



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

2021-22 Measure G1

Grant Application

Due: March 26, 2021

School	Aspire Lionel Wilson Prep	Contact	Leon Lundie Rodolfo Ornelas
School Address	400 105th Avenue Oakland, CA 94603	Contact Email	leon.lundie@aspirepublicschools.org Rodolfo.Ornelas@aspirepublicschools.org
Principal	Leon Lundie	Principal Email	leon.lundie@aspirepublicschools.org
School Phone	510-635-7737	Recommended Grant Amount*	\$98,218.00
2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)	227	2020-21 LCFF Enrollment	199

**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	Salary and Benefits for a credentialed Spanish Teacher	\$70,000.00
2	Art Supplies	\$1,517.00
3	Spanish Materials and Supplies	\$2,000.00
4	Student Led Clubs and Enrichment	\$2,000.00
5	Family and Community Partnerships Coordinator (.5 FTE)	\$22,504.00
Budget Total (must add up to Current Grant Amount)		\$98,021.00

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	Salary and Benefits for a credentialed Spanish Teacher	\$70,000.00
2	Art Supplies	\$1,517.00
3	Spanish Materials and Supplies	\$2,000.00
4	Student Led Clubs and Enrichment	\$2,000.00
5	Family and Community Partnerships Coordinator (.5FTE)	\$22,504.00
Budget Total (must add up to Current Grant Amount)		\$98,021.00

School Demographics		Student Body Ethnic Composition	
Male	51%	Asian/Pacific Islander	1% (5)
Female	49%	Latinx	93.9% (493)
% LCFF	89.9%	Black or African-American	4.4% (23)

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	School Role
Leon Lundie	Principal
Rodolfo Ornelas	Assistant Principal

% SPED RSP		White	0%
% SPED Mild-Moderate	12.5%	Indigenous or Native American	0%
% English Learners	29.0%	Multiracial	0%
% Oakland Residents	94.0%		

Cara Liuzzi	Humanities Lead
Dominic Lipari	Math Lead
Anthony Long	Science/Tech/Electives Lead
Rosie Hopkins	SPED Lead

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	N/A (not offered)	N/A (not offered)	Access and Equitable Opportunity	Quality	Entry (Virtual)
Instructional Program	N/A (not offered)	N/A (not offered)	Instructional Program	Entry	Entry
Staffing	N/A (not offered)	N/A (not offered)	Staffing	Quality	Quality
Facilities	N/A (not offered)	N/A (not offered)	Facilities	Basic	Basic
Equipment and Materials	N/A (not offered)	N/A (not offered)	Equipment and Materials	Basic	Basic
Teacher Professional Learning	N/A (not offered)	N/A (not offered)	Teacher Professional Learning	Basic	Basic
<u>World Language (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)			
Content and Course Offerings	Developing	Developing			
Communication	Developing	Developing			
Real world learning and Global competence	Emerging	Emerging			

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)	242	217	Suspension	10.10%	0%
ES Outreach Strategy Actions	Aspire School Visits and Community Canvassing	Virtual Enrollment Nights and Joint Enrollment Nights with neighboring schools. Use of Film Twist to promote Vision/Mission of LWP	Chronic Absence	7.10%	12%
Programs to support ES students transition to MS	Transitional introduction meetings for students with IEPs. Summer Orientation and Ice Cream Social Event for all incoming 6th graders.	Virtual transitional meetings for incoming 6th graders and 1 on 1 meeting with families of students with IEPs and weekly Family Engagement meeting (1st Semester to support families with transition.	CHKS data (District) or Culture/Climate survey		

"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 #3 (3/24/2021) Agenda	3/24/21 Attendance: https://docs.google.com/spreadsheets/d/1puXKuxsXhvkfhAEQbMZzACBrSaKkDXpc/edit#gid=1081825262

Staff Engagement Meeting(s)	
Staff Group	Date
Staff Engagement Meeting (3/19/2021)	3/19/21 Attendance: https://docs.google.com/spreadsheets/d/10CMDFAluasIABYz6O7IP3A2omnk2ukvX/edit#gid=1781354425

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		
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		

2. Art 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.
\$1,517.00	To purchase equipment and supplies to enrich and expand art education	Create a unit an Art Unit on Greek mythology to enrich & expand students' art education.

