



**2020-21 Measure G1**

**Grant Application**

**Due: April 10, 2020**

<b>School</b>	American Indian Public Charter	<b>Contact</b>	Peter Holmquist, Tiffany Tung, Marisol Magana
<b>School Address</b>	171 12th Street Oakland, CA 94607	<b>Contact Email</b>	peter.holmquist@aimsk12.org, tiffany.tung@aimsk12.org, marisol.magana@aimsk12.org
<b>Principal</b>	Peter Holmquist	<b>Principal Email</b>	peter.holmquist@aimsk12.org
<b>School Phone</b>	510-893-8701	<b>Recommended Grant Amount*</b>	<b>\$64,187.00</b>
<b>2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)</b>	<b>156</b>	<b>2019-20 LCFF Enrollment</b>	<b>131</b>

*\*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 2019-20 (2019-20 Approved Proposal & 2018-19 Carryover Form)**

2019-20 Approved Expenditures from Budget Justification and Narrative Section		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
	<b>Budget Total (must add up to Current Grant Amount)</b>	\$49,409

**Summary of Proposed Expenditures for 2020-21 (listed in order of priority)**

2020-21 Proposed Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	Funding for 0.5 FTE Music Teacher	\$41,677
2	Instrument replacement/repair due to being broken, lost (Violins)	\$1,500
3	Art supplies	\$1,500
4	VPA Department Performances	\$3,000
5	School Culture and Climate Events, Displays, and Professional Development	\$1,500
6	Musical Theater Stipend	\$1,000
7	Music Related Trips and Guest Presentations	\$850
8	Art Related Trips and Guest Presentations	\$850
9	Rosetta Stone for World Languages	\$6,560
10	GoGuardian Internet Monitoring and Suicide Prevention Software	\$3,000
11	5-6th Grade Enrollment / Outreach Efforts	\$750
12	PBIS rewards and training (incentives)	\$2,000
	<b>Budget Total (must add up to Current Grant Amount)</b>	\$64,187.00

**School Demographics**

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
124	111	76.39%	4.70%	0%	28%	87.93%

**Student Body Ethnic Composition**

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
59	0	124	34	2	0	14	2

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

Name	Role
Peter Holmquist	Head of School
Natalie Glass	Dean of Students
Riffat Akram	Head of Academics

Katema Ballentine	Chief Business Officer
Tiffany Tung	Operations Manager
Marisol Magana	Operations Director
<p>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.</p> <p>This grant will allow our school to continue to have the opportunity to excel academically but to also have the access to musical and artistic enrichment. We envision a program that will offer a unique combination rigorous curriculum and artistic immersion.</p> <p>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.</p>	

### 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 (Rubric)</u></b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>	<b><u>Art (Visual Arts, Theater, and Dance)</u></b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>
<b><i>Access and Equitable Opportunity</i></b>	Basic	Basic	<b><i>Access and Equitable Opportunity</i></b>	Basic	Basic
<b><i>Instructional Program</i></b>	Basic	Basic	<b><i>Instructional Program</i></b>	Basic	Basic
<b><i>Staffing</i></b>	Entry	Basic	<b><i>Staffing</i></b>	Entry	Basic
<b><i>Facilities</i></b>	Basic	Developing	<b><i>Facilities</i></b>	Entry	Basic
<b><i>Equipment and Materials</i></b>	Basic	Developing	<b><i>Equipment and Materials</i></b>	Basic	Developing
<b><i>Teacher Professional Learning</i></b>	Basic	Basic	<b><i>Teacher Professional Learning</i></b>	Basic	Basic
<b><u>World Language (Rubric)</u></b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>			
<b><i>Content and Course Offerings</i></b>	Sustaining	Sustaining			
<b><i>Communication</i></b>	Developing	Developing			
<b><i>Real world learning and Global competence</i></b>	Developing	Developing			

### Measure G1 Data Analysis

<b>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment )</b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>	<b>Safe and Positive School Culture (SPSA)</b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>
<b><i>Enrollment Data (20 day)</i></b>	57	84	<b><i>Suspension</i></b>	2 students	0 students
<b><i>ES Outreach Strategy Actions</i></b>	-Family Outreach - Present our school to elementary schools - School tours -Community Events	-Family Outreach - Present our school to elementary schools - School tours -Community Events	<b><i>Chronic Absence</i></b>	1.7%	6%

<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) or Culture/Climate survey</b>		N/A
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**MANDATORY: Please provide all meeting agendas, minutes and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without documentation of these engagements.**

**\*\*The agenda and meeting notes must reference overview of Measure G1 and show dialogue and input from stakeholders.**

<b>Community Engagement Meeting(s)</b>	
<b>Community Group</b>	<b>Date</b>
Board Meeting	3/31/20
Parent Meeting	4/8/2020

<b>Staff Engagement Meeting(s)</b>	
<b>Staff Group</b>	<b>Date</b>
Staff Meeting	4/8/2020

### ***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 Measure G1**

- 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 2019-20 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 the amount listed in "Recommended Grant Amount" above.

