



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## 2020-21 Measure G1

### Grant Application

Due: April 10, 2020

<b>School</b>	Aspire Golden State Prep	<b>Contact</b>	Lou Kim
<b>School Address</b>	1009 66th Avenue Oakland, CA 94621	<b>Contact Email</b>	lou.kim@aspirepublicschools.org
<b>Principal</b>	Lou Kim	<b>Principal Email</b>	lou.kim@aspirepublicschools.org
<b>School Phone</b>	510-567-9631	<b>Recommended Grant Amount*</b>	<b>\$122,063.00</b>
<b>2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)</b>	<b>268</b>	<b>2019-20 LCFF Enrollment</b>	<b>248</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)

2019-20 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
1	Community Culture Coordinator (same as 2018-2019) → relabel Dean of Students	\$57,136
2	Family & Community Partnerships Coordinator (turn into full-time role)	\$43,100
3	Expanding MS Art Opportunities	\$16,607.24
4		
5		
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$116,843.24</b>

### 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	Dean of Students (.5 FTE)	\$60,000.00
2	Family & Community Partnerships Coordinator (.5 FTE)	\$45,000.00
3	Music Facilities & Equipment and Materials (performance stage, instruments)	\$2,000.00
4	Arts Facilities & Equipment and Materials (visual arts equipment, dance materials)	\$5,000.00
5	Stipend for additional MS electives course	\$10,000.00
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$122,000.00</b>

### School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
295 (49.2%)	304 (50.8%)	89.40%	12%	2%	20.2% (121)	94.7% (567)

### Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
105 (17.5%)	NA	2 (<1%)	490 (81.8%)	1 (<1%)	1 (<1%)	NA	NA

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

Name	Role
Lou Kim	Principal
Will Cantine	Dean of Students
Grace Kwon	Business Manager
Sara Ortega	Family & Community Partnerships Manager
Mike Pupillo	Art Teacher
Kevin Matthews	Art Teacher
David Ernst	Music Teacher

### School Vision (insert here):

Our students are critically literate and empowered. By embodying our GSP values of family, equity, growth mindset, respect/integrity, and purpose/passion, they become leaders, ready to leverage college and careers to enhance their lives and those of their families and communities. #leaders

Priority #1: Strong Instruction  
Priority #2: Social Emotional Learning

### 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.

<u><b>Music (Rubric)</b></u>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>	<u><b>Art (Visual Arts, Theater, and Dance)</b></u>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>
<b>Access and Equitable Opportunity</b>	Entry	Entry/Basic	<b>Access and Equitable Opportunity</b>	Basic	Entry/Basic
<b>Instructional Program</b>	Entry	Entry	<b>Instructional Program</b>	Entry	Basic
<b>Staffing</b>	Basic	Basic	<b>Staffing</b>	Basic	Basic
<b>Facilities</b>	Entry	Entry	<b>Facilities</b>	Entry	Entry
<b>Equipment and Materials</b>	Basic	Entry	<b>Equipment and Materials</b>	Basic	Entry/Basic
<b>Teacher Professional Learning</b>	Basic	Basic	<b>Teacher Professional Learning</b>	Basic	Basic
<u><b>World Language (Rubric)</b></u>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>			

<b>Content and Course Offerings</b>	Emerging	Emerging/Developing
<b>Communication</b>	Emerging	Emerging/Developing
<b>Real world learning and Global competence</b>	Emerging	Emerging

### Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2018-19 (last yr)	2019-20 (this yr)	Safe and Positive School Culture (SPSA)	2018-19 (last yr)	2019-20 (this yr)
<b>Enrollment Data (20 day)</b>	286	286	<b>Suspension</b>	10.2%	11.4%
<b>ES Outreach Strategy Actions</b>	Aspire elementary school visits	Aspire elementary school visits; School option fairs at local charter partners	<b>Chronic Absence</b>	11.4%	14.5%
<b>Programs to support ES students transition to MS</b>	N/A	Beginning of year reach out by Ed Specialists for students with IEPs; beginning of year new student orientation the day before school starts	<b>CHKS data (District) or Culture/Climate survey</b>		

**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.**

Community Engagement Meeting(s)	
Community Group	Date
<a href="#">Measure G1 Parent Virtual Meeting</a>	3/25/20

Staff Engagement Meeting(s)	
Staff Group	Date
<a href="#">Whole-Staff Measure G1 Overview</a>	3/24/20
<a href="#">Measure G1 Planning Committee</a>	3/25/20

### 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		
On the Music rubric, most of our program evaluation is in the entry and basic stage. We are fortunate to have a veteran music teacher, who provides instruction for mostly high school courses. On the rubric, we are looking to improve our program from entry to basic in the categories of access, facilities, and equipment and materials. In previous years, we have not allocated any Measure G1 funding to our		
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.
800	<a href="#">Portable Performance Stage</a>	Without a music room, GSP will supplement its facilities by buying a portable stage that can be used for performances, creating a more positive and proud culture in our music program
1000	Instruments and/or AV equipment	Improve and create a more robust arts program by increasing variety and number of instruments and/or AV equipment
200	Storage equipment/materials to protect new instruments or sound systems	Protect new equipment and ensure continued use over many years
5000	Stipend for additional MS elective course	Increase middle school access to music program (offer of at least 1 MS class with at least 24 students)

