



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-22 Measure G1

Grant Application

Due: March 26, 2021

School	Aspire Berkley Maynard	Contact	Jay Stack
School Address	6200 San Pablo Avenue Oakland, CA 94608	Contact Email	jay.stack@aspirepublicschools.org
Principal	Jay Stack	Principal Email	jay.stack@aspirepublicschools.org
School Phone	510-658-2900	Recommended Grant Amount*	\$28,711.00
2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)	80	2020-21 LCFF Enrollment	58

*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	35% of a Scholar Support Manager for Middle School	\$28,653.00
Budget Total (must add up to Current Grant Amount)		\$28,653.00

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	35% of a Scholar Support Manager for Middle School	\$28,653.00
Budget Total (must add up to Current Grant Amount)		\$28,653.00

School Demographics		Student Body Ethnic Composition	
Male	49%	Asian/Pacific Islander	2%
Female	51%	Latinx	31%
% LCFF	72.00%	Black or African-American	58%
% SPED RSP	1%	White	3%
% SPED Mild-Moderate	10%	Indigenous or Native American	0%
% English Learners	13%	Multiracial	6%
% Oakland Residents	52%		

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	School Role
Jay Stack	Principal
Monica Franco	Business Manager
Pamela Saberton	Assistant Principal
Jessica Ayala	3-5 Dean
Michelle Palasek	TK-2 Dean
Sonia Cesar	After School Director & Pro-Black Programming Coordinator

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

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)	587	565	Suspension	2.30%	0
ES Outreach Strategy Actions	N/A	N/A	Chronic Absence	15.80%	14.30%
Programs to support ES students transition to MS	N/A	N/A	CHKS data (District) or Culture/Climate survey		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
Measure G1 Community Meeting	3.17.2021

Staff Engagement Meeting(s)	
Staff Group	Date
Measure G1 Staff Meeting	3.9.2021

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.

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

Upon completing our Measure G1 assessment in teams in the 2019-2020 school year, we realized that while we have grown our music and art programming significantly, we have reached a plateau and need some more support with regards to our Safe and Positive School Culture (SPSA) work in Middle School. Chronic absenteeism is a serious issue at our school and we need the support of a Scholar Support Manager who can partner with families, create plans, create accountability measures, and support students to ensure our Tier 2 and Tier 3 students have the support they need to be successful and have a positive impact on our Safe and Positive School Culture. Our School Support Manager's work will continue to be a necessity and central to our work in welcoming back students, partnering with their families, and ensuring their safety and success next school year.

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.
\$28,653.00	37% of a Scholar Support Manager for Middle School	Same goal as 2020-2021 due to lack of student wellness data during pandemic but increase in chronic absence: Our goal is to increase the number of students that feel belonging, welcoming, joy, and connection at our school site as measured by our annual SEL survey. In Middle School, currently 86% of students positively report in these domains. The scholar support manager would support with checking in with our identified Tier 2 and Tier 3 students, support families who are chronically absent, and support the assistant principal with a positive and safe middle school learning environment.

21-22 Carryover Justification Form

Anticipated Carryover Amount	\$29,014.00
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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
56 % of a Half-Time Mental Health Counselor to Support Positive Climate and Culture through targeted whole class, small group, and individual class lessons proactively and to respond to support for crisis. Counselor would work with the School Support Manager, Assistant Principal and Behavior Wellness team to use a data driven approach to providing interventions and counseling supports to our middle school students.	\$29,014.00
Budget Total (must add up to Anticipated Grant Amount)	\$29,014.00

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

We have and will continue to use the Measure G1 allocation for the 2020-2021 school year that was approved in May of 2020 for 35% of a School Support Manager to strategically support the needs of our middle school students. The carryover money that has still not been fully spent is from the 2019-2020 school year. In May of 2019, BMA was approved to spend \$34,854 for a part time Spanish Teacher. We spent the entire summer and beginning of the year trying to partner with other schools and find someone who could provide world language programming to our students in a part time capacity. We were unable to find even candidates to interview. The money that year was ultimately not spent and the pandemic resulted in the money never being spent. We applied to spend the carryover money on \$12,000 for Pretty Brown Girl mentoring, \$9,000 for Live Tutoring Sessions, \$5,840 on Black Boy Rains curriculum, and \$7,800 on a Spanish World Programming online learning sessions. We have already purchased

Poems curriculum, and \$7,890 on a Spanish World Programming online learning sessions. We have already purchased, distributed, and implemented Black Boy Poems. Due to the timing of the Measure G1 carryover approval (January 2021) and schools beginning to reopen and the denial of using funds for tutoring, we would like to reallocate these funds next year. Reopening schools and welcoming back students is bringing a lot of wonderings about supporting students wellness and mental health. As a school of 565 students with 150 in middle school, we need the support of an additional Mental Health Counselor (50% capacity) to work with our Middle School students, families, staff, and the Behavior Wellness team.

