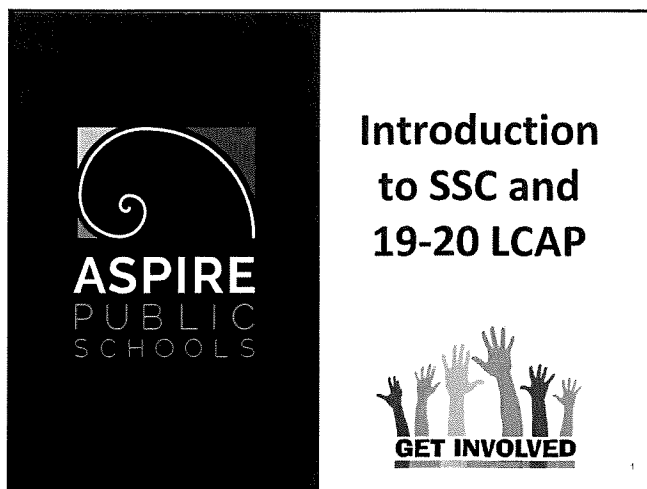
Maritabel Rodriguez



Leticia Venegas  
Nubia Tinajero

Parent +  
Parent





### Who's In the Room??? Quien Esta En la Habitación

• Name, Child(ren)'s grade level	• Nombre, nivel de grado del niño (s)
• Share one thing you hope to contribute to this group and	• ¿Qué esperas para contribuir a nuestro equipo?
• One thing you hope to learn from this group	• ¿Qué esperas aprender este año como parte de este equipo?

2

### OUTCOMES

- Review the purpose of SSC and the expectations and benefits of elected members of the SSC
- Share and learn about our LCAP Goals for 19-20
- Discuss Measure G1 spending proposal
- Identify next steps, agenda topics and needs

3

### PROPOSED NORMS

• Stay curious	• Mantente curioso
• Be present	• Estar
• Listen fully with your eyes, ears and heart	• Escucha completamente con tus ojos, oídos y corazón
• Support learning and growth, offer solution oriented feedback	• Apoye el aprendizaje y el crecimiento, ofrezca retroalimentación orientada a la solución

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### WHAT IS A SCHOOL SITE COUNCIL AND WHO ARE MEMBERS?

- The School Site Council (SSC) is an elected group of the staff & parents.
- The SSC's main purpose is to ensure school goals, strategies, and expenditures are in place to improve student success.
- SSC meets quarterly

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### Benefits of School Site Council

• Engagement	• Compromiso
• Support school culture	• Apoyar la cultura escolar
• Sharing of student success	• Compartir el éxito del estudiante
• Collaboration between families & teachers	• Colaboración entre familias y profesores
• Increasing family leadership	• Aumentando el liderazgo familiar

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## SCHOOL SITE COUNCIL COMPOSITION: ELEMENTARY

School Staff (5)	Community (5)
Principal	Parent/Community Member
Classroom Teacher/School Personnel	Parent/Community Member
Classroom Teacher/School Personnel	Parent/Community Member
Other School Personnel	Parent/Community Member
Other School Personnel	Parent/Community Member

MUST HAVE A  
Minimum of: 10 Members

## SSC MAIN RESPONSIBILITIES

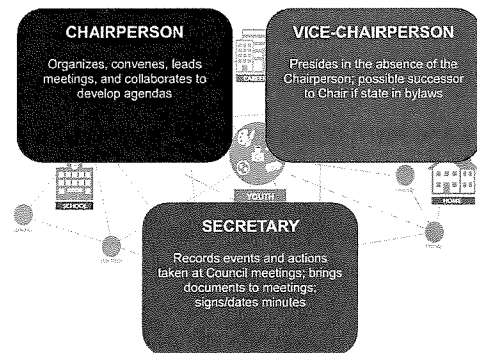
- Monitor and evaluate our site plan (LCAP), Title I Budget, and
- Review student achievement and culture data
- Get input from other advisory committees (ELAC)
- Establish and maintain by-laws
- Support strategic planning for the coming school year

## SSC Bylaws and Roles

10 Minutes



## SSC ROLES



## BASIC EXPECTATIONS OF SSC MEMBERS

1. Attend all meetings
2. Participate. Ask Questions. Share ideas!
3. Be committed to the process and respectful of other members.
4. Be a positive voice in our community about the work ACA is doing



## School Data Overview

10 Minutes



## Data Sources

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ELA and Math Scores (from Interims)  
Chronic Absence Data  
Suspension Over-representation  
(Black students and Special  
Education)  
Student Survey Data

What other information would be helpful to know???

