



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2021-22 Measure G1
Grant Application
Due: March 26, 2021

School	Urban Promise Academy	Contact	Tierre Mesa
School Address	3031 East 18th Street Oakland, CA 94601	Contact Email	tierre.mesa@ousd.org
Principal	Tierre Mesa	Principal Email	tierre.mesa@ousd.org
School Phone	(510) 436-3636	Recommended Grant Amount*	\$171,722.00
2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)	368	2020-21 LCFF Enrollment	349

*Allocation 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 2020-21

2020-21 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
1	1.0 FTE Music Teacher	\$110,124.00
2	0.52 FTE Student Advisor	\$62,077.00
3	Music Instruction Supplies	\$1,359.00
4	Art Supplies	\$1,359.00
5	Music and Art Licenses for Digital Platforms	\$1,621.00
Budget Total (must add up to Current Grant Amount)		\$176,537.00

Summary of Proposed Expenditures for 2021-22 (listed in order of priority)

2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	1.0 FTE Music Teacher	\$117,514.00
2	0.4 FTE Student Advisor	\$48,440.00
3	Music Supplies	\$4,000.00
4	Art Supplies	\$1,768.00
Budget Total (must add up to Current Grant Amount)		\$171,722.00

School Demographics		Student Body Ethnic Composition	
Male	48%	Asian/Pacific Islander	5%
Female	52%	Latinx	86%
% LCFF	95.3%	Black or African-American	5%
% SPED RSP	11.9%	White	1%

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	School Role
Tierre Mesa	Principal
Joseph Blasher	Assistant Principal
Glendy Cordero	Community Schools Manager

% SPED Mild-Moderate	0%	Indigenous or Native American	1%
% English Learners	49.9%	Multiracial	
% Oakland Residents	98.7%		

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>Music (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2019-20 (last yr)	2020-21 (this yr)
Access and Equitable Opportunity	Quality	Quality	Access and Equitable Opportunity	Quality	Quality
Instructional Program	Quality	Quality	Instructional Program	Quality	Quality
Staffing	Quality	Quality	Staffing	Quality	Quality
Facilities	Quality	Quality	Facilities	Quality	Quality
Equipment and Materials	Basic	Basic	Equipment and Materials	Basic	Basic
Teacher Professional Learning	Basic	Basic	Teacher Professional Learning	Quality	Basic
<u>World Language (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)			
Content and Course Offerings	N/A	N/A			
Communication	N/A	N/A			
Real world learning and Global competence	N/A	N/A			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2019-20 (last yr)	2020-21 (this yr)	Safe and Positive School Culture (SPSA)	2019-20 (last yr)	2020-21 (this yr)
Enrollment Data (20 day)	375	382	Suspension	2.90%	0%
ES Outreach Strategy Actions	Recruitment events at elementary schools, walking field trip, student ambassador tours	Virtual Tours and Recruitment Events at elementary schools	Chronic Absence	11.50%	Not measured the same
Programs to support ES students transition to MS	6th grade Welcome Day and Early Start	6th grade Welcome Video	CHKS data (District) or Culture/Climate survey	CHKS	CHKS

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
SSC Minutes	March 24th, 2021

Staff Engagement Meeting(s)	
Staff Group	Date

Staff Meeting Power Point	March 5th, 2021
Staff Meeting Exit Ticket Results	March 5th, 2021

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.

5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

1. Music Program

Programmatic Narrative Based on Rubric		
In 20-21, G1 funds were used to hire a 1.0 music teacher. There was the addition of an advanced 7th grade class that is two quarters long and an advanced two quarter music class for 8th graders to increase the rigor of instruction. We will not able to have a virtual choir, however the music teacher hosted an after school virtual music club where students explored their musical interests and created digital music.		
Budget	Description of 2021-22 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.
\$117,514.00	Propose to fund a 1.0 Music Teacher who will teach five sections of music class during the school day and a choir class after school for the 2021-22 school year. The day time classes will be accessed by all 6th grade students (124) throughout the school year, 90 7th grade students and 30 8th grade students.	<i>Equitable access to high quality music instruction for 224 students and increased opportunities for all students to perform and share their learning with the school and larger community.</i>
\$4,000.00	Propose to fund Music Instruction Supplies, specifically more instruments for students. As students now have access to more advanced music instruction and some students may be taking a third year of music instruction, we will need to continue to broaden our music curriculum and provide access to new units and more instrumental use.	<i>Equitable access to high quality music instruction for 224 students and increased opportunities for all students to use and learn more musical instruments.</i>

