



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

School	Aspire Golden State Prep	Contact	Deloris Brown
School Address	1009 66th Avenue Oakland, CA 94621	Contact Email	Deloris.Brown@aspirepublicschools.org
Principal	Deloris Brown	Principal Email	Deloris.Brown@aspirepublicschools.org
School Phone	510-567-9631	Recommended Grant Amount*	\$122,308.00
2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)	268	2020-21 LCFF Enrollment	248

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

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	Dean of Students (.5 FTE)	\$60,000.00
2	Family & Community Partnerships Coordinator (.5 FTE)	\$45,000.00
3	Music Equipment and Materials	\$1,000.00
4	Art Equipment and Materials	\$1,000.00
5	Stipend for additional MS electives course	\$10,000.00
6	Rosetta Stone licenses	\$5,308.00
Budget Total (must add up to Current Grant Amount)		\$122,308.00

School Demographics		Student Body Ethnic Composition	
Male	50%	Asian/Pacific Islander	0%
Female	50%	Latinx	81%
% LCFF	93.00%	Black or African-American	17%

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	School Role
Deloris Brown	Building Principal
Claudia Martinez	Dean of Students

% SPED RSP	12%	White	0%
% SPED Mild-Moderate	12%	Indigenous or Native American	0%
% English Learners	23%	Multiracial	0%
% Oakland Residents	94%		

Tara Acree	Business Manager
Sara Ortega	Family & Community Partnership
Kevin Matthews	Art Teacher
David Ernst	Music Teacher

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>	Entry/Basic	Entry/Basic	<i>Access and Equitable Opportunity</i>	Entry/Basic	Entry/Basic
<i>Instructional Program</i>	Entry	Entry	<i>Instructional Program</i>	Basic	Basic
<i>Staffing</i>	Basic	Basic	<i>Staffing</i>	Basic	Entry/Basic
<i>Facilities</i>	Entry	Entry	<i>Facilities</i>	Entry	Entry
<i>Equipment and Materials</i>	Entry	Entry	<i>Equipment and Materials</i>	Entry/Basic	Entry/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>	Emerging/Developing	Emerging			
<i>Communication</i>	Emerging/Developing	Emerging			
<i>Real world learning and Global competence</i>	Emerging	Emerging			

Measure G1 Data Analysis

<u>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)</u>	2019-20 (last yr)	2020-21 (this yr)	<u>Safe and Positive School Culture (SPSA)</u>	2019-20 (last yr)	2020-21 (this yr)
<i>Enrollment Data (20 day)</i>	286		<i>Suspension</i>	11.4%	0%
<i>ES Outreach Strategy Actions</i>	Aspire elementary school visits; School option fairs at local charter partners	Virtual elementary school visits; school option/enrollment fairs with local charter partners	<i>Chronic Absence</i>	14.5%	23.50%
<i>Programs to support ES students transition to MS</i>	Beginning of year reach out by Ed Specialists for students with IEPs; beginning of year new student orientation the day before school starts	Summer outreach by Ed Specialist to students with IEPs; start of school Orientation for incoming 6th grade students before school began	<i>CHKS data (District) or Culture/Climate survey</i>		

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/School Site Council Meeting	3/25/21
Dinner w/ the Principal	3/11/21

Staff Engagement Meeting(s)	
Staff Group	Date
Whole Staff Measure G1 Overview	3/19/21
Lead Team Meeting	3/22/21

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		
On the Music rubric, most of our program evaluation is in the entry and basic stage. We are fortunate to have a veteran music teacher, who provides instruction for mostly high school courses. On the rubric, we are looking to improve our program from entry to basic in the categories of access, facilities, and equipment and materials. In previous years, we have not allocated any Measure G1 funding to our Music program in order to focus on our Arts program. For the 21-22 SY, we hope to continue to support middle school access to a robust music program through purchases towards facilities and equipment and materials.		
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.
\$1,000.00	Purchase new equipment/instruments for MS students	<i>Improve and create a more robust arts program by increasing variety and number of instruments available</i>
\$5,000.00	Stipend for additional MS elective course	<i>Increase middle school access to music program (offer of at least 1 MS class with at least 24 students)</i>