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.
\$70,000.00	Salary and Benefits for a credentialed Spanish Teacher	Spanish offered at each grade level 6,7, & 8 with highly-qualified credentialed Spanish teacher. Each grade level a different level of rigor of Spanish preparing students for high school & Ap courses.
\$2,000.00	Spanish materials & supplies	Purchase of Novel Based Curriculum to increase or rigor level. Our hope is that by switching to this CI based teaching approach, students will improve in both the literacy levels of their L1 and L2 as measured by STAR testing for L2 as well as increase proficiency levels of students in Spanish as measured by performance tasks scored using ACTFL proficiency levels rubrics. With this curriculum we hope to ensure that 90% or more of the students leave spanish 1 at the appropriate proficiency band and are ready to meet the rigor of Spanish 2 in high school.

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.
\$2,000.00	Student Led Clubs & Enrichment	The goal is to improve the students feelings of belonging as measured by the Wilson Prep Student Culture and Climate survey. Our data in the past has shown that students who are enrolled in these extra curricular activities report a greater sense of belonging and connectedness to our community. These students, according to our data, also have a lower rate of referrals for maladaptive behaviors. Furthermore, these same students persist and stay at Wilson Prep to and through high school. Our goal is to increase participation in our clubs and therefore improve our retention rate in the middle school as measured by our enrollment data.

\$22,054.00	Family and Community Partnership Coordinator (.5FTE)	<i>The goal is to improve the students feelings of belonging as measured by the Wilson Prep Student Culture and Climate survey. Our data in the past has shown that students who are enrolled in these extra curricular activities report a greater sense of belonging and connectedness to our community. These students, according to our data, also have a lower rate of referrals for maladaptive behaviors. Furthermore, these same students persist and stay at Wilson Prep to and through high school. Our goal is to increase participation in our clubs and therefore improve our retention rate in the middle school as measured by our enrollment data.</i>
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21-22 Carryover Justification Form

Anticipated Carryover Amount	\$4,000.00
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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

<i>Proposed Carryover Expenditures from Budget Justification and Narrative Section (add more lines if needed)</i>	Budget
Due to distance/virtual learning most of the Spanish and Student Led Clubs/Enrichment equipment and supplies will be purchased for the 21-22 school when LWP is on-site	\$4,000.00
Budget Total (must add up to Anticipated Grant Amount)	\$4,000.00

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

Due to being in distance/virtual learning purchasing and getting equipment and supplies to staff and students in some cases were prohibited for safety reasons and guidelines.
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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).

School Site Council (SSC) Meeting AGENDA: March 24th, 2021

Aspire Lionel Wilson Prep

Meeting Objectives

- Plan for 21-22 Budget

Time	Agenda Item	Notes
5 mins	Welcome <ul style="list-style-type: none"> • DECK • Review agenda • Norms & Objectives • Sign-In to Meeting 	
10 mins	Introductions What are you hopeful for in Quarter 4?	<ul style="list-style-type: none"> - Exhibition Projects - Seniors and Portfolios - Exhibitions and finding a balance - Graduating - Exhibitions and 8th grade - Hopeful for seniors. Connection to advisory - Hopeful for a good outcome bringing students back - Hopeful for the 8th graders. Space to celebrate them before they transition - Seniors and graduation - Hopes that the next quarter slows down to prep for AP tests and other stuff - Excited for her son to graduate and move on to high school
35 min	21-22 Budget <ul style="list-style-type: none"> • Measure G <ul style="list-style-type: none"> ○ Expenditures Update • Measure N <ul style="list-style-type: none"> ○ Expenditures Update • General Budget <ul style="list-style-type: none"> ○ What should we prioritize with any remaining funds? 	<u>Measure G Budget Overview</u> Mr Lundie reviewed the Measure G Goals. <ul style="list-style-type: none"> - Reviewed Budget allocations for the last school year. (located in ppt deck) - Club funding was carried over <p>Ms Orourke asked if any of the funds could be used for field trips. Mr. Lundie noted that yes this is possible.</p> <p>Ms. Liuzzi noted that she didnt know there was a family coordinator. Mr. Lundie shared that the funding covers part of Ms. Ts salary.</p>