#### ***1. Music Program***

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

For the 2020-2021 school year AIPCS will create a music teacher position and will hire for that position. AIPCS will continue to offer 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 grade students will have the option of taking Violin for the duration of the academic school year. 7th graders will have the option to take Art or advanced Violin as 8th grader.

AIPCS music classes will have at least two music performance that will showcase students from each of the grade levels and be open to the public. With the 2020-2021 proposed grant expenditures, AIPCS will repair and replace any broken/lost instruments to ensure that each student has an instrument.

The goal for 2020-2021 is to have all students progress towards meeting and exceeding middle school CA state standards. In addition, we want all music students to be taught how to read, interpret and articulate on quality instruments. Students will continue to learn ensemble dynamics by participating in challenging sheet music set with high expectations from the music teacher. Classes will last a full hour and they will meet twice a week.

Visual Performing Arts department desires to expose students to much more than just instrumental music. We want to expose our students to genres, experiences and positivity to broaden their enjoyment of the arts.

Musical theater is a class that develops students with theatrical talents. AIMS offers quality theatrical classes due to the funding of the G1 grant.

For 2020-2021 school year we will have two Visual Art Program (VPA) showcase performances, one per semester.

Budget	Description of 2020-21 Proposed Expenditures	<b>Anticipated Student Outcome</b> (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$41,677.00	Funding for 0.5 FTE Music Teacher. AIPCS will create a Music Teacher Position.	<p><i>Offer 6th and 7th Grade Violin Music Class music class to approximately 95 middle school students at least twice per week.</i></p> <p><i>Offer advanced Music Orchestra Classes to 30 8th graders at least twice a week.</i></p> <p><i>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.</i></p>
\$1,500	Instrument replacement/repair due to being broken, lost (Violins)	<p>Repair all broken strings due to instrument usage and replace any instruments that damaged or lost. Students will have their own students to practice.</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>

\$3,000	VPA Department Performances (Facility and Sound Equipment Rentals; Set Design; Performance Costumes; and Performance Marketing Materials [e.g. Flyers, programmes, and digital ads])	<p>Approximately 150 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>
\$1,000	Musical Theater Stipend (Musical theater stipend includes stipend for Musical Theater teacher to create two performances [Winter and Spring]).	<p>Musical theater teacher will teach musical 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>
\$850	Music Related Trips and Guest Presentations (Music trips and guest presentations are academic in nature and can include visits to a live music performance, orchestra or Opera. Guest presentations may include music related presentations from an organization or entity)	<p>Approximately 125 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

AIPCS will continue offering art classes. 6th grade students will be 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. 8th graders will have to option to either take art or Graphic Design / Digital Art . We will continue an extended Friday Graphic Design elective for 6th and 7th grade students to enroll in. Photography is regularly integrated into the Graphic design, art classes, and Friday's Film / Photography elective class. We will continue to hold (virtual and onsite, as allowed) showcase events for Art and graphic design to exhibit student work from each of the grade levels, all AIPCS classes will attend, and the showcases will be open to the public.

The goal continues to be that all Art students complete projects that allow them to learn new skills and practice penmanship, design, creativity and follow through. Art is an integrated component of student curriculum. Art classes last a full hour, twice a week. Students work toward a finished project that is typically displayed twice a year at our Winter and Spring performance events. Artwork will be displayed throughout the middle school campus that showcases the current project recently finished by the students.