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



Measure G1 Community Engagement Meeting - Notes

Date: March 17th, 2021

Time: 5:00 pm

Location: Principal Stack's Zoom Room (to be shared)

Important Meeting: All parents and community members are encouraged to participate in brainstorming and affirming solutions for use of our Measure G1 middle school improvement funds.

Attendees: Jay Stack, Michelle Thompson, Sharifa Sparks, Corrine Williams, Sonia Cesar, Deana Williams

AGENDA:

1. Call to Order
2. Welcome and Introductions
 - a. School's pro-Black coordinator and After School Director joined in addition to four families.
 - b. Introductions of family/parent names as well as students were provided.
3. New Business
 - a. Reflection on Use of Measure G1 Funds 2020-2021
 - i. Hiring of Ms. Monika Ellis to serve as School Support Manager to support our 5th through 6th grade retention and boost positive school culture and climate in middle schools.
 - b. State of the Carryover Funds
 - i. Mr. Stack shared that he was approved for Black Boy Poems curriculum from Tyson Amir for \$5,000. These materials have been purchased and distributed.



- ii. Remaining \$23,000 was spent on Pretty Brown Girls mentoring community which was approved. Tutoring was not approved by the commission.
- c. 2021-2022 Measure G1 Funds
 - i. Team went through rubrics for self-assessment of the music, art, world language, and school safety as well as 5th-6th grade enrollment and retention.
 - ii. Funds will continue to be spent on School Support Manager to focus on positive climate and culture in Middle School.
- d. Self-Assessment
 - i. Gains in music and art programming over the years.
 - ii. World language continues to be a challenge but a necessity for our middle schoolers.
 - iii. Positive climate and culture a huge focus during the pandemic and looking forward to reopening.
 - iv. Next Steps
- e. 2019-2020 -> 2021-2022 Carryover
 - i. \$29,014 still in need of allocation if not spent
 - ii. Needs for Behavior Wellness, and SEL Support for Reopening Next School Year
 - iii. Finding students and families mental wellness support, resources, and programming.
- 4. Old Business--NA
- 5. Announcements--NA
- 6. Public Input
 - a. Families engaged in the entire conversation. No outside public participants to share comments or input.
- 7. Next Meeting
- 8. Adjournment



Measure G1 Community Engagement Meeting

Date: March 17th, 2021

Time: 5:00 pm

Location: Principal Stack's Zoom Room (shared via ParentSquare)

Important Meeting: All parents and community members are encouraged to participate in brainstorming and affirming solutions for use of our Measure G1 middle school improvement funds.

AGENDA:

1. Call to Order
2. Welcome and Introductions
3. New Business
 - a. Reflection on Use of Measure G1 Funds 2020-2021
 - b. State of the Carryover Funds
 - c. 2021-2022 Measure G1 Funds
 - d. Self-Assessment
 - e. 2019-2020 -> 2021-2022 Carryover
 - i. \$29,014 still in need of allocation if not spent
 - f. Next Steps
4. Old Business--NA
5. Announcements--NA
6. Public Input
7. Next Meeting
8. Adjournment



Measure G1 Staff Engagement Meeting

Date: March 9th, 2021

Time: 2:30 pm

Location: Principal Stack's Zoom Room (to be shared)

Important Meeting: This meeting is for staff to understand the past use of Measure G1 funds with community and staff engagement, reflect on it's impact through self-assessment, and plan for next year's use of Measure G1 funds.

AGENDA:

1. Call to Order
2. Welcome and Introductions
3. New Business
 - a. Reflection on Use of Measure G1 Funds 2020-2021
 - b. State of the Carryover Funds
 - c. 2021-2022 Measure G1 Funds
 - d. Self-Assessment
 - e. 2019-2020 -> 2021-2022 Carryover
 - i. \$29,014 still in need of allocation if not spent
 - f. Next Steps
4. Old Business--NA
5. Announcements--NA
6. Public Input
7. Next Meeting
8. Adjournment



ASPIRE

PUBLIC
SCHOOLS



Aspire Berkley Maynard Academy

2021-22 Measure G1
Commision Presentation
March 9th & 17th, 2021

School Vision and Mission



Vision

We are a community, taking pride in creating joyful, positive culture with rigorous and engaging learning experiences for all stakeholders.