2. Art Program

Programmatic Narrative Based on Rubric		
In the 19-20 academic year, GSP was approved for Measure G1 funding for our Arts program, mainly in the categories of access and instructional program. During the 20-21 SY, we were able to increase the # of middle school students taking Art to 100%. 100% of 6th graders and 7th graders are able to take Visual Art as a core class (2-3 times per week), and support our 8th graders in offering an addition elective course. In the 21-22 academic year, we hope to continue to provide greater support to the MS program by purchasing additional art, dance, and music equipment and continue our commitment to our MS scholars		
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.

\$1,000.00	Purchase of Art supplies for classroom and Art Shows (Ceiling hooks/hanger, dry erase and whiteboards, and easels)	Enhance art program by providing adequate supplies and equipment for classroom usage. Allows for appropriate viewing of art during our annual Spring Art Show/Gallery (MS arts classes have a dedicated classroom, but the space was not intended for arts therefore more equipment is necessary)
\$5,000.00	Stipend for additional MS elective course	Increase middle school access to either visual arts or dance program (offer of at least 1 MS class with at least 24 students)

3. World Language Program

Programmatic Narrative Based on Rubric		
Based on parent and staff feedback, we are asking for allocations to support the purchases of Rosetta Stone licenses for our MS students. We would like to utilize Rosetta Stone for the 21-22 SY, and look to hire a World Language teacher for the 22-23 SY.		
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.
\$5,308.00	Rosetta Stone licenses	Increase MS students access to world language Purchase licenses at least for 27 students in M

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
As a solely 6th-12th grade school, we do not have actions for 5th to 6th grade enrollment retention. We have recruitment efforts for feeder schools, but funding for those efforts will come from other sources.		
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		
In the 20-21 school year, the continued allocation for our Dean of Students and Family & Community Partnerships Coordinator roles allowed us to continue the important work of creating a safe and positive school culture.		
Similar to last year, we need to continue supporting these full-time roles as data indicates a need to focus on their work. Suspension rates for middle school rose due to the added pressures of social media and the ways in which students were unable to regulate physical interactions from these outside-of-school activities. Our Dean of Students will provide targeted support for these (both with Tier 1 explicit SEL instruction and Tier 2/3 targeted intervention for causes of fighting and drugs) with the administrative team and support staff.		
The full-time Family & Community Partnerships Coordinator will also be vital in supporting a positive school culture. We do not have data yet from our annual family survey for the anticipated 20-21 outcome of 40% of parents feeling engaged. We also do not have data yet from our annual student survey, but will now move forward with an internal student survey for student belonging for the 20-21 school year, using last year's data (55%) as a baseline. The final 19-20 outcome tied to students participating in community organizations is one for which we did not have a good tracking tool, and will create one for next year. In 20-21, the focus was on building these community relationships and we now have a central Google sheet with these partnerships listed.		

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.)
\$60,000.00	Continued allocation for Dean of Students (.5 FTE)	-Reduce MS suspension rate from 14% to 12% -Increase MS safety rating (internal survey, rating of 4 or 5 on 5-point scale) from 49% to 60% -Continue direct Tier 2/3 services with at least 10 students (1:1 and/or SEL group) - Continue 100% explicit SEL instruction using RULER curriculum
\$45,000.00	Continued allocation for full-time Family & Community Partnerships Coordinator (.5 FTE)	-Increase MS student belonging (internal survey, rating of 4 or 5 on 5-point scale) from 55% to 65% -Ensure 20% of MS students participating in community organizations (no baseline data)

21-22 Carryover Justification Form

Anticipated Carryover Amount	\$7,000.00
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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

Proposed Carryover Expenditures from Budget Justification and Narrative Section (add more lines if needed)	Budget
Portable performance stage	\$800.00
Instruments and/or AV equipment	\$1,000.00
Storage equipment/materials to protect new instruments or sound systems.	\$200.00
Portable sink needed for MS arts Classroom	\$2,500.00
Dance Mirrios	\$2,500.00
Budget Total (must add up to Anticipated Grant Amount)	\$7,000.00

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

The full Measure G1 allocation was not spent during the 20-21 SY because of the implementation of distance learning and school closures due to the COVID-19 pandemic.