Fine art and digital art are offered classes to 6th, 7th and 8th grade students. Within the digital and film class, students are designing the yearbook. Student's have full creative allowances for these art projects. Digital art will be offered on iMacs.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$1,500	Art Supplies (Art supplies includes acrylic and watercolor paint, paintbrushes, pencils, erasers, rulers, paper, sketchbooks, gel pens, sharpeners, charcoal pencils, gluesticks, picture frames, and other art related supplies). Storage cabinets are used to safely secure art supplies.	<p>Art supplies and storage are necessary and will help benefit approximately 125 students and its art teacher for the duration of the school year.</p> <p>4.3 Construct an interpretation of a work of art based on the form and content of the work</p>

\$850	Art Related Trips and Guest Presentations (Art trips and guest presentations are academic in nature and can include visits to an Art Gallery or Museum, or art presentations from an artist or art organization.)	Approximately 125 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.
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### 3. World Language Program

#### Programmatic Narrative Based on Rubric

Districtwide vertical alignment with California world language standards guide the design of this program in middle school. Students receive instruction supported by software and direct instruction from their Mandarin teacher and Spanish teacher. While we continue to identify with the "Sustaining" level of implementation, the world language system is being strengthened to deliver much better prepared students to high school programs with higher skill levels and confidence. Systematic scheduling, ie. 20 minutes software followed by 30 minutes direct instruction, has worked well in the use of the software support and practice, allowing individual students to have differentiated instruction in and between class meetings. Students engage in interactive verbal lessons which are customized to cater to individual student progress.

Teachers create both whole class and individual goals and students are on track to receive one full year of high school foreign language credit as a result of their advanced work.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$6,560	Rosetta Stone for World Language	<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 an 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

The AIMS Marketing and Communications Department will create a brochure for the purposes of marketing to our incoming middle school students. We will hold middle school student outreach days for families to tour the campus prior to enrollment deadline. Students that attend the outreach days will receive school advertising materials such as pencils, lanyards, folders, notebooks, etc. and/or flyers and mailings.)

<b>Budget</b>	<b>Description of 2020-21 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students/families to be served and achievement for specific student groups.
\$750	5-6th Grade Enrollment / Outreach Efforts (Outreach efforts to target at least two underrepresented populations at AIMS and one outreach event for 5th grade AIMS students. Potential students will receive school advertising materials such as pencils, lanyards, folders, notebooks, etc. and/or flyers and mailings.)	Printed materials are developed and provided to potential 6th grade families during recruitment, outreach, and new student orientations.

## 5. Safe and Positive School Culture

### Programmatic Narrative Based on Data Analysis

For 2020-2-2021 school year AIPCS will continue to work with the Dean of Students to codify and enhance the school's culture and climate and to oversee the Middle School PBIS program. The PBIS Software will continue to be used and the software will be displayed on the previously purchased and installed TVs that are found in every classroom and common areas. We will continue to using PBIS to ensure we are creating a positive school culture and incentivising students for positive behavior. AIPCS will contract a graphic designing company to create AIMS PBIS student rewards and incentives, and designed additional flyers to establish a positive school climate, strengthen professional development opportunities, celebrate diversity, and promote the healthy use of technology.

AIPCS will continue using GoGuardian software to monitor student web activity. Lastly, AIPCS will have Professional Development for staff to support on training on culturally responsive pedagogy.

<b>Budget</b>	<b>Description of 2020-21 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above). Outcomes should reference data from CHKS or Climate/Culture survey, i.e., Student survey data will show an increase in satisfaction with their school experience prior year.
\$2,000	Student Incentives & Promotion (No less than 90% of this category will be spent on student incentive materials for the PBIS program include T-Shirts, Sweatshirts, Wristbands, Stress Balls, Lanyards, Pencils and Pens, Notebooks, Student Folders, etc.) No more than 10% of this category will be spent on promoting the PBIS Program which includes PBIS Matrix posters and related flyers)	100% of students will receive AIMS SWAG as part of their regular interaction with PBIS program.
\$1,500	School Culture and Climate Events, Displays, and Professional Development (No less than 60% category will be spent on School Culture and Climate Events e.g. anti-bullying, tolerance, and anti-drug / alcohol events. Cultural awareness presentations for students include monthly displays to celebrate diversity and different cultures e.g. Black History, Hispanic and Latino; and Women's History Month displays, and Multicultural Honor Roll Celebrations.). No more than 40% of this category will be spent on teacher professional development (e.g. guest presenters, curriculum, etc.) to support training on culturally responsive pedagogy.	Efforts will increase to improve 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 students using culturally responsive pedagogy and practices.  Students will take a survey that will ask them about the climate/culture at the school. Students will indicate a 75% or more satisfaction with their school experience.