¿Qué otra información sería útil saber?

What will be the focus of our next meeting?

¿Cuál será el enfoque de nuestra próxima reunión?

## Next Year's Goals

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**Goal #1:** Weekly and quarterly progress monitoring

**Goal #2:** All grades and subjects focus on writing from evidence

**Goal #3:** Students and families better understand systems for discipline, culture, and safety

**Goal #4:** The school has enough opportunities for all students to be involved on campus.

## FINAL QUESTIONS

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## School Site Council 2018-19 (SSC)

### Aspire Lionel Wilson College Prep Academy

Meeting called to order on 4/24 at 5:10 by Principal Ray

**Elected Members Present at Meeting:** (complete a sign-in sheet or include names below)

1	Principal
1	# of Teachers
1	# of School Staff
1	# of Parents/ Community Members
4	# of Student
1	# of Other Participants

1. **Old Business:** Report/Update from principal on previous SSC recommendations:

Activity/Topic	Document(s) Data Reviewed	Elected SSC members' notes:
NONE		

2. **New Business:** Training/ Activity/ connected to the School Site Plan or LCAP

Activity/Topic	Document(s) Data Reviewed	Elected SSC members' notes:
Welcome & introductions		Adjoa - literacy teacher - excited to be a part of this process to see how this process works  Iris Velasco - Ed Specialist - learning from families  Dani Collyer -  Jamia Morton -  Chris Jackson - freshman daughter Kaylnn, learning how this process works and have input  Maria - mother of 6th grader  Antonio Vega - father of 11th grader  Ms Reyes -  Elle Sanchez -

## School Site Council 2018-19 (SSC)

		<p>Margarita -</p> <p>Leticia Venegas -</p> <p>Mom of Gerardo Limon -</p>
Review SSC bylaws & roles		<p>We reviewed norms</p> <p>What does it mean to support learning and growth?</p> <p>-this is a space for us to come together and share ideas for our school, we many not always agree but we should discuss here</p> <p>What is the purpose of SSC?</p> <p>-elected group of staff and parents</p> <p>-ensure school goals strategies and expenditures</p> <p>-benefits: engagement, support school culture, sharing of student success, collaboration between families and teachers, increasing family leadership</p> <p>-important to talk about successes of students</p> <p>-all of the points are important, they all complement each other</p> <p>-family leadership!</p> <p>What are the roles of elected members?</p> <p>-monitor and evaluate site plan</p> <p>-review data</p> <p>-get input from other advisory committees</p> <p>-</p>
Data Review		<p>Data sources we reviewed:</p> <p>-interim scores</p> <p>-data on classroom belonging and school safety</p> <p>-chronic absences</p> <p>-suspensions</p> <p>Do you have any idea what the reasons for the academic drop?</p> <p>-we lost a teacher in 8th math</p> <p>There seems to be a decrease in the quality of academics over the years. That is a concern as a parent.</p> <p>Have we compared the interims to the state test to see if there is a trend?</p> <p>-there is not a direct correlation but there is some relation</p>