### 2. Art Program

Programmatic Narrative Based on Rubric		
In the 19-20 academic year, GSP was approved for Measure G1 funding for our Arts program, mainly in the categories of access and instructional program. Last year, we were looking to increase the # of middle school students taking Art to 100%. 100% of 6th graders and 7th graders are able to take Visual Art as a core class (2-3 times per week), but only about 40% of 8th graders were able to take Visual Art as an elective course due to scheduling and staffing limitations. Unexpectedly, we hired a science teacher in 19-20 with a background in Dance who was able to offer a Dance elective to an additional 25% of 8th graders. In the 20-21 academic year, we hope to provide greater support to the dance program by buying necessary facilities/equipment through the purchase of dance mirrors. Another necessary facilities/equipment need is a sink for the MS art class. Students have anecdotally shared positive feedback for both Dance and Visual Arts, so we hope these purchases will show our commitment to a robust arts program that our students can be proud of. Additionally, with the electives offerings (which require a teacher stipend to take on an additional class), all students who requested taking Dance or Visual Arts in 19-20 were able to take the classes and we hope to continue this in the 20-21 academic year.		
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.
2500	<a href="#">Portable sink needed for MS arts classroom</a>	Improve facilities considering current limitations (MS arts classes have a dedicated classroom, but the space was not intended for arts and therefore has no sink)
2500	<a href="#">Dance mirrors</a>	Improve facilities considering current limitations (no MS dance space; will need movable mirrors to make current classroom feel like a real dance class space)
5000	Stipend for additional MS elective course	Increase middle school access to either visual arts or dance program (offer of at least 1 MS class with at least 24 students)

### 3. World Language Program

**Programmatic Narrative Based on Rubric**

We are intentionally not asking for allocations towards a World Language Program. Based on staff and family engagement feedback, we will prioritize a more robust Music and Arts program. We hope Measure G1 continues for 2021-22 and will revisit the World Language category at that time.

<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 that will be served and achievement for specific student group.)
n/a		

**4. 5th to 6th Grade Enrollment Retention****Programmatic Narrative Based on Data Analysis**

As a solely 6th-12th grade school, we do not have actions for 5th to 6th grade enrollment retention. We have recruitment efforts for feeder schools, but funding for those efforts will come from other sources.

<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.)
n/a		

**5. Safe and Positive School Culture****Programmatic Narrative Based on Data Analysis**

In the 19-20 school year, the continued allocation for our Dean of Students and Family & Community Partnerships Coordinator roles allowed us to continue the important work of creating a safe and positive school culture.

Similar to last year, we need to continue supporting these full-time roles as data indicates a need to focus on their work. Suspension rates for middle school rose due to the added pressures of social media and the ways in which students were unable to regulate physical interactions from these outside-of-school activities. Almost all MS suspensions (increased from 13.1% in 18-19 to 14% in 19-20) were due to physical fighting or drugs. Our Dean of Students will provide targeted support for these (both with Tier 1 explicit SEL instruction and Tier 2/3 targeted intervention for causes of fighting and drugs) with the administrative team and support staff.

The full-time Family & Community Partnerships Coordinator will also be vital in supporting a positive school culture. We do not have data yet from our annual family survey for the anticipated 19-20 outcome of 40% of parents feeling engaged. We also do not have data yet from our annual student survey, but will now move forward with an internal student survey for student belonging for the 20-21 school year, using this year's data (55%) as a baseline. The final 19-20 outcome tied to students participating in community organizations is one for which we did not have a good tracking tool, and will create one for next year. In 19-20, the focus was on building these community relationships and we now have a central Google sheet with these partnerships listed.

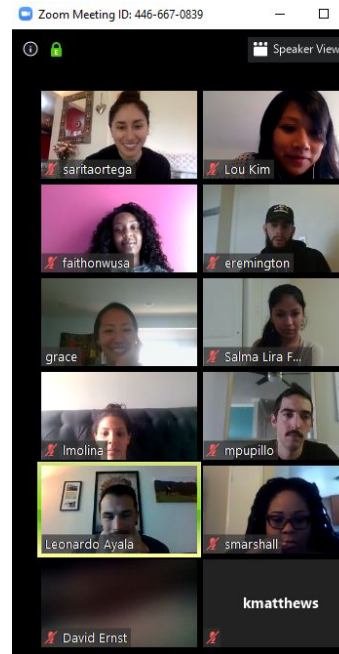
<b>Budget</b>	<b>Description of 2020-21 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above). Outcomes should reference data from CHKS or Climate/Culture survey, i.e., Student survey data will show an increase in satisfaction with their school experience prior year.)