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

The Dean of Students is responsible for supporting the site Principal in building a culture that fosters respect and is driven by the "College for Certain" principle. This valuable role integrates strong models of relationship development, collaborative learning and conflict resolution skills so that our students thrive in their learning environments. Similar to last year, we need to continue supporting these full-time roles as data indicates a need to focus on their work. Suspension rates for middle school rose due to the added pressures of social media and the ways in which students were unable to regulate physical interactions from these outside-of-school activities.

On a daily basis, the Dean of Students will provide the following support to our MS students:

- Targeted support for both with Tier 1 explicit SEL instruction and Tier 2/3 targeted intervention for causes of fighting and drugs
- Participate in parent conferences (Student Support Team Meetings) involving matters related to discipline and attendance.
- Oversee and develop student restorative practices programming
- Lead student cultural activities including social activities, music/art/drama activities, student governments, assemblies, contest, and provide supervision of students during our on-campus reopening supports.
- Weekly coaching sessions with MS instructional and support staff to assist in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students.



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Golden State Prep School Site Council

Consejo de sitio escolar

Meeting # 2

Junta # 2

20-21 School Year

20-21 año escolar

03/25/2021

5:30-6:45 pm

Via Zoom

Who's In the Virtual Room?

- Name, Child(ren)'s grade level
- Share one thing you hope to contribute to this group
- One thing you hope to learn from this group

Quién Está En la Habitación Virtual?

- Nombre, nivel de grado del niño (s)
- ¿Qué esperas para contribuir a nuestro equipo?
- ¿Qué esperas aprender este año como parte de este equipo?

Our agreements...

Nuestro de acuerdo...

Try your best to refrain from multitasking in order to be present.

Haga todo lo posible para evitar la multitarea para estar presente.



Escuche desde el corazón
Listen from the heart

Hablar desde el corazón
Speak from the heart

Including non-verbals. Thumbs up, head nods, etc. are REALLY helpful in virtual settings (and please leave your camera on)

Incluyendo no verbales. Los pulgares hacia arriba, los movimientos de cabeza, etc. son REALMENTE útiles en la configuración virtual (y deje su cámara encendida)

Please jump in... virtual meetings are awkward... And it's totally okay to pass if you're not ready or don't have something (use the chat box to speak up)

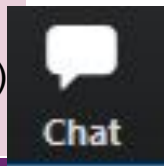
Salta ... las reuniones virtuales son incómodas Y está totalmente bien aprobarlo si no está listo o si no tiene algo (use el cuadro de chat para hablar)

Confiar en ti mismo
Trust yourself

Di lo suficiente
Say just enough

Super important in virtual sessions! Ask for follow-up meetings and/or use the chat box (and please mute yourself)

Súper importante en sesiones virtuales! Solicite reuniones de seguimiento y / o utilice el cuadro de chat (y mutese)



Agenda Topics

- Introductions
- Aspire Updates
- GSP Updates
 - **Measure G1 Updates**
- SSC Aspire Updates
 - New Changes 20-21
 - What is SSC?
- **LCAP Review**
- Public Comment (5 mins)
- Close & Next Steps (5 mins)

Temas de la agenda

- Introducciones
- Actualizaciones de Aspire
- Actualizaciones de GSP
 - **Actualizaciones de la Medida G1**
- Actualizaciones de SSC Aspire
 - Nuevos cambios 20-21
 - ¿Qué es SSC?
- **LCAP Revision**
- Comentario público (5 minutos)
- Cerrar y próximos pasos (5 minutos)