		<p>Alfredo asked about sports. It was explained that it would likely open next school year.</p> <p><u>Measure N Budget Overview</u></p> <p>Mr Marik gave overview of Measure N and budget allocations (located in slide deck)</p> <p>Mr. Marik shared suggested allocations with the additional 100k in money</p> <p>Ms. O asked what PLTW was. Mr. Marik explained the pathway. Follow up was asked if it was just HS. Mr Marik explained the grant is just 9-12.</p> <p>A question was asked about who the consultant would be. Mr Marik noted it was Patricia Clark.</p> <p>Mr. Liuzzi asked about the 90k allocation for a salary. It was explained that it includes salary and benefits.</p> <p>A question was asked whether the pathway coordinator would be 1 day a week but it was explained that it would be a full time job.</p> <p><u>20-21 Budget Overview</u></p> <p>Mr. Marik shared goals for the 21-22 Budget.</p> <p>Comments:</p> <ul style="list-style-type: none"> - Adding a MH counselor will be important. It would be great to keep our interim MH counselor so that we can support our students coming out of a pandemic. - Adding a general interventionist to support students given the number of Tier $\frac{2}{3}$ students. - Question was asked on parameters on what we can spend on. - It was explained that enrollment and other funding impact on what we can spend. - There was an agreement of adding a MH counselor in order to support the students.
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		<ul style="list-style-type: none"> - Support expressed for MH by Cara. Also if possible adding another teacher. - Hiring a new person to go into new spaced may not be effective given the time needed to build trust. - Hiring more folks would free up time to do intervention. - Ms O asked if enrollment allows for the suggestions of freeing up teachers to do intervention. - It would be a good idea to offer more options for student courses. So if we could free folks to teach other things would be helpful. - Ms. Fraioli noted the importance of having another MH counselor. Also added to Ms. O about having more teachers to allow more choice for students. - Adding an 8th grade history class as a foundation to a lot of things. Importance of having a US History course. - Mr. Lundie noted that extra curriculars are important. Helps build buy in. Also building improvement correlates to higher achievement. - Ms. G noted elective choice has been hard given schedule constraints. <p>Mr Marik asked for input from members who hadnt yet shared.</p> <ul style="list-style-type: none"> - Estefany noted the importance of having a MH counselor given the issues they may deal with outside and inside of school. - Chris (student) noted he is supportive of MH counseling but also thinks funding more extracurricular activities and field trips would be good. <ol style="list-style-type: none"> 1) Adding a teacher 2) How to leverage Master Schedule to create more choice 3) Adding a MH counselor <p>Soccer field replacing the parking lot. Church lot being rented for additional parking.</p>
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5 mins	Public Comment	
10 mins	Close & Next Steps Next Time: TBD	

Junta del Concilio Escolar (SSC) AGENDA: 24 de Marzo de 2021

Aspire Lionel Wilson Prep

Objetivos de la junta	
<ul style="list-style-type: none"> Plan para el presupuesto 21-22 	

Tiempo	Tema de la agenda	Notas
5 mins	Bienvenidos <ul style="list-style-type: none"> CUBIERTA Revisar la agenda Normas y objetivos Iniciar sesión en la reunión 	
10 mins	Introducciones ¿Qué esperanzas tienes en el cuarto trimestre?	
35 min	21-22 Presupuesto <ul style="list-style-type: none"> Medida G <ul style="list-style-type: none"> Actualización de gastos Medida N <ul style="list-style-type: none"> Actualización de gastos Presupuesto general <ul style="list-style-type: none"> ¿Qué debemos priorizar con los fondos restantes? 	
5 mins	Comentario publico	

10 mins	Cerrar y siguientes pasos <ul style="list-style-type: none">• La próxima vez: TBD	
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Updates, Announcements & Closing Circle

3/19/2021



Charter Check-In

We want to feel	In order to feel ____ we will
<ul style="list-style-type: none">• Accomplished• Supported• Trusted• Informed• Proud• Safe• Optimistic	<ul style="list-style-type: none">• We will collaborate consistently.• Acknowledge, accept, and respect the diverse identities on campus• We will engage in conversations in which we will receive and provide feedback.
When there is a breakdown in communication and we don't feel _____, we will ____	
<ul style="list-style-type: none">• Be willing to look inward.• Be open to offer and accept feedback.• Practice humility and do the next right thing.• Seek help and work towards a solution.	