Aspire Vision and Mission

Mission

To operate small, high-quality charter schools in low-income neighborhoods, in order to:

- Increase the academic performance of underserved students
- Develop effective educators
- Share successful practices with other forward-thinking educators
- Catalyze change in public schools

Measure G1

- Oakland Unified School District's Districtwide Teacher Retention and Middle School Improvement Act
- Ballot Language:
 - *To provide a districtwide educator salary increase designed to attract/retain teachers; provide enhanced middle school art, music, languages/other programs in addition to core educational programs; improve academic achievement; provide safe, positive schools, and prepare students for college/careers; shall Oakland Unified School District levy a tax of \$120 per parcel, providing \$12.4 million annually, for 12 years, with exemptions for senior and low income residents, no money for Sacramento, and all money benefitting Oakland students?*
- Measure G intended to be a solution to district middle school issues in the same vein as Measure N for high schools.
- OUSD approved the final language in August 2016 in a vote of 6-0 with Aimee Eng abstaining
- Measure G1 passed on November 8 with 82.24% of the vote

Measure G1

- **Key Goals:**
 - Attract & retain school site educators
 - 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.
- **Distribution of Revenue**
 - Provide for a educator pay raise (65% of Measure G1 revenues)
 - Provide middle school grants to support educational activities at middle schools (35% of Measure G1 revenues)

Middle School Grant Detail

Middle School grants shall be distributed to Middle Schools, pursuant to the Local Control Funding Formula methodology upon the submission, review, and approval by the Board of Education of each school's annual Education Improvement Plan.

An approved education improvement plan shall include, at minimum:

- Completion of a diagnostic self-evaluation of the school's curricular and safety needs, including an assessment of community demand for arts, music, and language education.
- Annual and Three-Year accountability indicators toward achieving one or more of the stated goals of this Measure.
- Evidence-based strategies designed to meet the accountability indicators.
- Annual benchmarks for improved retention of students transitioning from elementary to middle school.
- Description of how school staff, time schedules, and budgets are coherently structured to implement the school improvement plan's strategies and activities

Application Guidelines

- Schools must complete a self assessment of the school's curricular and safety needs
- Measure G1 funds should prioritize gaps in the self assessment
- Measure G1 funds must **supplement, not supplant**, current services
- Purpose is to provide additional services

Goals	Allowable Expenses (some examples of expenses)
Increase access to courses in arts, music, and world languages in grades 6-8	Staff (art, music, world language) Instruments Art supplies Language software and teaching aids Professional development
Improve student retention during the transition from elementary to middle school.	Staffing and other resources that will not supplant pre-existing services
Create a more positive and safe middle-school learning environment.	Staffing and other resources that will not supplant pre-existing services

2016-2019 Vision for Measure G1 Funds: MUSIC & ART

Increase access to high quality courses in music and art in grades 6-8

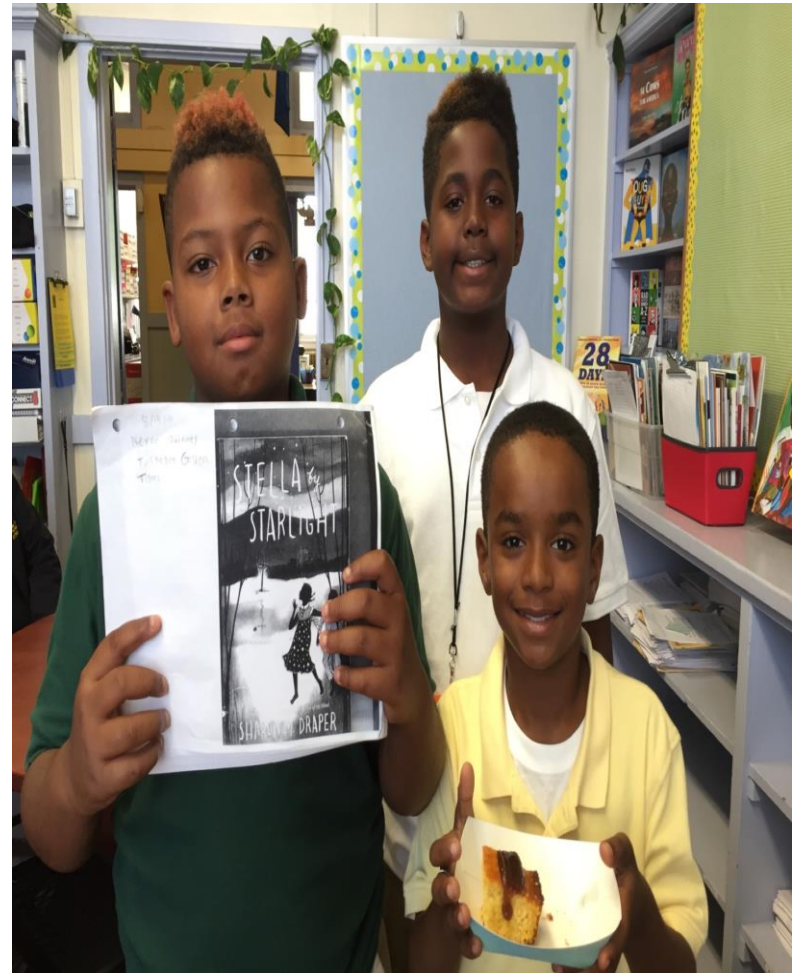
- Purchase equipment and materials
- Invest in professional development and leadership development to improve instruction
- Improve facilities