\$3,000	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 report “buzz” words that may be flagged for potential harassment, and help serve as a key step against Suicide Prevention.
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***Please submit your 2020-21 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)).***

# Measure G1



AIMS K-12 College Prep - 1 & 2  
2017-2021



# AIMS K-12 - Middle School

- **Objective:**
  - **Renew the Measure G1 grant funding**
- **Why?**
  - **Required by the grant to have student, parent, and Board discussion for the yearly application**

# AIMS K-12 - Middle School

What did we say we would do?

- **MUSIC** - We have a music teacher!
- We have violins, flutes, saxophones, drums, and more!



Staffing for Visual and Performing Arts, purchase of musical instruments

# AIMS K-12 - Middle School



- **ART** - We have two teachers who each share their love of art and art skills.
- We have supplies for art classes, both digital and on paper.

Purchase of computers and software for graphic arts, art supplies

# AIMS K-12 - Middle School

- **Positive Behavior Intervention and Supports** (PBIS) is now part of our multi-tiered system of supports (mtss)
- **Restorative Justice** remains a big part of our high support model of supporting students, especially RJ Saturday School.
- Soon we will add screen monitoring software to protect students from wandering off key web sites into the WWW.



# AIMS K-12 - Middle School

- We have accomplished all the things we have said we would do with the grant this year.
- Delivery of some of the skills and services, as well as funding the positions are still ongoing.

We look forward to seeing our students demonstrating cultural awareness and content knowledge of core subjects through arts in visual presentations.

Students will show positive outcomes by putting on music recitals as well as recognizing and connecting native competencies, or background (cultural origins) knowledge in the arts.

Specific, grade appropriate Visual and Performing Arts standards will also be assessed.

# AIMS K-12 - Middle School

- The only change to the application for Measure G1 grant money this coming year will be:
  - the intention to use the grant to pay the salary of the music teacher!
- The rest of the grant monies will be used in the same way as this year.
- Thank you!





# AIMS K-12 College Prep Charter District

## Regular Board Meeting

### Date and Time

Tuesday March 31, 2020 at 6:30 PM PDT

### Location

Join Zoom Meeting <https://zoom.us/j/628786563?pwd=amRwT2V3RGthbFV3VjRPK0lmTHBxUT09>

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Marisol Magana at (510) 220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:30 PM</b>
Opening Items			
<b>A. Call the Meeting to Order</b>			1 m
- Board President, Mrs. Toni Cook			
<b>B. Record Attendance and Guests</b>	Vote	Toni Cook	2 m
- Roll Call for the Directors of the Board, and opportunity for introduction of any guest presenters			
<b>C. Approve Minutes</b>	Approve Minutes	Toni Cook	5 m
Approve minutes for Regular Board Meeting on February 18, 2020			
<b>D. Adoption of Agenda</b>	Vote	Toni Cook	2 m
- Board President, Mrs. Toni Cook			
<b>E. Public Comment on Non-Agenda Items</b>			10 m
Public Comment on Non-Agenda Items is set aside for members of the Public to address the items not on the Board's agenda. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. <b>Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).</b>			

**F. Public Comment on Agenda Items** 10 m

Public Comment on Agenda Items is set aside for members of the Public to address the items on the Board's agenda prior to each agenda item. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. **Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).**

**II. Non-Action Items**

**7:00 PM**

<b>A. President's Report</b>	FYI	Board President T. Cook	5 m
<a href="https://www.youtube.com/watch?v=RL1Y7Hjr2yA&amp;feature=youtu.be">https://www.youtube.com/watch?v=RL1Y7Hjr2yA&amp;feature=youtu.be</a>			
<b>B. Superintendent's Report</b>	FYI	Superintendent Woods-Cadiz	5 m
<b>C. Marketing and Communications update</b>	FYI	Isaac Kos-Read	10 m
<b>D. AIMS K-12 Report</b>	FYI	Heads of Schools and Division Heads	5 m
Heads of School - Mr. Christopher Ahmad, Mr. Maurice Williams, Mr. Peter Holmquist			
<b>E. Finance Report</b>	FYI	Katema Ballentine	10 m
<b>F. Operations Report</b>	FYI	Operations	5 m
- Data, Accountability, and Operations Director, Ms. Marisol Magana - Data, Accountability, and Operations Manager, Ms. Tiffany Tung			
<b>G. HR Report</b>	FYI	Delicia Moghadam	5 m
<b>H. English Language Dept. Report</b>	FYI	Vanee Chand	5 m
<b>I. Education Coordinator, College Bound Kids Report</b>	FYI	Matthew Gordan	5 m