Admin Team

Equipo administrativo



Ms. Brown
Principal



Mr. K(aeukuahiwi)
Assistant Principal
Subdirector



Ms. Peinado
Dean of Instruction
Decana de Instrucción



Ms. Martinez
Dean of Instruction
Decana de Instrucción



**ASPIRE GOLDEN STATE PREP
PANTHERS**



Ms. T(ara)
Business Manager
Gerenta de Negocios



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Aspire Updates

Actualizaciones
de Aspire

Quarter 4: Phase 2-Students with Acute Needs

Trimestre 4: Fase 2: Estudiantes con necesidades agudas

- We will start with 5% of our school population (28-34 students)
- Instructional Model supports students with synchronous in-person instruction two days a week starting.
- All stakeholders tiered students according to Aspire Regional guidance, ie. attendance, home obligations, mental behavioral health needs, SPED, academic progress, etc.
- Covid 19 vaccines and resources offered to teachers.
- All staff will get Covid testing every two weeks. Students will be given the option to be tested on campus. We highly recommended and encouraged students to get tested, but it is not mandatory.
- Administration team developed school wide safety plan, logistics and protocols for on-campus services for students with acute needs.
- Comenzaremos con el 5% de nuestra población escolar (28-34 estudiantes)
- El modelo de instrucción apoya a los estudiantes con instrucción en persona sincrónica dos días a la semana comenzando.
- Todas las partes interesadas clasificaron a los estudiantes de acuerdo con la orientación regional de Aspire, es decir, asistencia, obligaciones en el hogar, necesidades de salud mental y conductual, SPED, progreso académico, etc.
- Covid 19 vacunas y recursos ofrecidos a los maestros.
- Todo el personal se someterá a pruebas de Covid cada dos semanas. Los estudiantes tendrán la opción de ser evaluados en el campus. Recomendamos y alentamos a los estudiantes a que se hagan la prueba, pero no es obligatorio.
- El equipo de administración desarrolló un plan de seguridad, logística y protocolos para toda la escuela para los servicios en el campus para estudiantes con necesidades agudas.



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GSP Updates

**Actualizaciones De
GSP**

Measure G1 Grant

Subvención de la Medida G1

Proceeds from **Measure G1** are used to:

- **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.**

Los ingresos de la **Medida G1** se utilizan para:

- **Aumentar el acceso a cursos de artes, música e idiomas del mundo en los grados 6-8.**
- **Mejorar la retención de estudiantes durante la transición de la escuela primaria a la secundaria.**
- **Crear un entorno de aprendizaje en la escuela secundaria más positivo y seguro.**

Measure G1

Medida G1

- Resources allocated to Dean Of Instruction and Parent and Community Partnership Manager to support instructional access to academic and behavioral programming for the middle school.
 - Ensuring support with increase standard alignment with with academic and SEL programming for the middle school.
 - Create a positive school culture and classroom climate through SEL instruction and programming
 -
 - Increase parent engagement and communication with families; provide opportunities for parents to participate in advocacy groups, ie. SSC, Panther Parent Group, Black Family Advocacy Group, ELAC, etc.
 - Integrated and interdisciplinary arts programming for middle school.
- Recursos asignados al Decano de Instrucción y al Gerente de Asociación de Padres y Comunidad para apoyar el acceso instructivo a la programación académica y conductual de la escuela intermedia.
 - Garantizar el apoyo con una mayor alineación estándar con la programación académica y SEL para la escuela intermedia.
 - Crear una cultura escolar y un clima de aula positivos a través de la instrucción SEL instrucción y programación
 - Incrementar la participación de los padres y la comunicación con las familias; proporcionar oportunidades para que los padres participen en grupos de defensa, es decir. SSC, Panther Parent Group, Black Family Advocacy Group, ELAC, etc.
 - Programación de artes integrada e interdisciplinaria para la escuela secundaria.

Measure G1/Medida G1

- In what ways can we improve instructional access and curricular programming for middle school?
- What do our MS scholars need to have a positive, and safe school learning environment and experience in middle school?



- ¿De qué manera podemos mejorar el acceso a la instrucción y la programación curricular para la escuela intermedia?
- ¿Qué necesitan nuestros alumnos de la escuela secundaria para tener un entorno de aprendizaje escolar positivo y seguro y una experiencia en la escuela secundaria?