60000	Continued allocation for Dean of Students (.5 FTE)	<ul style="list-style-type: none"> <li>-Reduce MS suspension rate from 14% to 12%</li> <li>-Increase MS safety rating (internal survey, rating of 4 or 5 on 5-point scale) from 49% to 60%</li> <li>-Continue direct Tier 2/3 services with at least 10 students (1:1 and/or SEL group)</li> <li>-Continue 100% explicit SEL instruction using RULER curriculum</li> </ul>
45000	Continued allocation for full-time Family & Community Partnerships Coordinator (.5 FTE)	<ul style="list-style-type: none"> <li>-Increase MS student belonging (internal survey, rating of 4 or 5 on 5-point scale) from 55% to 65%</li> <li>-Ensure 20% of MS students participating in community organizations (no baseline data)</li> </ul>

***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 Staff Engagement Meeting Agenda & Minutes

Wednesday, March 25, 2020, 2:00-3:00 p.m.



- I. Welcome & "Sign-In" (5 min)
  - Note-taker: Sara
  - Staff present: Sara Ortega, Faith Onwusa, Ezekiel Remington, Grace Kwon, Salma Lira, Lynnea Molina, Mike Pupillo, Lou Kim, Kevin Matthews, Leo Ayala, Sherri Marshall, David Ernst
- II. Measure G1 Review: What is it? (5 min) Parcel tax similar to N1
  - KEY GOALS
    - Attract and retain school-site educators. *does not need to be captured in application (occurs through a separate part of the fund which provides a bonus when staff return next year)*
    - 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. *not relevant for GSP*
    - Create a more positive and safe middle-school learning environment.
- III. Review the [19-20 approved application](#) (10 min)
  - 5 min. to individually read then 5 min. whole-group share
    - Clarifying questions? What qualifies basic /entry on application. Depends on rubric, we will split and look closely for each one
      - What do we mean by world languages? Basic exposure to a variety of languages?
    - What resonates? What wonderings do you have?
      - Keep MS Art class. Find ways to expand art work.exhibition to whole MS.We were trying with attempts wit the art/talent show
      - World language-how can we make this come to notion, Are we planning to offer that to MS?
      - What does it look to add art/potential language with partnerships, "more bank for our bunk"
      - What does our staffing look like, it is attached to staff salary. If this is our focus, how can we leverage what the amount of the grant is and the purpose for it. Like that we can use this for art electives.
      - Ernst to do songs.music in different languages
- IV. Complete [self-assessment](#) (rate our music, art, and world language programs): breakout rooms time! (15 min)
  - 5 min. in breakout groups:
    - [Music](#): Ezekiel, David, Lou, Sherri
    - [Art](#): Faith, Kevin, Mike, Nicole, Salma
    - [World Language](#): Lynnea, Sara, Leo, Grace
  - 6 min. whole-group share (2 min. per team)
- V. Draft [20-21 application](#)

- Note: All expenses that have been approved in the past are likely to be approved again, so we should consider keeping those the same (to not risk a new large spend not being approved); this leaves us with \$15-\$20k to distribute spending
  - Quick poll:
    - Option 1: Should we attempt to split up the remaining amount across music, art, and world language, OR
    - Option 2: Concentrate spending in one specific area (like last year) based on the rubric assessment?
      - Concentrate art/dance/music instead of trying to add on world language. With funds we can get proper material to support the existing classes we have at the moment
      - Use DJ equipment and see how we can further use our partnership with Hip Hop for change for MS music class -Bring outside dj instructor
      - April 6 Lou will send final draft out just for sake of meeting deadline with OUSD
- Open discussion (10 min.)
  -
- Any specific feedback we'd like from families? (5 min.)



Measure G1  
Family Engagement  
Wednesday, March 25th, 5 p.m.  
Medida G1  
Compromiso Familiar  
miércoles, 25 de marzo, 5 p.m.

Introductions  
Name and Student / Nombre y Estudiante

Rosa Buenrostro / Emily, 7th  
Anabel Toledo / Anthony, 7th and Arianna  
Maria Munguia / Jocelyn, 7th and Angel, 10th  
Angelina Garcia / Orlando, 7th & Mia, 9th  
Juana Lopez / Salvador, 10th

Agenda  
Introductions (2 min)  
Review what Measure G1 is (3 min)  
Review highlights of 19-20 approved application (5 min)  
Review staff's ideas for 20-21 application; get parent feedback (15 min)  
Introducciones (2 min)  
Revise qué es la Medida G1 (3 min)  
Revise los aspectos más destacados de la solicitud aprobada 19-20 (5 min)  
Revise las ideas del personal para la solicitud 20-21; obtener retroalimentación de los padres (15 min)

What is Measure G1?                      Que es Medida G1?  
An Oakland parcel tax

4 key goals, but the application we'll review focuses on 2 of the goals:  
Increase access to courses in arts, music, and world languages in grades 6-8  
Create a more positive and safe middle-school learning environment  
Un impuesto a las parcelas de Oakland

4 objetivos clave, pero la aplicación que revisaremos se centra en 2 de los objetivos:  
Aumentar el acceso a cursos de artes, música e idiomas del mundo en los grados 6-8  
Crear un ambiente de aprendizaje en la escuela secundaria más positivo y seguro  
<https://www.ousd.org/Page/17523>

Parent asked for clarification on what the

Review 19-20 (this year's) application

Revise la solicitud 19-20 (de este año)

19-20 Approved Application              19-20 Aplicacion Aprobada  
How did we spend the grant funding last year?  
Half of the salary of Dean of Students  
To support a safer and more positive middle school environment through  
SEL curriculum and rollout  
Celebrations (Honor Roll)  
Response to discipline  
¿Cómo gastamos los fondos de la subvención el año pasado?  
La mitad del salario del decano de estudiantes  
Para apoyar un ambiente de escuela intermedia más seguro y positivo a través de

Plan de estudios y despliegue de SEL  
Celebraciones (cuadro de honor)  
Respuesta a la disciplina.

