



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

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

School	American Indian Public Charter School II	Contact	Riffat Akram, Natalie Glass, Tiffany Tung, Marisol Magana
School Address	171 12th Street Oakland, CA 94607	Contact Email	riffat.akram@aimsk12.org, natalie.glass@aimsk12.org, tiffany.tung@aimsk12.org, marisol.magana@aimsk12.org
Principal	Natalie Glass & Riffat Akram	Principal Email	riffat.akram@aimsk12.org, natalie.glass@aimsk12.org
School Phone	510-893-8701	Recommended Grant Amount*	\$75,641.00
2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)	201	2020-21 LCFF Enrollment	154

**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	Funding for 0.5 FTE Music Teacher	\$41,677.00
2	Instrument replacement/repair due to being broken, lost (Violins)	\$2,000.00
3	Art supplies	\$2,000.00
4	VPA Department Performances	\$3,112.00
5	School Culture and Climate Events, Displays, and Professional Development	\$3,000.00
6	Musical Theater Stipend	\$1,500.00
7	Music Related Trips and Guest Presentations	\$950.00
8	Art Related Trips and Guest Presentations	\$750.00
9	Rosetta Stone for World Languages	\$11,500.00
10	GoGuardian Internet Monitoring and Suicide Prevention Software	\$3,500.00
11	5-6th Grade Enrollment / Outreach Efforts	\$1,500.00
12	PBIS rewards and training (incentives)	\$4,000.00
Budget Total (must add up to Current Grant Amount)		\$75,489.00

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	Funding for 0.5 FTE Music Teacher	\$41,098.00
2	Funding for 0.5 Art Teacher	\$34,543.00
Budget Total (must add up to Current Grant Amount)		\$75,641.00

School Demographics		Student Body Ethnic Composition	
Male	47.3%	Asian/Pacific Islander	43.8%
Female	52.7%	Latinx	9.5%
% LCFF	77.99%	Black or African-American	37.9%
% SPED RSP	6%	White	6.1%
% SPED Mild-Moderate	0%	Indigenous or Native American	0.5%
% English Learners	35%	Multiracial	2.3%
% Oakland Residents	84%		

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	School Role
Natalie Glass	Head of Division
Riffat Akram	Head of Academics
Tiffany Tung	Operations Manager
Katema Ballentine	CBO
Marisol Magana	Operations Director

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)
<i>Access and Equitable Opportunity</i>	Developing	Basic	<i>Access and Equitable Opportunity</i>	Developing	Basic
<i>Instructional Program</i>	Basic	Quality	<i>Instructional Program</i>	Basic	Quality
<i>Staffing</i>	Basic	Basic	<i>Staffing</i>	Entry	Basic
<i>Facilities</i>	Developing	Basic	<i>Facilities</i>	Entry	Basic
<i>Equipment and Materials</i>	Developing	Basic	<i>Equipment and Materials</i>	Developing	Basic
<i>Teacher Professional Learning</i>	Basic	Basic	<i>Teacher Professional Learning</i>	Basic	Basic
<u>World Language (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)			
<i>Content and Course Offerings</i>	Sustaining	Sustaining			
<i>Communication</i>	Developing	Sustaining			
<i>Real world learning and Global competence</i>	Developing	Basic			

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)
<i>Enrollment Data (20 day)</i>	59	71	<i>Suspension</i>	3 students	0 students
<i>ES Outreach Strategy Actions</i>	Family Outreach, Present our school to elementary schools, School tours and Community Events	Family Outreach Present our school to elementary schools -Virtual School tours -Virtual Community events	<i>Chronic Absence</i>	7%	5%
<i>Programs to support ES students transition to MS</i>	Tutoring, Summer Math and ELA Camp and Mandarin is taught in ES	-Tutoring -Summer Math and ELA Camp -Mandarin is taught in ES	<i>CHKS data (District) or Culture/Climate survey</i>	N/A	N/A

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
Parent Meeting	3/22/21
Student Government Association Meeting	3/24/2021

Staff Engagement Meeting(s)	
Staff Group	Date
Staff Meeting	3/19/21

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		
<p>AIPCS II 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.</p> <p>AIPCS II 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.</p> <p>The goal for 2021-2022 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.</p> <p>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.</p> <p>Musical theater is a class that develops students with theatrical talents.</p>		
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.