Parent Engagement and Advocacy



Mr. Congrove
Reading Intervention
Intervención de lectura

***ELAC Advisor**
*** Asesor de ELAC**



Mrs. Ellis
MS Mental Health Counselor
Consejera de salud mental de MS

***Pro-Black Programing
Coordinator**
***Black Family Advocacy
Advisor**
***Coordinador de programación
Pro-Black**
***Asesora del grupo apoyo familiar
AfroAmericano**



Ms. Marshall
ELD Teacher
Maestra de ELD

***Pro-Black Programing
Coordinator**
***Coordinador de
programación Pro-Black**

ELAC UPDATE



ACTUALIZACIÓN DE ELAC

English Language Advisory Committee

- **Mr. Congrove-** ELAC Advisor

Purpose: is to advise the principal, school staff, and School Site Council (SSC) on programs and services for English learners.

Last Meeting:

- Family Survey for EL Families (LCAP Focus)
- Went over ELPAC exam with families
- 5 students with IEP's have been Reclassified as Proficient English Speakers since Semester 1
- Next Meeting (TBD)- May, 2021

Comité Asesor del Idioma Inglés

- **Mr. Congrove-Asesor de ELAC**

Propósito: es asesorar a la directora, al personal de la escuela y al Consejo del Plantel Escolar (SSC) sobre programas y servicios para los estudiantes de inglés.

Ultima reunion:

- Encuesta familiar para familias EL (Enfoque de LCAP)
- Pasé el examen ELPAC con las familias
- 5 estudiantes con IEP han sido reclasificados como hablantes competentes del inglés desde el primer semestre
- Próxima reunión (por determinar) - mayo de 2021

Black Family Advocacy Group

- Mrs. Ellis - Advisor
- Q2 & Q3 - Update: Ms. Brown & Ms. Marshall are Co-Facilitators
- Q4 - Black Family/Guardian Ambassador Position Opportunity

Our Why:

Create a space for Black families (and scholars) to be seen/heard. Advocate for the success and empowerment of Black students at GSP

Equitable space that is similar to what we provide for families of our English Language Learning scholars; same type of access and power.

Our Purpose:

Provide recommendations to the Principal Brown and School Site Council to support the success of Black scholars at GSP!

- Next Meeting Date: April 2021.



Grupo de apoyo Familiar AfroAmericano

- La Sra. Ellis-Assessora
- Q2 y Q3 - Actualización: la Sra. Brown y la Sra. Marshall son cofacilitadoras
- Q4 - Oportunidad de puesto de embajador de familia Afroamericano

Nuestro Por qué:

Crear un espacio para que las familias AfroAmericanos sean vistas / escuchadas. Abogar por el éxito de los estudiantes AfroAmericanos en GSP

Equitativo para crear un espacio similar al que brindamos a las familias de nuestros estudiantes de aprendizaje del idioma inglés; Mismo tipo de acceso y potencia.

Nuestro propósito:

¡Proporcione recomendaciones a la directora Brown y al consejo del sitio escolar para apoyar el éxito de los estudiantes Afromamericanos en GSP!

- Próxima reunión - April 2021

Black Scholars & Black Families:

Q3 Celebratory & Collaborative Updates

Black History Month Programming: Blues Documentary with Ms. Fabio, Oakland Native (Kudos to Congrove & Jepsen) Professional Panelist Event hosted by Ms. Hoang

3rd Black Family Adv., Meeting with Guest Soloist provided by Ms. Marshall

ART NIGHT with Mr. Pupillo

AE & BWS Exhibit sponsored by BUILD, GSA, BSU, Essentials Dept.

Fire Advisory Lessons Content by Ms. Marshall and other Black Educators

Student Interview facilitated by Ms. Faith

BSU Student Leadership Updates:

Kyalah Taylor - BSU President in Distant Learning

Arrealle Kendricks - BSU VP in Distant Learning

Zoey Wilson - BSU representative

Davina Stubblefield - BSU representative

*All of these scholars served and participated in the above BHM programs

Black Excellence Celebration Update:

Aspire's 3rd Annual Black Excellence (BE) Event

22 Black Scholars were given BE awards!!!

Grupo de apoyo Familiar Afroamericano

Programación del Mes de la Historia Afroamericano: Documental de blues con la Sra. Fabio, nativa de Oakland (Felicitaciones a Congrove & Jepsen) Evento de panelista profesional organizado por la Sra. Hoang

3rd Black Family Adv., Reunión con el solista invitado proporcionada por la Sra. Marshall

NOCHE DE ARTE con el Sr. Pupillo

Exposición AE & BWS patrocinada por BUILD, GSA, BSU, Essentials Dept.