19-20 Approved Application                      19-20 Aplicacion Aprobada

How did we spend the grant funding last year?

Half of the salary of the Family & Community Partnership Manager - in order to make the role full-time

To support a safer and more positive middle school environment through

Increased parent engagement

Increased communication with families

Organization and/or participation in school-wide events (Family School, First Fridays, etc.)

¿Cómo gastamos los fondos de la subvención el año pasado?

La mitad del salario del Gerente de Alianzas Familiares y Comunitarias, para poder desempeñar el cargo a tiempo completo

Para apoyar un ambiente de escuela intermedia más seguro y positivo a través de

Mayor compromiso de los padres

Mayor comunicación con las familias

Organización y / o participación en eventos de toda la escuela (escuela familiar, primeros viernes, etc.)

19-20 Approved Application                      19-20 Aplicacion Aprobada

How did we spend the grant funding last year?

Art Program

Additional stipend for MS art teacher to take on additional art elective (with 8th graders who do not have art as a core)

Additional materials cost for the elective

Materials for Art Shows (plan for 3 art shows)

¿Cómo gastamos los fondos de la subvención el año pasado?

Programa de arte

Estipendio adicional para que el maestro de arte de la escuela intermedia asuma clase electiva de arte adicional (con alumnos de 8 grado que no tienen arte como clase principal)

Costo de materiales adicionales para la electiva

Materiales para exposiciones de arte (plan para 3 exposiciones de arte)

Parent asked clarification of parcel tax vs grant.

20-21 Application Ideas

20-21 Ideas de Aplicación

20-21 Application Ideas                      20-21 Ideas para Aplicacion

How does GSP staff think we should spend the grant funding for 20-21?

Idea #1: Focus on building out our current art (visual and dance) and music programs

Idea #2: Save world language focus for 2021-2022

Idea #3: Consider shifts in staff salary spend, but only if it doesn't risk our ability to keep those positions

¿Cómo cree el personal del GSP que deberíamos gastar los fondos de la subvención para 20-21?

Idea # 1: Centrarse en desarrollar nuestros programas actuales de arte (visual y danza) y música

Idea # 2: Guardar el enfoque del idioma mundial para 2021-2022

Idea # 3: considerar cambios en el gasto salarial del personal, pero solo si no pone en riesgo nuestra capacidad de mantener esos puestos

Parent #1 feedback:

Agrees with not doing world language next year if we can't roll it out well

How are we monitoring success of what we have in place? Is it working for art, dance, and music? Inclusive of salaries? Make sure they are having a positive impact, making sure staff who receive it from this is making progress

Parent #2 feedback:

How about sports? (Not for this grant, but will include in another forum to discuss and learn more about what needs to be improved in sports)

Parent #3 feedback:

Wants to continue to invest in arts; student has given good feedback

Parent #4 feedback:

Technology considerations; any way we can supplement? Implement different use of technology in these classes?

Parent #1 reiterated impact (and another parent agreed) - keep the things that are working and get rid of things that are not

Parent feedback: invest in our dance elective (materials)

Another parent asked about making dance accessible to 6th-8th grade. Currently only for 7th/8th

Parent feedback: would like to see us invest in world languages

Parent feedback: solidify in our current program so all of the grade levels can have access to music and dance

Parent feedback: survey students what electives they would like to have

20-21 Application Ideas

20-21 Ideas para Aplicacion

Ideas from parents:

What should we continue?

What should we change or add?

Idea #1: Agree with not focusing on World Language (save for 21-22 year if appropriate)

Idea #2: Invest in dance elective materials

Idea #3: Identify clear benchmarks for impact of roles

Ideas de los padres:

¿Qué debemos continuar?

¿Qué debemos cambiar o agregar?

Idea # 1:

Idea # 2:

Idea # 3:

Below are some committees that will be virtually meeting while we are working remotely. There will be 1 engagement meeting during this closure week + 2-3 in Quarter 4 (which may be remote or in person depending on what happens with COVID-19). Please sign up if you're interested! More committees may be added in Quarter 4 as we solidify plans.

Committee	Description	Engagement Opportunities	Staff Interested (sign up here!)
<b>Hiring</b>	Take part in virtual interviews with candidates. Can specify in the sign-up if you're only interested in engaging for certain departments/grade levels.	Ongoing	Cantine Delgado Pupillo Ciraulo Direnzi Faith O. Darren Kristin-SSM Hiring Molina Sewell Zayra- SSM Hiring Brandy Mitchell Sara Ortega Sherri-Sped Hiring Sarah H.- SpEd Hiring Molly QDLV Landry Ellis
<b>LCAP</b>	The 2020-2023 LCAP is the state-mandated report that documents GSP's goals, metrics, and actions. This committee will review a draft from the admin team (generated based on February engagement with families- ELAC, SSC, & Dinner w/ Principal and one whole-staff meeting).	Thurs. 3/26, 11:30 am -12:30 pm	C Shead Zoelzer Sara Ortega
<b>Measure G1</b>	Measure G1 is a grant that supports middle school initiatives (similar to Measure N for high school), but with a focus on increasing access to arts, music, and world languages in 6-8 as well as creating a more positive and safe middle-school learning environment.	Wed. 3/25, 2-3 pm	Molina Faith O. Salma L Sherri. Pupillo Ezekiel