## School Site Council 2018-19 (SSC)

		<p>There seems to be students not doing well in multiple grades. Are we looking to find solutions? Is it the teacher? Is it the structure? This is alarming as a parent. We are grateful to know this information.</p> <p>This looks like students are not prepared to take the state test. We need this information sooner so we are not waiting until now.</p> <p>I think there are 3 possible reasons: could be the teacher, could be students who are not focusing, families and community are not supporting students and their needs</p> <p>Our chronic absenteeism is down</p> <p>There have been a lot more suspensions this year than last year. Data shows that our African American students and students with IEPs are suspended at a higher rate than our students who do not have.</p> <p>This data makes me have a lot of worry. If my student is suspended what do we do to avoid suspensions.</p> <p>I understand there have been more suspensions this year. What is the main reason? Most of them are fighting/altercations or threats of violence.</p>
School LCAP Goals		<p>We reviewed LCAP goals and aligne actions for how we will support student growth</p> <p>We also looked at budget implications</p> <p>What about practicing numbers? Yes, students need to know about how to read graphs, numbers, etc.</p> <p>Are these goals already cemented? -no we are getting feedback</p> <p>We would like students to have more electives and opportunities! Dance, theater, arts, etc.</p> <p>I like the strategy of using writing and reading across all different content areas</p> <p>It would be great to have more classes that are for arts. Is that possible? -it is much more expensive and we have to figure out space! Its much easier to do a club.</p> <p>What do students prefer to take?</p>



## School Site Council 2018-19 (SSC)

		<p>-they prefer to take PE. We will not have dance but are keeping Art teacher</p> <p>How do we clearly communicate ways in which parents can be involved and know what to expect? i.e. how many days a week should there be homework</p> <p>What grade will the Spanish class be?</p> <p>-in MS, can support the community with relationships</p> <p>-prep students for taking AP spanish</p> <p>-would teach 3 grades every day</p> <p>Need to find how many students earn seal of biliteracy when graduating</p> <p>Need to look at what trade off hiring on-site sub as a full time employee</p> <p>Teachers should be sharing materials two weeks prior so folks can know</p> <p>Standards aligned curriculum may help too, if we can have lessons planned out for the whole year.</p> <p>I would like to see similar homework to what is happening in class each day</p> <p>How much homework per night?</p> <p>-need to balance so kids are rested</p> <p>-</p> <p>Concerning when a student goes from an A to an F without explanation, there needs to be consistency with using exit tickets and Homeworks to inform parents as to how students are doing</p> <p>-hopefully exit tickets help you know what to focus on</p> <p>Do the state standards align with school standards?</p> <p>-yes</p> <p>Will students get to leave early for testing?</p> <p>-students will leave early the week of May 6th</p> <p>I am worried about the math teacher in 6th grade, I dont think students will do well</p> <p>Need to share all of the data with all families, why are some people receiving the data</p> <p>Parents want more information, do we need to go back to signing progress reports</p>
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### School Site Council 2018-19 (SSC)

		What steps can we take to get more parents in school? -We will do the finger prints!
Office Elections		
Announcements		
Public Comment		

#### 3. Presentations/Guest Speakers: Topic- \_\_\_\_\_

Activity	Document(s) Reviewed	Elected SSC members' notes:
None		

#### 4. Follow up: Items from this meeting that require further discussion

Item to be followed up on:	By whom?	By when?
None		
None		
None		

#### 5. Time on the Agenda: (other announcements, comments)

**Meeting adjourned at 6:24 AM/PM**

**Minutes submitted by \_\_\_\_\_ date \_\_\_\_\_**



School:	Lionel Wilson College Prep - Aspire	Principal	Michael Ray
School Address	400 105th Ave Oakland, CA 94603	Principal Email:	michael.ray@aspirepublicschools.org
School Phone	510-635-7737	Grant Amount	\$42,580
2017-18 LCFF Enrollment (6-8)	<b>206</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		
N/A		
Budget	2018-19 Activities	Anticipated Outcome

### ***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.

## 2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric		
Budget	2018-19 Activities	Anticipated Outcome
\$30,000	Continue to fund salaried dance teacher to... <ul style="list-style-type: none"> <li>• Offer dance classes as a regular elective</li> <li>• Organize and facilitate performance opportunities</li> <li>• Explore community partnerships</li> <li>• Provide case management supports to disengaged learners</li> </ul>	<ul style="list-style-type: none"> <li>• 50% of middle school students will participate in a performance by the end of the school year</li> <li>• 75% of students receiving case management services pass 3/4 core classes</li> <li>• Student survey results for the question "I have done activities in and out of class that help me try out different career opportunities and find out what interests me" increase from 55% (December 2017) to 70% (December 2018)</li> <li>• Student survey results for the question "I am proud to go to school at Wilson Prep" increase from 58% (December 2017) to 70% (December 2018)</li> </ul>