**III. Action Items**

**7:55 PM**

<b>A. Consent Calendar</b>	Vote	Toni Cook	5 m
A - Surplus and Obsolete (Resolution) B - Auditor Selection Form C - Out of Country Travel (HS Senior trip) - Cancellation D - HS Renovation (Paint, etc.)			
<b>B. Finance Committee Action Items</b>	Vote	Chris Edington	10 m
A - Updated Recommendations for Contractors  B - Board Memos to Vendors  C - Finance Committee Checklist  D. Alameda County Health Order			
<b>C. AIMS Educational Continuity Preparedness Plan</b>	Vote	Maya Woods-Cadiz	5 m
<b>D. J13a</b>	Vote	Maya Woods-Cadiz	10 m
<b>E. Measure G1 - Continuation of Application for 2020/21 School Year</b>	Vote	Peter Holmquist	15 m

**IV. Closed Session**

**8:40 PM**

<b>A. Public Comment on Closed Session Items</b>	FYI	10 m
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Public Comment on closed session items is set aside for members of the Public to address items on the Board's agenda for closed session. The Board of Directors will not respond or take action in response to Public Comment, except that the board may ask clarifying questions or direct staff. **Comments are limited to two (2) minutes per person, and a total time allotted for all public comment will not exceed thirty (30) minutes (10 minutes per section).**

B. Recess to Closed Session	Discuss	10 m
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Closed Session Items:

1. Conference with Real Property Negotiators  
(Gov. Code Section 54956.9)
2. Conference with Legal Counsel - Anticipated Litigation  
(Gov. Code Section 54956.9)
3. Employee Matters

C. Reconvene from Closed Session	Vote	2 m
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Roll Call

D. Report from Closed Session	FYI	3 m
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- Board President, Mrs. Toni Cook

V. Closing Items	9:05 PM
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A. Adjourn Meeting	FYI
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B. NOTICES	FYI
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**The next regular meeting of the Board of Directors is scheduled to be held on March 17, 2020, at 6:30 pm. AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify Marisol Magana at (510)220-9985 at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.**

I, \_\_\_\_\_ hereby certify that I posted this agenda at the AIMS Campus 171 12th street, Oakland, CA 94607 on, \_\_\_\_\_, at \_\_\_\_\_ PM.

Certification of Posting



Title of Meeting: Measure G1 - Parent

Date: 04-08-2020

Time: 4:30 pm

Locations: Online

<p><b><u>GOALS FOR THIS MEETING:</u></b></p> <p>discuss the VPA department funding plans for next year Clarify Measure G1 funding goals</p>	<p><b><u>NORMS:</u></b></p> <p>Focus on presenter/speaker Use technology only when appropriate Respect all points of view Assume best intent</p>
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Time	What are we doing?	Who	Why are we doing this?
4:30	Open	MS parents	welcome
4:35	Norms and Practices	Holmquist	go over agenda
4:40	Prioritize funding activity	MS Parents	renew / decide funding priorities
4:50	discuss the priorities together	Holmquist	come together on ideas and focus
4:55	New items for discussion	MS Parents	clarify and record
5:10	Q&A closing	Holmquist	clarifying and closing

## Measure G1-Discussion

Please put the following in ranked numerical order

Rosetta Stone for World Languages	1
Student Incentives & Promotion	7
GoGuardian Internet Monitoring and Suicide Prevention Software	2
5-6th Grade Enrollment / Outreach Efforts	4
PBIS ID Printer and Supplies	5
Quarterly PBIS Trainings	3
PBIS Coordinator	6

Please put the following items in ranked numerical priority

Orchestra Class Instruments, Storage, and Supplies	1
Art Supplies and Storage	2
VPA Department Performances	5
School Culture and Climate Events, Displays, and Professional Development	6
Graphic Design Textbook	9
Musical Theater Stipend	4
Wacom drawing tablets (32)	12
Adobe Creative Suite (35 Licenses)	10
Art Related Trips and Guest Presentations	8
Music Related Trips and Guest Presentations	7
Photography / Film Class Supplies and Equipment	3
Storage Cabinet for Photography / Film / Graphic Design	11