			Mariah Matthews McMath Sara Ortega Kwon
<b>Master Scheduling</b>	Take part in planning the 20-21 master schedule by reviewing staff feedback, a draft schedule, state requirements for instructional minutes, and Aspire-wide guidance.	Fri. 3/27, 1-2:30 pm	Zoelzer Faith O. Rebecca Kelly. Salma L. Coron B. Deanna Jenny Darren Stephanie Hoang Winningham Molly Q. Alex
<b>Tech</b>	Help support physical distribution of laptops for Phase 2		Fred Alex Kwon Diane



# **GSP: All Staff Virtual Meeting**

**Tues. 3/24, 1:15-2:15**

# Join Lou's Zoom:

Lou's Zoom Video:


<https://aspirepublicschools.zoom.us/j/4466670839>

By Phone: Call 1-669-900-6833 OR 1-346-248-7799,  
then Meeting ID: 446-667-0839#

Recording



## Agenda

1. **Staff Check-In** (5 min.)
  2. **Remote Meeting Norms** (2 min.)
  3. **Org-wide Updates** (5 min.)
  4. **Q & A** from Staff (10 min.)
  5. Review **Committees**: LCAP, Measure G1, Master Scheduling, Hiring (3 min.)
  6. Instructional Staff Only Required (all staff optional to stay on): **Distance Learning** (30 min.)
- 



# Staff Breakout Check-In


## **Guiding Questions:**

- How are you feeling?
- What are you thankful for?
- What do you feel like you need?





## Norms while in ZOOM

- ***Turn on video.*** This will make us feel more engaged because it allows us to see each other's emotions and reactions – which *humanizes us*.
  - ***Use video often.*** If you need to have a bio break, or talk to your kids who come in :-), turn video off, but then right back on!
  - ***Use the mute button*** only to avoid background noise when not speaking. Please don't use the mute button to do other things during the meeting – let's engage with each other!
  - ***Banned multitasking.*** Not great for our brains; not great for our team.
  - ***Timeliness.*** Doing what we can to be on time & ready to go
  - ***Working together.*** We are in this together – let's air frustration in the meeting where needed
  - ***Equity of Voice.*** Honor each others space & be mindful of talk time
- 

# Org-Wide Updates

As of Mon. 3/23






## Highlights

Job stability for all staff members

No state testing (SBAC, ELPAC, ACT)

- ▶ Tech team (4 staff needed) - reach out to Mitch
  - ▶ Entering Phase 2 - Distance Learning (~4/15)
  - ▶ ADA is dependent on us following through with Q4 distance learning requirements (more details later!)
  - ▶ Decision for extended closure (past April 10th) will be made by end of this week
    - ▶ All hiring virtual until further notice
  - ▶ Resources: Aspire-Wide [FAQ](#)
- 

## Guidelines for Crisis Response

**IF** a crisis occurs OUTSIDE of our intervention and a parent/guardian contacts you...

**THEN** have parent/guardian call 911 or a hotline.

Suicide Prevention Lifeline 1-800-273-8255

Crisistextline.org: Text HOME to 741741

**IF** a crisis occurs during a virtual check-in or session...

**THEN** instruct the parent/guardian to call 911 or a hotline. The staff member **MAY** guide the parent during the call by giving them some specifics/phrases to share with paramedics or hotline responders, if appropriate.

All mandated reporting requirements are still applicable to distance learning (see staff handbook and Safe Schools training).

# Q & A

[GSP 2019-2020 >](#)

[02\\_Logistics > 00\\_COVID-19](#)

[00: GSP 2019-2020 >](#)

[00\\_Resources Landing Page](#)



# Review & Sign Up for Committees

GSP 2019-2020 >

06\_Professional Development



# Distance Learning

w/ Principal Z!