What's one thing that brings you energy and joy?



Agenda (Sign in the chat box)

- ❖ **AAPI Violence**
- ❖ **Measure G1**
- ❖ **Announcements**
- ❖ **Closing Circle**



AAPI Violence

- The LWP Community -

"We stand united against racism, hatred, violence, and the recent rise of attacks against the Asian American & Pacific Islander community"

#StopAAPIHate

#StopAsianHate



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



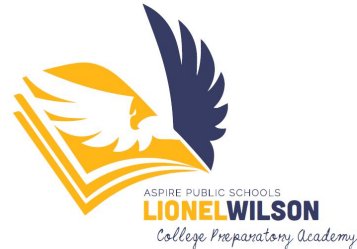
Measure G1 - Budget

Salary and Benefits for a credentialed Spanish Teacher (%)	\$70,000.00
Art Supplies	\$1,517.00
Spanish Materials and Supplies	\$2,000.00
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Family and Community Partnerships Coordinator (%)	\$22,504.00
Budget Total (must add up to Current Grant Amount)	\$98,021.00



Announcements

- ❖ Women's History Month Activities (Ms. T.)
- ❖ End of Q3 PD
 - Wednesday - March 24th
 - Office Hours 1 - 2:30
 - Exhibition Prep/Planning Q4 2:35 - 4
 - Thursday - March 25th
 - Office Hours 1 - 2:30
 - Exhibition Prep/Planning Q4 2:35 - 4
 - Friday - March 26th
 - Advisory Planning 12:30 - 1
 - Exhibition Prep/Planning Q4 1:05-2:40
 - Staff Closing 2:45-3



Announcements

- ❖ Q3 Assessments
 - ELPAC is ongoing, be sure to promptly respond to any requests from Logan
 - STAR, updates will be provided next week to support any students who need to test
- ❖ Upcoming Q4 Assessments
 - SBAC for 6,7,8 and 11
 - CAST for 8th
 - AP History, Calc, Spanish Language
 - Senior Portfolio
 - End-of-Year Exhibitions

➤ **There will be a lot to think about when planning. Detailed schedule next week!**



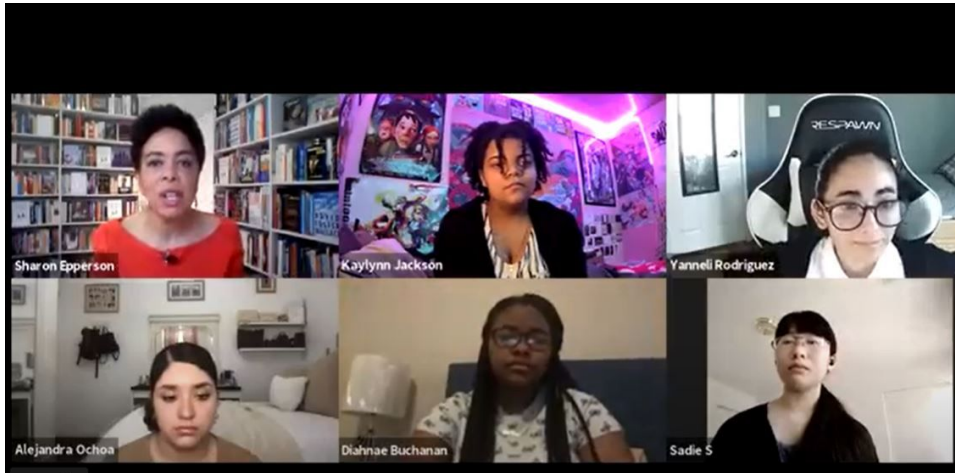
Announcements

- ❖ Q3 Grades
 - Close on April 12th - time to accept work over the next 3 weeks
 - Teacher of Record needs to contact families of students who will earn an F and document in Rye Catcher (Use Language Line!)



Announcements

- ❖ BUILD Fest 21 - March 25th!



Closing Circle