Contenido de las lecciones de asesoramiento sobre incendios de la Sra. Marshall y otros educadores negros

Entrevista estudiantil facilitada por la Sra. Faith

Actualizaciones de liderazgo estudiantil de BSU:

Kyalah Taylor - Presidenta de BSU en aprendizaje a distancia

Arrealle Kendricks - Vicepresidente de BSU en aprendizaje a distancia

Zoey Wilson - representante de BSU

Davina Stubblefield - representante de BSU

* Todos estos académicos sirvieron y participaron en los programas BHM mencionados anteriormente.

Actualización de la celebración de la excelencia Afroamericana:

Tercer evento anual de excelencia negra (BE) de Aspire

¡¡¡22 Black Scholars recibieron premios BE !!!

Black History Month Programming:

PICTURES TO BE INSERTED

BSU Student Leadership :

PICTURES TO BE INSERTED

Black Excellence Celebration Update:

PICTURES TO BE INSERTED





Aspire SCC UPDATES

Actualizaciones De Aspire SCC

NEW SSC UPDATES

- With the recent passage of multiple assembly bills, **Assembly Bill 716** and **Assembly Bill 820**, the **requirement for charter schools to establish a School Site Council (SSC)** has been **eliminated**.
- All Aspire schools should continue to engage stakeholders in regular & ongoing conversations relating to school goals, school budget & the Local Control and Accountability Plan (LCAP).

NUEVAS ACTUALIZACIONES DE SSC

- Con la reciente aprobación de varios proyectos de ley de la asamblea, el proyecto de **ley de la asamblea 716** y el proyecto de **ley de la asamblea 820**, se ha **eliminado el requisito de que las escuelas charter establezcan un consejo de sitio escolar (SSC)**.
- Todas las escuelas Aspire deben continuar involucrando a las partes interesadas en conversaciones regulares y continuas relacionadas con las metas escolares, el presupuesto escolar y el Plan de Responsabilidad y Control Local (LCAP).



What is SSC?

Que es SSC?

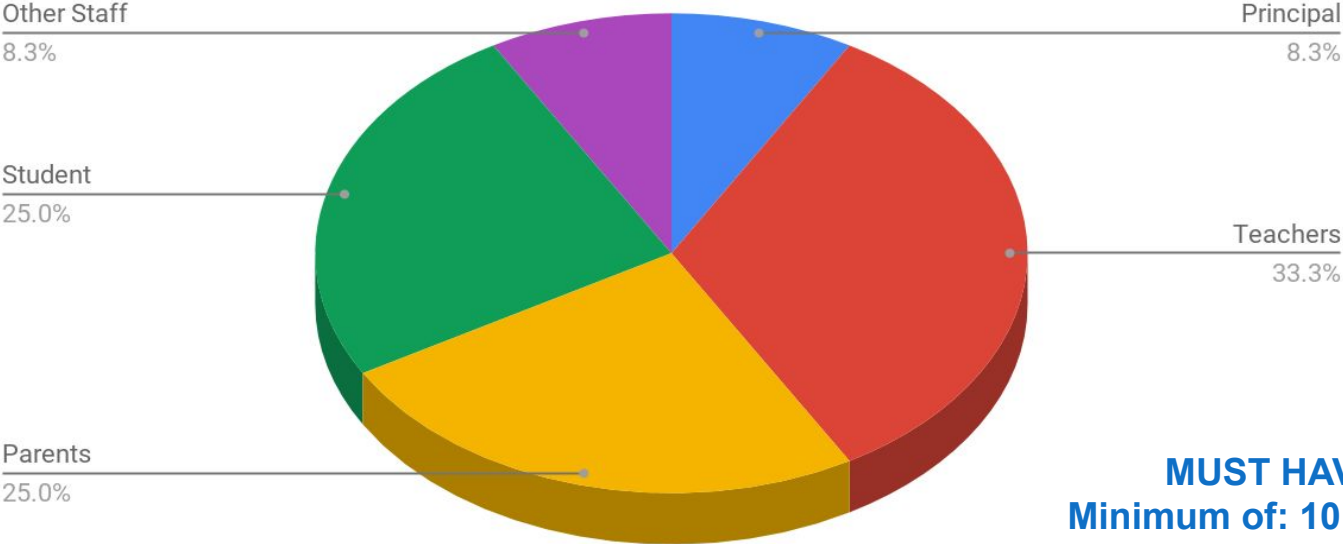
The role of a School Site Council is to provide collaborative leadership and decision making to support the *continuous improvement of academic and social-emotional* outcomes for all students.