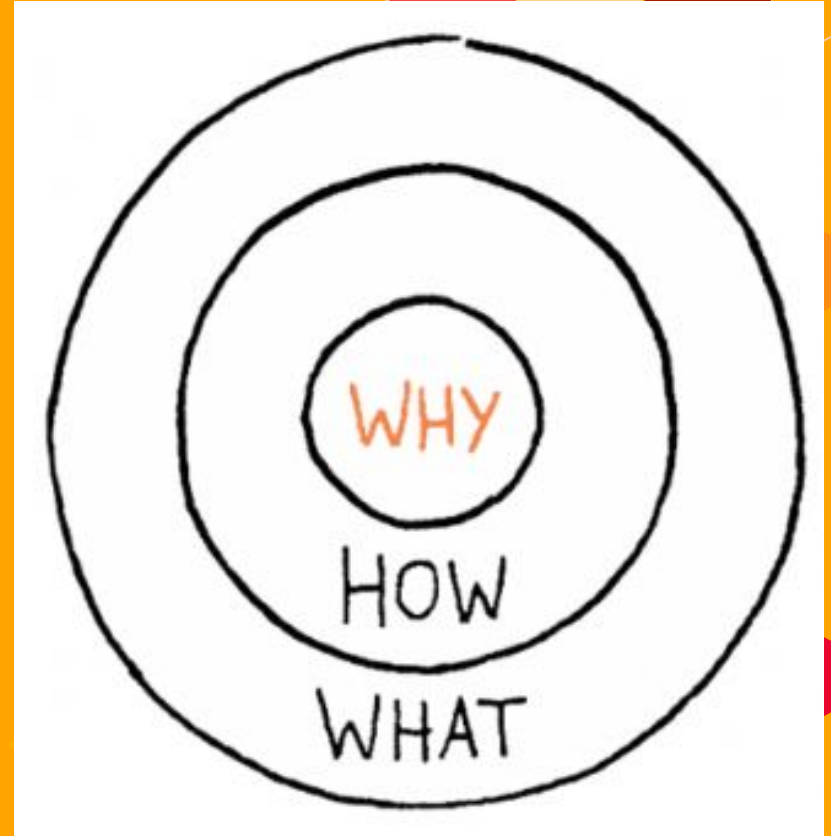
SHE STOOD  
IN THE STORM,  
& WHEN THE  
WIND DID NOT  
BLOW HER WAY,  
SHE ADJUSTED  
HER SAILS.

ELIZABETH EDWARDS



# Start with the Why

Unmute or use the chat box to share your thoughts as to why we are continuing to provide instruction to students during this pandemic.





Today's Docket	Parking Lot
<ul style="list-style-type: none"><li>- The What (VERY BRIEF)</li><li>- The How (and a little of the what) in for core content instruction</li><li>- Guiding Resources (Google Site &amp; Google Classroom)</li></ul>	<ul style="list-style-type: none"><li>- Grading</li><li>- Advisory/SEL</li><li>- SPED Support</li><li>- Check-Ins/Progress Monitoring</li><li>- Technology Distribution</li></ul>

# The What

## Guiding Principles:

- Leverage the curriculum you already have to the extent possible
- Ground in Consistent & Predictable Structures/Names/Deliverables
- Have grace (with yourself and with students)
- Lean on colleagues, coaches, and the regional team
- Invites for planning calls have gone out, calls will be recorded.

# ADA Criteria for Success

- ❑ Clear lesson objective(s) communicated to students
- ❑ Student-facing criteria for success/activity checklist for the lesson
- ❑ Answer key and/or way to check progress toward objective
- ❑ Method for delivering new content (video, notes, reading)
- ❑ Models, exemplars, sentence frames as needed in order to provide clarity
- ❑ Student practice opportunities
- ❑ Progress monitoring system
- ❑ Tools and resources differentiated for students with special needs
- ❑ Instructions for parents/caregivers

# Pause. Breathe.

Everything so far is what you would have been doing Q4 - creating engaging standards-aligned lessons for kids.



# The How: Student Daily Schedule

6th Grade (3.25 hours)	7th Grade (3.25 hours)	8th Grade (3.25 hours)	9th Grade (3.75 hours)
<b>Independent Reading:</b> 30 min <b>ELA:</b> 45 min <b>Math:</b> 45 min <b>History:</b> 45 min <b>Art/PE:</b> 30 min	<b>Independent Reading:</b> 30 min <b>ELA:</b> 45 min <b>Math:</b> 45 min <b>Science:</b> 45 min <b>Art/PE:</b> 30 min	<b>Independent Reading:</b> 30 min <b>ELA:</b> 45 min <b>Math:</b> 45 min <b>Science:</b> 45 min <b>PE:</b> 30 min	<b>English 9:</b> 45 min <b>Math 1:</b> 45 min <b>Biology:</b> 45 min <b>BUILD:</b> 45 min <b>History:</b> 45 min
10th Grade (3-5 hours)	11th Grade (3-5 hours)	12th Grade (3-5 hours)	Mixed 10th-12th Grade
<b>English 10:</b> 45 min <b>Math 2:</b> 45 min <b>Chemistry:</b> 45 min <b>Entrepreneurship 102:</b> 45 min <b>World History:</b> 45 min -----	<b>English 11:</b> 45 min <b>Math 3:</b> 45 min <b>Design &amp; Marketing:</b> 45 min <b>US History:</b> 45 min <b>College Seminar:</b> 30 min/weekly ----- <b>AP English:</b> 45 min <b>Anatomy:</b> 45 min	<b>English 12:</b> 45 min <b>Statistics:</b> 45 min <b>Economics:</b> 45 min <b>College Seminar:</b> 45 min ----- <b>Critical Thinking:</b> 45 min <b>APUSH:</b> 45 min <b>Chemistry:</b> 45 min <b>Anatomy:</b> 45 min	<b>Drama</b> <b>Music Entrepreneurship:</b> 45 min <b>Social Justice:</b> 45 min

## Cancelled Courses:

MS: All class that met P1, P6, or P7

HS: College Readiness, 9th Grade Electives (PE/Art/Music), 10th Grade Art

# Sample Teacher Daily Schedule

Timing	Task
8:00 - 8:30	Record/Share Daily (Video) Message with Scholars
8:30 - 9:30	Office Hours Opportunity #1
9:30 - 2:00	Flexible Work Time: <ul style="list-style-type: none"><li>- Student/Family Contact</li><li>- Lesson/Unit Planning</li><li>- Monitoring Student Progress</li><li>- Plan for Students with IEPs</li></ul>
2:00 - 3:00	Office Hours Opportunity #2/Student Check-Ins
3:00 - 4:00	Push out next days content Respond to parent/student messages from the day



# Pause. Breathe.

Remember our why.  
We have the right people to  
do this right.