Vision for Measure G1 Funds: CULTURE

Create a more positive and safe middle school learning environment.

- Invest in new RULER curriculum and materials for social emotional learning
- Initiate Town Hall Celebrations for PBIS; purchase materials



21-22 Self-Assessment

Self-Assessment

- World Language, Art, Music

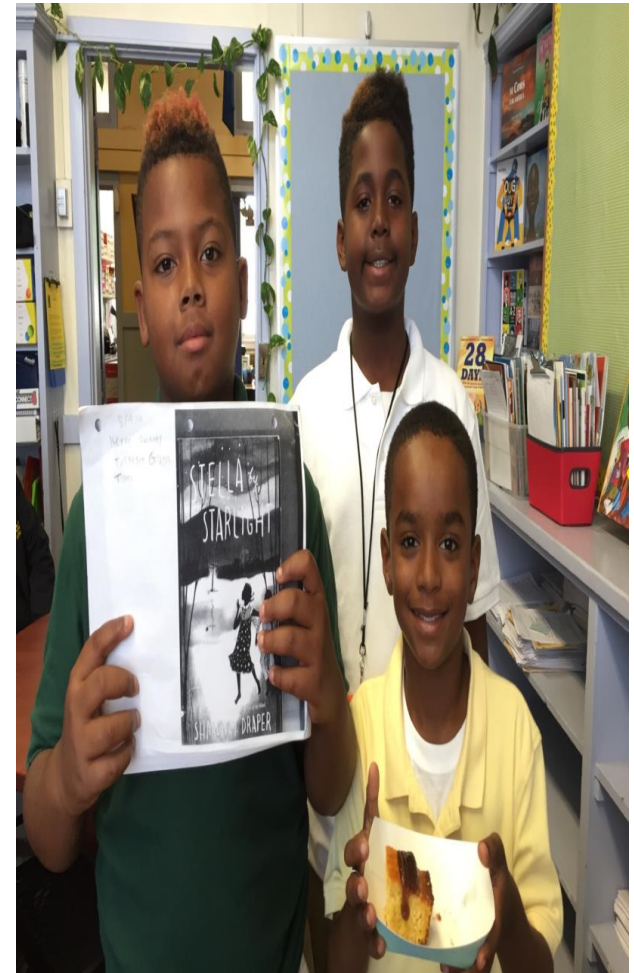
19-20 Allocation

- World Languages/Unable to Hire Part Time

20-21 & 21-22 Allocation

- Continue with Scholar Support Manager to support with Chronic Absenteeism, Positive Climate and Culture, & RJ

Questions? Thoughts? Input?



21-22 Carryover

Carryover from Previous Year

Summary of Proposed Use of Carryover for 2019-20

2019-20 Proposed Carryover Expenditures from <i>Budget Justification and Narrative Section</i>		Budget Amount
1	Pretty Brown Girl Academy for Two Cohorts of Girls (50 total)	\$11,998
2	Live AIR Tutoring Sessions for Positive Academic Belonging (Groups of 5)	\$9,036
3	Black Boy Poems Curriculum by Tyson Amir for 120 students	\$5,840
4	Spanish Academy Online Live Instruction for Middle School Cohort (20 students)	\$7,980
\	Budget Total (must add up to Anticipated Grant Amount)	\$34,854

Spent \$5,840 on BBP

- Not Approved for AIR Tutoring
- Carryover of \$29,014 for 21-22
- Mental Health Counselor Needed for Reopening

Questions? Thoughts? Input?



Thank you!