El papel de un Consejo Escolar es proporcionar liderazgo colaborativo y toma de decisiones para apoyar la mejora continua de los resultados académicos y socioemocionales para todos los estudiantes.

SCHOOL SITE COUNCIL COMPOSITION

SSC Composition



School Staff (5)	Community (5)
Principal	Parent/Community Member
Classroom Teacher	Parent/Community Member
Classroom Teacher	Parent/Community Member
Classroom Teacher	Parent/Community Member
Other School Personnel	Parent/Community Member

SSC Roles & Responsibilities

Roles y responsabilidades del SSC



SSC ROLES

CHAIRPERSON

Organizes, convenes, leads meetings, and collaborates to develop agendas

PRESIDENTE

Organiza, convoca, dirige reuniones y colabora para desarrollar agendas.

VICE-CHAIRPERSON

Presides in the absence of the Chairperson; possible successor to Chair if state in bylaws

VICE-PRESIDENTE

Preside en ausencia del Presidente; posible sucesor de la presidencia si se establece en los estatutos

SECRETARY

Records events and actions taken at Council meetings; brings documents to meetings; signs/dates minutes

SECRETARIO

Registra eventos y acciones tomadas en las reuniones del Consejo; trae documentos a las reuniones; signos / fechas minutos

OPEN ROLES & RE-COMMITMENT

FUNCIONES ABIERTAS Y COMPROMISO

● 2yr commitment

- Monitor and evaluate our site plan (LCAP)
- Get input from other committees (ELAC, Black Family Advocacy Group)
- Establish and maintain by-laws
- Support strategic planning

● Compromiso de 2 años

- Monitoree y evalúe nuestro plan de sitio (LCAP)
- Obtenga aportes de otros comités (ELAC, Grupo de apoyo Familiar AfroAmericano)
- Establecer y mantener estatutos
- Apoyar la planificación estratégica



SSC MEMBER EXPECTATIONS

Expectativas de los miembros del SSC

1. Attend all meetings (4).
2. Participate, ask questions, and share ideas!
3. Be committed to the process and respectful of other members.
4. Be a positive voice in our community about the work we are doing to support ALL students.

1. Asistir a todas las reuniones (4).
2. ¡Participe, haga preguntas y comparta ideas!
3. Comprométete con el proceso y respeta a los demás miembros.
4. Sea una voz positiva en nuestra comunidad sobre el trabajo que estamos haciendo para apoyar a TODOS los estudiantes.





ASPIRE

PUBLIC
SCHOOLS

**LOCAL CONTROL AND
ACCOUNTABILITY
PLAN (LCAP)**

PLAN DE CONTROL Y
RESPONSABILIDAD
LOCAL (LCAP)

OBJECTIVES FOR TODAY

OBJETIVOS PARA HOY

- Gather input from families on how to improve our school
- Gather ideas to include in our Local Control Accountability Plan (LCAP) for 2021-2024



- Recopile opiniones de las familias sobre cómo mejorar nuestra escuela.
- Reúna ideas para incluir en nuestro Plan de responsabilidad de control local (LCAP) para 2021-2024

WHAT IS THE LCAP? / QUE ES EL LCAP?