# The How (2 pieces)

**Google Site (static with consistent information, updated weekly with additional resources)**

[tinyurl.com/panthersq4](https://tinyurl.com/panthersq4)

**Google Classroom (daily lesson deliverables uploaded here)**

[classroom.google.com](https://classroom.google.com)

# The How (2 Steps)

## Step 1: Share your Information for Google Sites (10-minutes)

To view the published site:

- [tinyurl.com/panthersq4](https://tinyurl.com/panthersq4)

Update the Logistics Matrix which Mitch will use to update the site

- Google Classroom Codes
- Office Hours
- Zoom Link:
- Zoom Meeting ID
- E-mail:
- Summary of the Work

## Step 2: Set-up rigorous learning via google classroom (ongoing)

Go to [classroom.google.com](https://classroom.google.com)

Find “GSP Classroom Template,” click on the three dots above the classname

Make a copy.

# Pause. Breathe.

The meat is done. Everything else today is dessert (aka shared best practices.)



# The How (Daily Lessons)

## Option 1: Daily Schedule

Do Now - 5

Intro to New Material - 15

Independent Practice - 20

Exit Ticket - 5

## Option 2: Weekly Schedule

Mondays: Reading

Tuesdays: Reflection

Wednesday: Pre-Writing

Thursday: Full-Writing

Friday: Feedback

# The How

## Best Practices:

- Release materials 1 week at a time (you can set it to release at particular times)
- Fully design one class before you copy it (1 class vs. 3 cohorts)
- Mr. Z's First Daily Video Message (1-take)
  - How would you feel watching video messages from your teachers each day? What is the value of a daily video message?
  - To create video messages - Loom.com (How-To Video is forthcoming)

# Next Steps

- Create your own google classroom (using the template, the one you already have or starting from scratch); when ready copy it for different cohorts
- Update the logistics matrix with your information
  - No office hours on Wednesday, 3-4 p.m. (preserve for GL or dept. Meetings, rotating bi-weekly)
- Attend or watch the remote learning presentation for your content this week.
- Attend Mitch's Google Classroom Office Hours (after this) or search "Google Classroom Tips" on Youtube
- Coaches are checking in for an update Thursday or Friday



Today's Docket	Parking Lot
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**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

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

School:	Aspire Golden State Prep Academy	Principal	Lou Kim
School Address	1009 66th Avenue Oakland, CA 94621	Principal Email:	lou.kim@aspirepublicschools.org
School Phone	510-567-9631	Grant Amount	<b>\$116,843.24</b>
2018-19 LCFF Enrollment (6-8)	<b>253</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		
N/A		
Budget	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

**Mid-Year Reflection: Music Program**

<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.

**2. Art Program (PRELOADED)**

Programmatic Narrative Based on Rubric
This is the first year we are requesting any Measure G1 funds for our Arts program. Our community is excited to expand our arts program in middle school, recognizing the positive benefits of arts education. The

largest proposed expenditure is to stipend our Arts teachers from teaching our normal 5-class load to 6 classes so there can be an additional arts elective offered. This elective will either allow all students to take an arts class (currently 81%) or allow students interested in arts to take an additional unique course such as comics or printmaking. These additional classes will require additional materials or equipment. In 2018-2019, we hosted 1 formal Art show and students were more engaged and excited in preparing for this exhibition. Next year, we hope to host 3 Arts shows. The costs will include additional materials (canvases, stands, boards) and refreshments.

Budget	2019-20 Activities	Anticipated Outcome
\$14,000	Stipend for 2 Art teachers to teach additional arts elective so all students are able to take Art or so more students in MS are able to take a unique arts class (such as comics or printmaking)	Increase # of students to 100% of MS taking Art or 40-60 more students taking a unique arts elective
\$2,000	Additional Arts supplies for unique courses	Necessary equipment and materials cost
\$607.24	Host 3 Art shows in 2019-2020 (currently 1 formal Art show)	Increase student investment at GSP through Arts program

### ***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.

As a result of our Measure G1 funding, GSP's Art program expanded to allow for 100% of our 6th and 7th graders to take art as well as 91 students to take an additional art elective that allowed them to push further in particular disciplines such as comics and printmaking.

Speaking to arts more broadly, we also expanded our MS Music and Dance programs (offering dance as an elective for the first time). These additional programs reached 77 students.

In total during semester one, 76% of our MS students took an Art class and 97% of students were enrolled in an arts based elective (art, music, or dance). In prior years, less than  $\frac{2}{3}$  of students had access to these elective offerings.