### Measure G1 - Parent Mtg minutes

1. Attendance: Vanessa Oden, Lanada Reed, Cora Yu, May Siu, Esperanza Magallanes, and Mr. Holmquist
2. Began meeting going over the agenda (above)
3. A presentation that was given to the Board was shared. It began describing the plan for Measure G1, some information of how it was acted out, and the plans for the next year.
4. It was explained by Mr. Holmquist, that the major change in the use of funding was moving from providing hardware (instruments, computers) and supplies (software licenses, paint, brushes) to funding an actual position for a music teacher.
5. Mr. Holmquist shared a document in the zoom meeting links that allowed each parent to record his or her opinions about the funding priorities.
6. Several clarifying questions were asked. What does Wacom drawing tablets mean? What is school culture and climate events...?, etc. Those items which were unclear were described.
7. Ms. Oden noted the role of Musical Theater was one that took time and the stipend offered the teacher help to be able to do the work and not use their own money or time to do it.
8. Some other responses were briefly discussed.
9. Having clarified the items, parents desired time to complete the priorities. The gathering ended, but parents sent their opinions to a recorder who averaged them into the form above.
10. The reporting of these choices was recorded on the meeting agenda document - Measure G1 - Parent Meeting.

## AIPCS 1 & 2 Sign In Form

**Date: April 8, 2020**

**Title of Meeting: Measure G1 - Parent Meeting**

[illegible]

Title of Meeting: Measure G1 VPA - Staff

Date: 04-08-2020

Time: 4:00 pm

Locations: Online



**GOALS FOR THIS MEETING:**

discuss the VPA department funding plans for next year  
Clarify Measure G1 funding goals

**NORMS:**

Focus on presenter/speaker  
Use technology only when appropriate  
Respect all points of view  
Assume best intent

Time	What are we doing?	Who	Why are we doing this?
3:45	Open	VPA staff	welcome
3:50	Norms and Practices	Holmquist	go over agenda
4:00	Prioritize funding activity	VPA staff	renew / decide funding priorities
4:10	discuss the priorities together	Holmquist	come together on ideas and focus
4:15	New items for discussion	VPA staff	clarify and record
4:25	Q&A closing	MS staff	clarifying and closing

**Measure G1 - Staff Mtg minutes**

1. Attendance: Ms. Frost and Ms .Blondeau and Mr. Holmquist (Ms. Hammer was absent)
2. Began meeting going over the agenda (above)
3. Moved quickly through a presentation that was given to the Board, covering the MEasure G1 plan, some generalities of how it was acted out (since the teachers doing much of the VPA were in the meeting), and the plans for the next year.
4. The major change in the funding was explained as moving from providing hardware (instruments, computers) and supplies (software licenses, paint, brushes) to funding an actual position for a music teacher.
5. A document was shared to allow each participant to rank the categories of the grant in order of preference.
6. That activity occurred.
7. The responses were discussed. Items were clarified so that participants could make educated decisions.
8. Further discussions were held to come to some agreements about the common opinions about the priorities.
9. The reporting of these was recorded on the meeting agenda document - Measure G1 - Staff Meeting.

**AIPCS & AIPCS II Sign In Form**

**Date: April 8, 2020**

**Title of Meeting: Measure G1 – VPA Staff Meeting**

<b>Name</b>	<b>Time of Arrival</b>
<b>Janet Blondeau</b>	<b>4:00 PM</b>
<b>Allison Frost</b>	<b>4:00 PM</b>
<b>Peter Holmquist</b>	<b>3:55 PM</b>





**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2019-20**  
Due: February 3, 2020

School:	American Indian Public Charter I	Principal	Peter Holmquist
School Address	171 12th Street	Principal Email:	peter.holmquist@aimsk12.org
School Phone	5108938701	Grant Amount	<b>\$49,409.87</b>
2018-19 LCFF Enrollment (6-8)	<b>107</b>		

- Grant allocation is based on 2018-19 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		
<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	2019-20 Activities	Anticipated Outcome
\$20,508	Orchestra Class Instruments, Storage, and Supplies (No less than 90% of this section will be spent on Orchestra Class Instruments including Snare Drums, Bass Drums and Stands, Trumpets, Clarinets, Alto Saxophones, Flutes, Classroom Hand drum Set, Classroom Digital Piano, Replacement Instruments and Maintenance Supplies [e.g. Rosin, Mouthpieces] and Instrument Related Curriculum). No more than 10% of this section will be spent on classroom instrument storage and classroom sound panels.	<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</p>