### 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.

This year 246 (96%) of our middle school students have participated in dance classes during the school as part of their electives rotation. During our school-wide assemblies, approximately 10% of our middle school students have participated in performances, including dance and cheer, vocal music, and spoken word. Their participation in these events has helped to cultivate a culture of bravery and encouragement amongst our scholars, giving them opportunities to showcase talents otherwise not on display during the school day and to encourage and celebrate the diverse talents and interests across our student body. Our middle schoolers, in this way, have become schoolwide leaders, modeling for even our high school students artistic and performative talents.

However, our elective teacher turnover this year has limited the scope of our dance program and the ability our students have had to prepare for and engage in performances. While students are able to engage in art and dance classes each day, both these classes are currently taught by long-term subs after their teachers left unexpectedly midyear. As a result, students are learning artistic skills and producing works of art during the class time, but our opportunities for exhibitions have been significantly reduced.

Teacher turnover has also impacted our case management program design. While approximately 10% of our students have benefited from case management services in the form of individual and small group instruction, these services have been provided by our Behavior Wellness Team and not by our electives' teachers.

This year's student survey questions changed at an organizational level. However, the midyear student survey provides a wide range of data points related to student culture and experience. Across the spectrum, student responses have declined since last year. Our team attributes this decline to a variety of weaknesses in our Tier 1 instructional program that has not been able to be bolstered by Tier 2 and 3 programs and interventions, including elective and extracurricular. These weaknesses include a greater number of new or inexperienced teachers and a new leadership team, both of these contributing to somewhat less positive learning environments for many students. However, we continue to see that students engage with joy and enthusiasm in the spaces that allow them to be creative and expressive and, the more these opportunities exist, the more risks students take to engage deeply with the creative prompt and to express vulnerable and impactful works of art. This has helped our students to humanize and empathize with their peers, giving them insight into the perspectives of others and appreciation for a wider range of students. On our midyear student survey data, we have seen this demonstrated quantifiably in students' responses to the questions, "how possible is it for you to change being talented?" which increased by 8% from last year's survey, and "During the past 30 days how often did you get along with students who are different from you?" which increased by 4% since last year's survey. Through engaging with students in new ways that allow them to express, share, and appreciate unique talents outside academic content area, our school environment is gradually becoming more inclusive to all learners.

As the year progresses, we are investing in expanding these opportunities through a more robust and collaboratively designed events calendar, which will provide more students with opportunities to engage in performances and exhibitions of all kinds. Our spring events will include two school-wide assemblies per month, one grade level community meeting per month, one family event per month, and weekly opportunities to celebrate students' accomplishments. Each assembly will showcase student talent in alignment with monthly themes designed to celebrate the diverse cultural heritage of all our students and to build a shared vocabulary and understanding of empowering cultural pillars. For example, this week we celebrated Women's History Month with a school-wide assembly that showcased the cheerleading team, a student singer, and a student spoken word performance. We hope that these all-school celebrations of student talent will continue to cultivate enthusiasm, empathy, belongingness, and pride.

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

Programmatic Narrative Based on Rubric		
N/A		
Budget	2018-19 Activities	Anticipated Outcome


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

<p><b>Narrative: Progress Towards Anticipated Outcomes</b>          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.</p>
Empty space for narrative

**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

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

<p><b>Narrative: Progress Towards Anticipated Outcomes</b>          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.</p>
<p>Wilson Prep is not currently using any Measure G funds to support 5th to 6th grade retention.</p>

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

Programmatic Narrative Based on Data Analysis
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[Required: Please reflect on school culture data here]