\$41,098.00	Funding for 0.5 FTE Music Teacher.	<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 & 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>
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2. Art Program

Programmatic Narrative Based on Rubric

AIPCS II 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 II 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 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.
\$34,543.00	Funding for 0.5 FTE Art Teacher.	<i>Offer 6th and 7th grade Art Class to approximately 95 middle school students at least twice per week. Offer Graphic Design Classes to 30 8th graders at least twice a week.</i>

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. This success looks like students listening and speaking about common items and aspects of their lives in the target language. In addition to commonly used phrases, students who spend a minimum of two hours per week using Rosetta Stone outside of the scheduled class make progress towards the required A-G college entrance goals. Students who practice even the minimum number of hours improve their pronunciation and memory of the target language.

Teachers create both whole class and individual goals and after two years of Middle School World Language study in one language, students are on track to receive one full year of high school foreign language credit as a result of their advanced work.

AIPCS II will continue to offer foreign language classes 4 days per week as part of its regular curriculum. Currently, 6th grade students are required to take Spanish and Mandarin for one semester each and will have the option to take either Spanish or Mandarin for two years for 7th and 8th grade. For 7th and 8th grade both Spanish and Mandarin use the same curriculum that is used for high school coursework.

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.

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.)		
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.

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
<p>For 2021-2022 school year AIPCS will continue using PBIS. 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 use PBIS to ensure we are creating a positive school culture and incentivizing students for positive behavior. AIPCS will contract a graphic designing company to create AIMS PBIS student rewards and incentives, and design additional flyers to establish a positive school climate, strengthen professional development opportunities, celebrate diversity, and promote the healthy use of technology.</p> <p>AIPCS II will continue using GoGuardian software to encourage students to focus on the educational sites and topics which the teacher provides. In addition, this software is used by staff to flag key words that are used when students are bullying or have feelings associated with self-harm and depression. A series of steps and triggered events prompt teachers and administrators to note words and actions that are of concern. The software allows for staff to monitor student web activity while they are using publicly purchased school materials and resources, providing an activity timeline that allows insight into how students are using electronic devices. This creates transparency with students, teachers and parents around academic progress and allows teachers to fully support students during distance learning and in person learning.</p> <p>During a synchronous or asynchronous meeting, teachers can recognize students who appear to be stuck or having problems with a particular topic and support students with specific guidance. Similar features are available to assist parents. During the parent engagement meeting - parents voted GoGuarding as their second funding priority. See list of other schools/districts that are using GoGuardian (Measure G1 Information and Background Data).</p> <p>Lastly, AIPCS II will have Professional Development for staff to support training on culturally responsive pedagogy.</p>		
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.

21-22 Carryover Justification Form

Anticipated Carryover Amount	\$16,129.00
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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
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GoGuardian Internet Monitoring and Suicide Prevention Software	\$2,500.00
Instrument replacement/repair due to being broken, lost (Violins)	\$2,000.00
Art Supplies	\$2,000.00
SmartMusic.com (Online Music Program)	\$2,500.00
PBIS Student Rewards	\$5,129.00
School Culture and Climate Events, Displays, and Professional Development	\$2,000.00
Budget Total (must add up to Anticipated Grant Amount)	\$16,129.00

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

Based on the changes required by the COVID-19 pandemic, we were not able to fully implement the planned programs in all areas of this grant. We were not able to have our visual and performing arts performances. In fact the music and art programs were hampered in their program delivery – as we all began developing ways to deliver instruction online. Some art supplies were not used because they were not available for students to pick up any day and return in a sanitary way. Musical instruments were used, but instruction was forced to change. Music and art field trips are only available virtually up to this time.

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



Title of Meeting: Measure G1 - Parent

Date: 03-24-2021

Time: 6:30 pm

Locations: Online

Facilitated by: Natalie Glass

<p>GOALS FOR THIS MEETING:</p> <p>discuss the VPA department funding plans for next year Clarify Measure G1 funding goals</p>	<p>NORMS:</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?
6:30	Open	Glass	welcome
6:35	Norms and Practices	Glass	go over agenda
6:40	Presentation	Glass	provide information
7:00	Parent Survey	MS Parents	student feedback
7:15	Q&A closing	Glass	clarifying and closing

Please put the following in ranked numerical order

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

Please put the following items in ranked numerical priority

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

Measure G1 - Parent Mtg minutes

1. Attendance: See attendance sheet below
2. Began meeting going over the agenda (above)
3. A presentation 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 Ms. Glass, 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. Ms. Glass shared a survey that allowed each parent to record his or her opinions about the funding priorities.
6. Several clarifying questions were asked. How many non-Oakland residents attend AIMS? Why the emphasis on enrichment and not academics? What can parents do to support ...?, etc. Those items which were unclear were described.
7. Having clarified the items, the meeting ended.