2. Art Program

Programmatic Narrative Based on Rubric		
In 20-21, we utilized Measure G1 and other resources to purchase and distribute high quality art supplies for student to have access to at home during virtual instruction.		
Budget	Description of 2021-22 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.
\$1,768.00	Propose to use G1 funds in 2021-22 for art supplies. As we increase equitable access to art instruction to students and more advanced art instruction, the need for art supplies will increase.	<i>More access to high level art instruction and art practice with more supplies. 220 students will have access to this supplies during the 21-22 school year</i>

3. World Language Program

Programmatic Narrative Based on Rubric		

Budget	Description of 2021-22 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.
N/A		

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
Budget	Description of 2021-22 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/families to be served and achievement for specific student groups.
N/A		

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
Budget	Description of 2021-22 Proposed Expenditures	Anticipated Student Outcome (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.
\$48,440.00	Propose to fund 0.40 FTE Student Advisor Position. The position will be a total of 1.0 FTE, using LCFF Supplemental school site funds to pay for the remaining 0.6 FTE. In 2021-22, the Student Advisor will continue to case manage Tier 1 and Tier 2 students with weekly check-ins focused on behavioral goals, academic progress and Habits of Success (SEL) and family engagement. The Student Advisor will continue to support with coordinating SEL curriculum across all three grades for all students. Additionally, the Student Advisor Leadership students will continue to support recruitment of 5th grade students by acting as student ambassadors that lead family and student tours and participate in student panels for recruitment events.	<i>Increased student connectedness scores as measured by CHKS survey. Additionally, decrease number of student behavior referrals (URFs), suspension rate, chronic absentee rate and number of students below a 2.0 GPA.</i>

21-22 Carryover Justification Form

Anticipated Carryover Amount	\$0.00
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Carryover Justification and Narrative

In the following section, please explain how you plan to use the Measure G1 carryover funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes. All budget items should total up to the total carry-over grant amount.

Summary of Proposed Use of Carryover for 2021-22

Proposed Carryover Expenditures from Budget Justification and Narrative Section (add more lines if needed)	Budget

Budget Total (must add up to Anticipated Grant Amount)	\$0

Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.

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Please submit your 2021-22 Measure G1 proposal to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).



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**Urban Promise Academy
SSC Meeting Minutes
March 24th, 2021
5:00 PM - 6:30 PM**

Agenda Item Slides	Facilitator
<p>I. Welcome</p> <ul style="list-style-type: none"> • Present agenda overview <ul style="list-style-type: none"> → Welcome → Roll Call of Elected Member → Share UPA School-wide priorities for next year and get feedback → Share UPA State of Budget for Next Year and Plan for Funds → Feedback on use of Measure G1 Funds → Update on Reopening Plan <p>David Ramirez- Present Monica Yupa- Present Miguel Olivares- Present Rafael Rosado Moreno - Present Carmen Mata - Present Rosa Maria Barragan- Present Christina Miller- Present Sara Jimenez - Present Yoselin Pano Aguilar - Present</p>	Mesa, T. - Principal
<p>II. Share UPA School-wide Priorities for Next Year and Get Feedback</p> <p>Priority 1 : Quality Instruction</p> <ol style="list-style-type: none"> 1. Provide Designated ELD Support for all ELLs 2. Improve Integrated ELD Strategies in All Classrooms 3. Strengthen whole school independent reading program <p>Why the Shift?</p> <ol style="list-style-type: none"> 1. We have over 180 ELLs at UPA. 2. It has been more challenging to provide language support in virtual classrooms so there is a need to prioritize this. 3. We have not had an ELD Boost this year. 4. We are required by the state to provide a designated ELD class to all ELLs 5. Strong connection between reading and language development acceleration. <p>Priority 2 : Positive Equity focused school culture</p> <p>Focus in this Priority</p> <ol style="list-style-type: none"> 1. Culturally responsive teaching strategies/structures to strengthen relationships with 	Mesa, T. - Principal



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- adults and between students
- 2. Creating protocols that support the needs of reopening the school
- 3. Focus on Staff Wellness

Why the Shift?