We anticipated hosting three Art shows this year. Our formal show was scheduled for March 18, 2020, which was cancelled due to the shelter-in-place orders. However, student participation in arts-forward decorations for school events flourished. We launched a new First Friday tradition which leveraged student-created decor that was displayed throughout the school. Highlights include LatinX Heritage month in September, harvest theme in November, and Black History Month in February. In addition to creating decorations, students designed flyers, performed, and showcased other art pieces. Our Art Teachers also showcased and led student art sales as part of these First Friday celebrations. These art sales helped draw a through-line between the work of Measure G1 with our Measure N work which helps fund our high school's entrepreneurship pathway.

While we are thrilled to have increased our Arts offerings to our MS students, we have experienced a few challenges along the way. Our MS Art room is a converted classroom that was not intended for art activity,

and therefore, does not have a sink. Our Dance elective takes place in a science classroom, which feels limiting from a facilities perspective (e.g. doesn't feel like a studio). As we continue to expand the robustness of our offerings, we'll need to evaluate how best to invest in our current facilities and staff to support our scholars' development in arts education.

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

Programmatic Narrative Based on Rubric		
N/A		
Budget	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

#### *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.

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

Programmatic Narrative Based on Data Analysis		
N/A		
Budget	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

#### *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.

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

Programmatic Narrative Based on Data Analysis		
In the 2018-19 school year, GSP experienced leadership and staffing shifts. Although there were some indicators of positive school culture, several data points worsened, such as suspension and chronic absenteeism. We need to continue funding the Community Culture Coordinator (0.5 FTE because they work		

with middle school for half their role), identified as “Dean of Students” in our budget, so that we can make improvements in our tiers of support, especially for students in Tier 3 (the greatest academic and SEL needs). Next year, the Community Culture Coordinator (Dean of Students) will focus on proactive student culture, including directly supporting teachers with classroom management concerns and developing, modeling, and checking implementation of SEL curriculum. We also recognize that we are not leveraging families and community partners enough to create a positive and safe middle school environment. We currently have a halftime Family & Community Partnership Coordinator and need this role to be full-time to really make gains in the work of leveraging families and local organizations to support our middle school culture.

Budget	2019-20 Activities	Anticipated Outcome
\$57,136	Community Culture Coordinator → actually Dean of Students role in budget (0.5 FTE)	Reduce suspension rate from 10.2% to 8% Reduce chronic absenteeism rate from 11.4% to 9% 10 students receiving Tier 3 services will continue to receive 1:1 check-in support
\$43,100	Full-time Family & Community Partnerships Coordinator (0.5 FTE)	Increase family engagement from 32% to 40% (annual Panorama survey) Increase student belonging from 40% to 45% (annual Panorama survey) Increase students participation in community organizations from less than 10% to 25%

### ***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.

Our region saw an increase in suspendable behaviors, particularly with drug-related incidents. While the Dean of Students was instrumental in developing clear Responses to Behaviors and rolling out Social-Emotional Learning, we were unable to decrease the suspension under 10% before the shelter-in-place took effect.

As of mid-March, our chronic absenteeism rate was 9.8%, which is a 2.5% decrease to last year. We can attribute the decline to a few changes: a school-wide shift to focusing on chronic absenteeism over truancy, the launch of a weekly Attendance Steering Committee (comprised of the Business Manager, Dean of Students, Academic Counselor, Office Manager, and Principal), personalized outreach, and sending individualized “nudge” letters regarding student absences. What we have learned is that chronic absenteeism data provides critical insight into student patterns and feelings about school, which should all be wrapped up in broader Wellness checks and Multi-Tiered System of Supports.

In terms of our student belonging metric, we met our anticipated outcome. 46% of students surveyed said they feel a sense of belonging at school (up 6% from the previous year). This can be credited to the work of our Community Culture Coordinator and broader admin team in rolling out a school-wide SEL curriculum, strengthening/starting new school traditions like First Friday, and more intentionally celebrating student success more often through bi-annual honor roll ceremonies and Black Excellence celebration. One

particular celebration in the student belonging data was that for the first time in the last 5 years there was no difference in the sense of belonging between LatinX and Black students. This is a testament to our Community Culture Coordinator's commitment to celebrating Black Excellence, helping create Black Affinity spaces, and our broader efforts to find and retain staff of color.

Our region's family survey changed slightly this year so we weren't able to gather data on family engagement but 87% of families said that the school provides opportunity for involvement. There was also a 20% increase in families feeling strongly that "I am encouraged to share my opinion and feedback in the school decision making process." This last increase was a result of intentional efforts by our Family and Community Partnerships Coordinator as well as our Community Culture Coordinator to strengthen our ELAC, SSC, and Black Family Advocacy groups.

We are still working to strengthen our students participation in community organization partnerships. We have drastically expanded our community partnerships for our 9th-12th grade scholars by aligning their end of year exhibitions with job shadows, internships, and year-long extended learning opportunities but are struggling to find/connect our middle schoolers with community organizations given safety/transportation barriers. Our After School program which serves nearly  $\frac{1}{3}$  of our middle school has brought in community organizations at least bi-monthly with the help and support of our Family and Community Partnerships coordinator.

***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).***