		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; 3.5 Perform music from diverse genres, cultures, and time periods.
\$2,734	VPA Department Performances (Facility and Sound Equipment Rentals; Set Design; Performance Costumes; and Performance Marketing Materials [e.g. Flyers, programmes, and digital ads])	Approximately 80 students will participate in a fall and spring culminating music performance. 2.3 perform on an instrument (level of difficulty 1-2 (up to 6)). 3.5 Perform music from diverse genres, cultures, and time periods.
\$1,025	Musical Theater Stipend (Musical theater stipend includes stipend for Musical Theater teacher to create two performances [Winter and Spring]).	Musical theater teacher will teach musical theater to approximately 30 students during extended Friday electives. 2.1 Create short dramatizations in selected styles of theatre, such as melodrama, vaudeville, and musical theatre. 2.2 Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.
\$513	Music Related Trips and Guest Presentations (Music trips and guest presentations are academic in nature and can include visits to a live music performance, orchestra or Opera. Guest presentations may include music related presentations from an organization or entity)	Approximately 80 students will participate in music related trips or on-campus presentations. 3.1 Compare and contrast the functions music serves and the place of musicians in society in various cultures.

### ***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.

As a continuation of the AIMS Music program which implemented Violin during the 2018-2019 academic school year, AIMS further expanded the music program by implementing band during the current 2019-2020 academic school year. 6th grade students continue to receive violin for one semester and Band classes are offered to all 7th grade students. 8th grade students take Violin 2. All students have progressed towards meeting and exceeding middle school CA state standards within in a short amount of time. In addition, music students are being taught how to read, interpret and articulate on quality instruments, which is particularly fascinating given that many students are learning their instrument for the first time. Students learn ensemble dynamics by participating in challenging sheet music set with high expectations from their

current music teacher. Classes last a full hour twice a week. Music lockers have been purchased to store and maintain all instruments purchased with G1 funding. Percussion, woodwind and brasswind instruments have been purchased. Students were given their first or second choice instruments. Snare drums and bass drums are part of ensemble playing. Sound pads to mute the drum's large sound have also been purchased to dampen their timbre throughout impacted surrounding classrooms.

Music is more than a class at AIMS. Visual Performing Arts department desires to expose students to much more than just instrumental music. At the start of the school year, SF Jazz put on a free performance for all middle school students at the start of the academic school year. Students enjoyed hip hop, jazz and interactive performances. These types of events expose our students to genres, experiences and positivity to broaden their enjoyment of the arts.

Musical theater is a class that develops students with theatrical talents. AIMS offers quality theatrical classes due to the funding of the G1 grant.

This year's plan included expanding the number of Visual Performing Arts (VPA) showcase performances to one per semester. Recently, AIMS completed its first of two showcases including musical performances by the Music and Musical Theater, and will look forward to creating a more extensive Spring performance.

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

### **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 photography film and graphic design classes.

<b>Budget</b>	<b>2019-20 Activities</b>	<b>Anticipated Outcome</b>
\$2,734	Art Supplies and Storage: (Art supplies includes acrylic and watercolor paint, paintbrushes, pencils, erasers, rulers, paper, sketchbooks, gel pens, sharpeners, charcoal pencils, gluesticks, picture frames, and other art related supplies). Storage cabinets are used to safely secure art supplies.	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 Textbooks (Graphic Design textbooks are used for Middle School Graphic Design Classes)	30 graphic design textbooks will enhance learning for approximately 60 graphic design students.
\$855	Wacom drawing tablets (11) (Drawing Tablets are digital drawing pads that connect to computers and allows students to make sketches or drawings directly for upload into Adobe Photoshop, or Illustrator.) Drawing tablets are only to be used in the Graphic Design / Digital Art Computer Lab.	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): (Discounted student licenses allows for all graphic and digital art students to learn Photoshop, Indesign, Illustrator, Adobe Premiere, and other various Adobe Suite applications)	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 (Art trips and guest presentations are academic in nature and can include visits to an Art Gallery or Museum, or art presentations from an artist or art organization.)	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 and Film Class Supplies include photo paper, color ink, USB Drives, External Hard drives to store large photo/video files, lighting materials, tripods, and related sound equipment)	Photography film class supplies and equipment will benefit approximately 30 students.
\$104	Storage Cabinet for Photography / Film / Graphic Design (Storage cabinet will securely house photography, film, and other graphic design related materials)	Storage cabinet for photography /film/ and graphic design classes will benefit these teachers and secure any technical equipment and supplies.

**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.

Art students have completed projects that allow them to learn new skills and practice penmanship, design, creativity and follow through. Art is an integrated component to student's curriculum. Art classes last a full hour, twice a week. Student's work toward a finished project that is displayed twice a year at our Winter and Spring performances. Fine art and digital art are offered classes to 6th, 7th and 8th grade students.