- 1. Extend equity work around race and identity into our instructional practices
- 2. The impact of the pandemic and distance learning on student's social skills
- 3. Needing to shift school culture procedures/protocols to prioritize safety and relationships
- 4. The impact of the pandemic and school reopening on staff culture and wellness

Priority 3 : Family Engagement

Focus in this Priority

- 1. Focused outreach and engagement of Mam families
- 2. Start of year workshops on how families can support learning at home during hybrid model
- 3. More Family engagement in school-wide decisions and school improvement work

Why the Shift?

- 1. We have struggled to communicate effectively with our Mam families and this population is growing.
- 2. The hybrid model will require strong family partnership to support learning at home
- 3. We need to do more to empower families to advocate for the needs of their children.

Small Group Discussion

How do you feel about the focus of our school-wide priorities next year?

Quality Instruction?

- Getting more support for MAM students
- Newcomers to have translation
- Reading intervention

Positive School Culture?

- Positive reinforcements for student motivation



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<ul style="list-style-type: none">- Focus on staff and teachers as a priority Family Engagement? <ul style="list-style-type: none">- More communication with family is always great Next steps: <ul style="list-style-type: none">- Coming up with action steps on how we are going to accomplish these priorities- Budget will be created around these priorities	
III. Share UPA State of Budget for Next Year and Plan for Funds <ul style="list-style-type: none">- What is presented right now, could change. This is a snapshot of the budget outlook now with the hopes we will continue to get more money due to the COVID relief funds. HIGHS <ul style="list-style-type: none">• More funding for teacher positions provided• More \$ for our library- \$55,000 (Measure G grant)• No big changes to money we are receiving in our OUSD budget LOWS <ul style="list-style-type: none">• \$70,000 cut to Salesforce PIF Grant• No more Ed78 grant money• Can't save any of the money we didn't spend this year• All positions are more expensive as cost of benefits are increasing What will be new for next year? <ul style="list-style-type: none">- No Staff cuts- New part time library teacher- New part time Mam speaking family engagement specialist<ul style="list-style-type: none">- Will work in our FRC, provide interpretation services, and create groups for our Mam community and workshops- Increase in hours for our newcomer social worker<ul style="list-style-type: none">- Mental health and resources for our newcomer families- These decisions were gathered as a staff and this was shared with the staff but there are aspect of our budget funds for next year for SSC to vote on and approve Get Feedback on Use of Measure G	Mesa, T. - Principal



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G1:

- Money is for 12 years
- Increase access to course in arts , music, and world languages in grade 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment
- Money goes to all Oakland middle schools
- Money is determined my LCFF funds...this is determined based on students at the school who have specific needs
- Currently UPA uses the money for:
 - Full time music teacher position
 - Teachers five class sections (6-8)
 - Crew leader and mentor
 - Half of the Student Advisor Position
 - G1 pays for half the student advisor position
 - 1:1 check ins through distance learning
 - Facilitating YPAR leadership group
 - Quality coaching to BTSA program
 - Instructional leadership, Culture team member

Zoom Feedback Poll: What do you think we should do?

Option 1: Continue to fund music teacher and half of a student advisory 67%

Option 2: Continue to fund a music teacher and fund a part-time world language teacher 22%

Option 3: fund a full time world language teacher and half of student advisory position

Other Options: 11%

- Educating students and family with technology...finding ways to prepare these students with 21st Century skills
 - G1 wouldn't be allowed for this because of what categories G1 can fund
- Staff has found interest in looking for a world language program however we do not have funding this year unless we eliminate a position we already have.

IV. Vote on Use of Title I and Title 4 Funds

Total Title 1 General Funds- \$129,375.00

Vote to Use \$65,045 to pay for 0.45 FTE of Community Schools Manager Position -
Remaining 0.55 FTE paid through Base funding and Kaiser grant

- Supports families
- Connected families with mental help services
- Partnerships with community organizations

8 Yes

Mesa, T. - Principal
SSC Members



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0 No
1 Abstain

Approved

Vote to Use \$62,704 to pay for 0.5 FTE of Instructional Facilitator position. - Remaining 0.25 paid with Supplemental funds

- Developing schoolwide professional development
- Supports teachers
- Will help our guide with support ELL

9 Yes
0 No
0 Abstain

Unanimous Vote Approved

Total Title 1- Parent Funds - \$3,450.00

Vote to use \$3,450 for virtual or in person family workshops next year to support tech skills, ESL or family literacy workshops.