Budget	2018-19 Activities	Anticipated Outcome
\$12,580	Participation in restorative practices training for members of our Behavior Wellness Team	<ul style="list-style-type: none"> <li>• Reduction of chronic absenteeism rate from 10.6% (March 2018) to 9%(EOY 2019)</li> <li>• Increase in ADA from 96.52% (March 2018) to 97.5% (EOY 2019)</li> <li>• Decrease in suspension rate from 4.9% (March 2018) to 3.5% (March 2019)</li> <li>• Student survey results for the question “There is an adult I feel supported by on the campus” increase from 61.5% (December 2017) to 70% (December 2018)</li> <li>• Student survey results for the question “Adult treat all students fairly” increase from 55.9% (December 2017) to 70% (December 2018)</li> <li>• Student survey results for the question “I believe the Wilson Prep community is a family” increase from 47.5% (December 2017) to 60% (December 2018)</li> </ul>

### ***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.

As a school, we continue to believe firmly that a safe and positive school culture is essential for student learning and for the type of transformational educational experience we believe is possible. Our school’s theory of action relies upon the creation of a restorative community based on investment and restoration practices that support the development and maintenance of healthy relationships. We know that this relies upon professional development opportunities that ensure that all educators are prepared to engage with students in humanizing, equitable, compassionate, and developmentally appropriate ways. This year, we have worked toward develop our staff capacity to realize this vision by training more staff members in restorative practices and training all staff in facilitating community building circles. Additionally, all classrooms have adopted the RULER social emotional curriculum and staff have experienced several professional development sessions internalizing and practicing the tools outlined in the curriculum. In classrooms, we pay close attention to the ratio of positive to negative feedback to students, the prevalence of emotionally intelligent vocabulary, and the integration of RULER tools to build self and social awareness while learning content. As a result, in many of our classrooms you will see evidence of these efforts to strengthen community, including classroom Charters stating student-determined agreements, Mood Meter posters, and word walls.

These investments have produced inconsistent outcomes due to the varying levels of expertise across our classrooms. However, in classrooms where the teacher has participated in restorative justice facilitation training and applies instructional expertise to the integration of social emotional learning we see that attendance, levels of student engagement, and academic outcomes are increased. In one 6th grade



classroom where community building and harm reduction circles are common practice, for example, the chronic absentee rate is only 2% compared to a schoolwide average of 6.1% and only 10% of students have earned a failing grade this year, compared to a 15% schoolwide average across the department.

Furthermore, we have adopted restorative practices to engage students, staff, and families after a harmful incident has occurred. While the impact of this is difficult to measure, we have seen an increase on our midyear student survey responses to the questions “How much do you matter to others at this school?” which has increased by 2% since last year, “How much did you care about other people’s feelings in the last 30 days?” which increased by 2%, and “when things go wrong for you, how calm are you able to remain?” which increased by 8% since last year. Each of these increases, while not significant in their individual gains, reflect a growing trend toward a more empathic learning community that is able to productively engage in conflict and use restorative strategies to resolve individual and interpersonal challenges. We also have seen significant increases for our marginalized subgroups in the areas of feeling supported by adults and respected by peers. From August to December 2018, there was a 13% increase in African American students who responded positively to the question, “There is an adult on campus I feel supported by” and 16% increase in the same question for our Asian American Pacific Islander students. For the question “ I feel respected by my peers,” we saw a 3% increase for our African American students and a 60% increase for our Asian American Pacific Islander students. Given that we’ve historically seen significant gaps between the experiences of our majority population of Latino students and these two minority populations, these increase reflect major progress toward building a school community that operates with a healing and liberating framework through a restorative approach.

As the year comes to a close, we hope to continue to expand these efforts by training more staff members to facilitate community building circles and participate in harm reduction circles. Gradually, it is our hope to train student leaders as well in facilitation strategies so that our restorative program is done with students and not to or for them. Furthermore, as the data illustrates, we believe firmly that teacher-led restorative practices that become routine in the general education setting is an essential component to building a healthy and thriving student culture. This spring we hope that as many teachers as possible will gain comfort with these practices so that they can become integral to every classroom in the 2019-2020 school year.