Within the digital and film class, students are designing the yearbook. Student's have full creative allowances for these art projects. Digital art is offered on iMacs. A full computer lab including a green screen is tailor made for the high performing products AIMS holds for their students.

Artwork can be seen throughout the middle school campus that showcases the current project recently finished by the students. Parents are encouraged to buy finished artwork at the performance as a way to support the efforts of their children. All proceeds are donations and are used for furthering the art program at AIMS.

**3. World Language Program (PRELOADED)****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	2019-20 Activities	Anticipated Outcome
\$6,15	Rosetta Stone for World Language	All AIPCS middle school students will use Rosetta Stone at least twice per week to complement their foreign language acquisition. WL.CM1.I - Demonstrate

		<p>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>
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#### ***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.

As part of a blended model project, each student has access to their personal Rosetta Stone account for Mandarin and Spanish classes, which is used to reinforce their foreign language acquisition. Students engage in interactive verbal lessons which are customized to cater to individual student progress.

Teachers create both whole class and individual goals and students are on track to receive one full year of high school foreign language credit as a result of their advanced work.

#### ***4. 5th to 6th Grade Enrollment Retention (PRELOADED)***

##### **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

<b>Budget</b>	<b>2019-20 Activities</b>	<b>Anticipated Outcome</b>
\$889	5-6th Grade Enrollment / Outreach Efforts	Printed materials are developed and

	(Outreach efforts to target at least two underrepresented populations at AIMS and one outreach event for 5th grade AIMS students. Potential students will receive school advertising materials such as pencils, lanyards, folders, notebooks, etc. and/or flyers and mailings.)	provided to potential 6th grade families during recruitment, outreach, and new student orientations.
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### ***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.

The AIMS Marketing and Communications Department has designed a first draft of a comprehensive brochure for the purposes of marketing to our incoming middle school students. Additional incoming middle school student outreach days have been planned to occur prior to the February 7 enrollment deadline. AIMS fully expects to hold orientations with incoming middle school students prior to the end of the academic school year.

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

#### **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 oversees 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.

<b>Budget</b>	<b>2019-20 Activities</b>	<b>Anticipated Outcome</b>
\$4,443	Student Incentives & Promotion (No less than 90% of this category will be spent on student incentive materials for the PBIS program include T-Shirts, Sweatshirts, Wristbands, Stress Balls, Lanyards, Pencils and Pens, Notebooks, Student Folders, etc.) No more than 10% of this category will be spent on promoting the PBIS Program which includes PBIS Matrix posters and related flyers)	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 (No less than 60% category will be spent on School Culture and Climate Events e.g. anti-bullying, tolerance, and anti-drug / alcohol events. Cultural awareness presentations for students include monthly displays to celebrate diversity and different cultures e.g.	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 students using culturally responsive



	Black History, Hispanic and Latino; and Women's History Month displays, and Multicultural Honor Roll Celebrations.). No more than 40% of this category will be spent on teacher professional development (e.g. guest presenters, curriculum, etc.) to support training on culturally responsive pedagogy.	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 (Supplies include replacement ink cartridges, and plastic ID materials and Lanyards)	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.

### ***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.

The Dean of Students attended a 2-day intensive training in Indiana over the summer to gain additional knowledge for strengthening the PBIS initiative. PBIS supports in maintaining a positive school culture and climate. As a result of the implementation of PBIS, students uphold AIMS school-wide behavioral expectations (Accountability, Integrity, Mindful, Safe). In return, students earn “E-Bucks” or PBIS points which are used to purchase “school swag” from the student store once a week. Additionally, the PBIS coordinator partners with the Dean of students for the planning of monthly events and activities which incentivizes positive behavior. PBIS matrix posters are displayed around campus to support in reinforcing school-wide student behavioral expectations.



AIMS middle school students represent various backgrounds, cultures, and ethnicities. With our diverse student population, middle school students celebrated “Culture Day” in which students and staff participated by wearing cultural garments to school and shared popular cultural foods with one another. This celebration provided an opportunity for students to be exposed to cultural differences as well as affirm their own cultural identity. To celebrate Lunar New Year, students were exposed to themed activities, traditions, and foods within the classroom. Author Ji-Li Jiang presented information regarding the Chinese Cultural Revolution as 6th graders read the novel *Red Scarf Girl*. Currently, students are preparing for Black History Month activities, performances, and celebrations. Celebrating culture has cultivated a greater sense of inclusivity and pride amongst the student body.

***Please submit your 2019-20 Measure G1 Mid-year Self Reflection Form to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).***