- This will pay for the person who will be doing the workshops

9 Yes
0 No
0 Abstain

Unanimous Vote Approved

Total Title 4 Funds \$8,625.00

Vote to use \$8,625.00 for transportation for field trips (WILD/ College for All)

- If we can not use these funds because of COVID or other reason, SSC will revisit this vote

9 Yes
0 No
0 Abstain

Unanimous Vote Approved

V. Update on Reopening Plan for In-Person Instruction

Mesa, T. - Principal



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- Due to COVID rates going down in our county and due to many of our staff have received COVID vaccine, OEA and OUSD have reached an agreement for staff to return to sites
- Phone calls have been made about phone calls regarding students possible return based on the phases:
 - Phase 1 starts Tuesday, March 30th with some teachers voluntarily returning to in-person and working with 6-8th grade "priority students", students who are English Language Learners or are homeless or foster youth.
 - Phase 2 will have all teachers returning on Monday, April 19th to support students and we have invited all 6th grade students.
- Any families who chose to remain with remote learning will be able to do so.
- Families you are invited to return during Phase 1 or 2, have already been notified
- There will only be one change to everyone's distance learning schedule- Starting next week, Virtual Crew for all students will be from 9:00am-10:00am.
- Students must wear mask the entire time in the building
- Hallway movement
- In classroom seating: following previous CDC guidelines of 6 ft social distancing
- Health screening for both staff and students
- There will be an entrance procedure either by the family or by a staff member
- Class size will be 14 or smaller
- This is a great opportunity for 6th graders to meet staff and other students
- Students have been notified but if you haven't please contact Ms. Glendy

Comments & Questions

- For those who are going back in person, do they have to wear a uniform?
 - Student will need to wear an UPA t-shirt
 - Uniform is not a priority at this time
 - Students will be sent to class with a reminder if they do not have one
 - The school culture will be taking other measures very seriously
 - Social distancing is not an option it is a requirement
 - Students who do not properly wear a mask will be removed from in person learning

VI Public Input

-

Everyone



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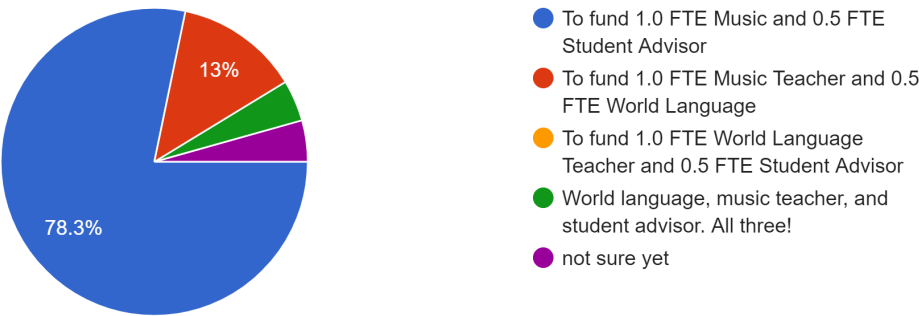
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VII. Date of Next Meeting : April 26th 5 PM to 6:30 PM	Mesa, T. - Principal
Meeting is Adjourned	

Exit Ticket Results G1 Staff Engagement 21-22

How do you think we should use our Measure G1 Grant next year?

23 responses



Explanation comments

Gretchen and David are doing great things with the positions.
not sure yet.
Both of these positions are important to our school.
I think having music in our school was v impactful - esp considering assemblies + giving students a space to be creative. I also think the Student Advisor position has been impactful.
Is it possible to have all three positions?
Music class can be really impactful with our students, working in the community we live in I don't think they always get this opportunity, so I feel it really important for this to stay. Im not sure actually what a student advisor does.
Would love to have a language class though

At Oakland High there is a Mam class, that might be a neat thing to explore for the future.

We have those people right now so let's keep them.

I think music adds so much to our school and I think removing it would be a disservice to our students. I also think having a student advisor is incredibly important, and more important than adding another class.

If World language, what would it be? What would happen if the student advisor position is eliminated? Who would take over the tasks indicated on slide deck?

I like the way we do things now

I think our students love music and that World Languages haven't gone over well in the past.