AIPCS 1 & 2 Sign In Form
Date: March 24, 2021
Title of Meeting: Measure G1 - Parent Meeting

Name	Time of Arrival
Natalie Glass	6:30
Vonetta Beckenridge	6:30
Luisa Irineo	6:30
Ming Wei Li	6:30
Lizeth Munoz	6:30
Sung Lee	6:30
Ana Herrera	6:30
Anabella Ixcot	6:30
Li Yi	6:30
Alemayehu Workene	6:30
Tesfay Sebahtu	6:30



Title of Meeting: Measure G1 - Students

Date: 03-22-2021

Time: 6:30 pm

Locations: Online

Facilitated by: Natalie Glass

<u>GOALS FOR THIS MEETING:</u>	<u>NORMS:</u>
discuss the VPA department funding plans for next year Clarify Measure G1 funding goals	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?
6:30	Open	Glass	welcome
6:35	Norms and Practices	Glass	go over agenda
6:40	Presentation	Glass	provide information
7:00	Prioritize funding activity	MS Students	renew / decide funding priorities
7:10	discuss the priorities together	Glass	come together on ideas and focus
7:20	Q&A closing	Glass	clarifying and closing

Measure G1-Priorities Activity/Discussion

Please put the following in ranked numerical order

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

Please put the following items in ranked numerical priority

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

Measure G1- Student Mtg minutes

1. Attendance: See attendance sheet below
2. Began meeting going over the agenda (above)
3. A presentation 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 Ms. Glass, 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. Ms. Glass explained led activity that allowed each student to give input on his or her opinions about the funding priorities.
6. Several clarifying questions were asked. How is GOGuardian used as suicide prevention? What is the difference between VPA and Musical Theatre? Why is Rosetta Stone used as the preferred learning platform ...?, etc. Those items which were unclear were described.
7. Some other responses were briefly discussed pertaining to school reopening.

Title of Meeting: Measure G1 -Student Meeting

[illegible]



Title of Meeting: Friday PD (inc. Measure G1)- Teachers

Date: 03-19-2021

Time: 1:30 - 3:00 pm

Location: Online

<p><u>GOALS FOR THIS MEETING:</u></p> <p>Clarify Measure G1 funding goals Honor staff work and efforts</p>	<p><u>NORMS:</u></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?
1:30	Opening	All MS Staff	welcome
1:35	Norms and Practices Friday PD Presentation link	Holmquist Akram Glass	go over agenda
1:40	Other housekeeping information (SEL checkin)	staff	inform & respond
1:50	go through Measure G1 priorities (MeasureG1 survey)	Holmquist	come together on ideas and focus
2:30	MS Announcements	staff	clarify and record
3:00	Closing	MS staff	clarifying and closing

Measure G1-Discussion Teacher Minutes

1. Attendance: See attendance sheet below
2. Began meeting going over the agenda (above)
3. A presentation 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 Ms. Glass, 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 high quality music and art teacher.
5. Mr. Holmquist shared a survey that allowed each teacher to record his or her opinions about the importance of each funding category.
6. Teachers shared their thoughts on the Middle School Measure G1 Self Assessment.
7. Each rubric classification was explained to teachers (Developing,Basic,and Sustaining)
8. The meeting was came to an end at 3:00PM

AIPCSI and AIPCS II Sign In Form**Date: March 19, 2021****Title of Meeting: Measure G1**

Name	Subject/Homeroom	Time of Arrival
Peter Holmquist	Administrator	1:30
Jennifer Ko	English	1:30
Alma Solis	Math	1:30
Ariel Navotas	Math	1:30
Armando Acero	Math	1:30
Ayesha Readye	English	1:30
Rebecca Spencer	English	1:30
Colleen Turner	English	1:30
Matthew Draper	English	1:30
Madeline Defond	Math	1:30
Frank Forte	Math	1:30
Najwa Sabrie	Math	1:30
Juan Sanchez	Math	1:30
Allison Crowley	Math	1:30
Aliyah Shaheed	Math	1:30
Charnise Jones	English	1:30
Zubida Bakheit	Math	1:30
Allison Frost	Art	1:30
Misha Hammer	Music	1:30
Fenglin Wu	Mandarin	1:30
Ana Baraaza	Spanish	1:30
Makaylah Worley	Administrative Assistant	1:30
Natalie Glass	Administrator	1:30
Wilson Huynh	Administrative Assistant	1:30
Eric Lee	ELD	1:30
Melissa Ha	ELD	1:30
Riffat Akram	Administrator	1:30
Tina Case	PE	1:30
Mike Esola	PE	1:30