Write an appreciation in the chat to another person on staff that has done something special and you want to call them out for their amazingness

Objectives

- To build understanding of our current budget, budget terminology and how money is currently allocated.
- To share information about the budget landscape for UPA next year and gather feedback about what expenditures we should continue to prioritize in our budget.
- To share information about the Measure G1 grant and gather staff feedback about the grant proposal

Staff Ethos

Share Your Wisdom
Extend Care
Lean Into Discomfort
Own Your Learning
Engage in Humble Inquiry
Expect/Accept Non-Closure

Set an intention for yourself.

**How do you want to show up
in this space?**



A dense background of many colorful balloons in shades of red, blue, green, yellow, orange, and pink. The balloons are clustered together, creating a vibrant and festive atmosphere.

Check in Question

**Share something about yourself that
you don't think the other person knows yet!**

Current UPA Budget 2020-21

Base = Paid by OUSD General Fund, not out of site specific budget

FTE = 1.0 is a full time position, 0.5 FTE is half time, etc...

Discretionary = Less Restricted, but cannot be used for staffing

Supplemental = Unrestricted to be aligned to school-wide priorities

Concentration = Restricted to be aligned to school-wide priorities

Title 1/ IV = Highly restricted Federal funding tied to % FRL, ELL

Measure G = Restricted money for Library ONLY

Measure G1 = Restricted money for Electives, Language, School Culture

Salesforce PIF Grant = Unrestricted, Principal Innovation Grant

School-Wide Priorities for 20-21

1. Quality Virtual Instruction
2. Positive School Culture and Climate
3. Family Engagement

Last Year's Budget Prioritization Process

[Current Budget Info](#)

What do you see that is interesting? What surprises you? What questions do you have?

Highs and Lows for Budget for 2021-22

HIGHS

- Additional 1.4 FTE Elective Teachers in Base
- Increase in Measure G (Library) to \$55,000- New Position for 0.5 FTE Teacher Librarian
- No staffing cuts are necessary
- No big changes to Discretionary, Supplemental or Concentration Funding

LOWS

- \$70,000 cut to Salesforce PIF Grant
- No Site Carry Over from this year can be reserved for UPA next year
- Decrease in Salesforce CS Grant
- All positions outside of “base” are more expensive

Group Discussion

Please Remember:

Discuss positions not people
Avoid deficit language

Discussion Prompts:

Which of these additional expenses should we prioritize?

Any other ideas of additional expenses?

What to Prioritize??

- **Math Blueprint Contract** - \$30,000 for 2 Full Time Mentors
- **0.5 FTE Mam Family Engagement Specialist** (\$15,000)
- **Increase Newcomer Social Worker to 0.8 FTE** (\$20,000)
- **Tech Maintenance Contract** (\$8000)
- **Extended Contracts + Benefits for Teachers**
 - Aug PD Extra Day \$8000
 - Early Start \$7000
 - SLT \$18,000
 - Crew Coordinators \$8000
 - Dept Chairs \$4000

What is Measure G1?

Measure G1, passed by Oakland voters on 11/8/16 for 12 years, is a \$120 per parcel special tax on each taxable parcel in the City

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

What is Measure G1?

G1 funds must be used to supplement, not supplant additional services, staff, programs or materials that connect to the goals.

The amount of money we get next year 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. Should be about the same as this year.

How are we currently using our G1 grant (\$170,000)?

Pay for a full-time music teacher position

Teaches five class sections

Crew Leader and Mentor

Teaches Choir after school



How are we currently using our G1 grant (\$170,000)?

Pay for half of Student Advisor Position

Instructional Leadership: Coaches teachers (math and BTSA), Crew (SEL) Coordination

Culture Team Member: Facilitates YPAR Leadership, Manages Mentor Program, Supports with Recruitment, Facilitates Crew Coordinator Meetings

Other Duties: SBAC coordination, Website maintenance, Technology Lead, Canvas Support

How should we use our G1 grant next year?

Students LOVE the music classes and it is a critical part of our elective offerings!

Coordination of Mentor Program has allowed us to have mentor check-ins for all. Improved ability to support and coach new teachers.



What do you think we should do?

- Option 1:** Continue to fund music teacher and half of Student Advisor position
- Option 2:** Continue to fund music teacher and fund a part-time world language teacher
- Option 3:** Fund a full time world language teacher and half of Student Advisor position

Other options?

Budget Next Steps

- Staff will share feedback in exit ticket today
- Will get feedback about Measure G1 at next SSC
- Will get SSC approval of Title 1 and Title IV expenditures

[Exit Ticket](#)