LCAP
Your School
Your Plan

- A three-year plan that describes our schools goals, actions, services, and budget to support positive student outcomes.
 - The LCAP is required by the state of California and is approved by Aspire's Board of Directors every year in June.
 - This is our opportunity to share our stories of how, what, and why our programs and services are meeting the needs of our students and other local stakeholders.
- Un plan de tres años que describe las metas, acciones, servicios y presupuesto de nuestras escuelas para respaldar los resultados positivos de los estudiantes.
 - El LCAP es requerido por el estado de California y es aprobado por la mesa directiva de Aspire cada año en junio.
 - Esta es nuestra oportunidad de compartir nuestras historias de cómo, qué y por qué nuestros programas y servicios satisfacen las necesidades de nuestros estudiantes.

THE LCAP MUST ADDRESS ALL 8 STATE PRIORITIES
LCAP DEBE SATISFACER LAS 8 PRIORIDADES DEL ESTADO



Conditions of Learning
Condiciones para el aprendizaje

- 1. **Basic Services/Servicios básicos**
- 2. **Implementation of State Standards/Implementación de los estándares estatales**
- 7. **Course Access/Acceso a cursos**



Student Outcomes
Objetivos Estudiantiles

- 4. **Student Achievement/Rendimiento estudiantil**
- 8. **Other Student Outcomes/ Otro rendimientos estudiantil**

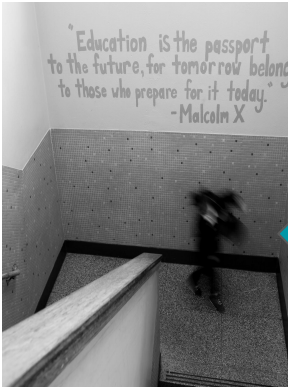


Engagement
Enlace

- 3. **Parent Involvement /Involucramiento familiar**
- 5. **Student Engagement/Involucramiento estudiantil**
- 6. **School Climate/Clima Escolar**

8 STATE PRIORITIES ARE WITHIN THESE CATEGORIES

CONDITIONS OF LEARNING / CONDICIONES PARA APRENDER



Basic Services / Servicios básicos

- Teachers are qualified and appropriately assigned / *Los maestros están calificados y debidamente asignados.*
- School facilities are in good repair / *Las instalaciones escolares están en buen estado.*



Implementation of State Standards / Implementación de los estándares del estado

- Students have access to standards-aligned materials and are receiving instruction that is aligned with state-adopted content and performance standards. / *Los estudiantes tienen acceso a materiales alineados con los estándares y reciben instrucción que está alineada con los estándares de el estado.*



Course Access / Acceso a un amplio curso

- Students are enrolled in a broad course of study / *Los estudiantes están matriculados en un amplio curso de estudio.*

ENGAGEMENT/ ENLACE



Student Engagement/ *Enlace estudiantil*

- School attendance rates / *Tasas de asistencia escolar*
- Chronic absenteeism / *Ausentismo crónico*
- Dropout and graduation rates / *Tasas de abandono y graduación*
- Suspension and expulsion rates / *Tasas de suspensión y expulsión*



Parent Involvement/ *Involucramiento parental*

- Parent involvement in decision making and parent participation / *Participación de los padres en la toma de decisiones y participación de familias*



School Climate/ *Clima escolar*

- The degree to which students feel safe and connected to school / *El grado en que los estudiantes se sienten seguros y conectados en la escuela*

PUPIL OUTCOMES/ RESULTADOS DEL ALUMNO



Student Achievement/ *Logro estudiantil*



Other Student Outcomes/ *Otros resultados estudiantiles*

- Performance on standardized tests / *Rendimiento en pruebas estandarizadas*
- Percentage of students who are college and career ready / *Porcentaje de estudiantes que están preparados para la universidad y la carrera*
- English learner classification rates / *Tasas de clasificación de aprendices de inglés*
- Pass rate on advanced placement exams / *Tasa de aprobación en exámenes de colocación avanzada*
- Student outcomes in all core curriculum areas / *Resultados de los estudiantes en todas las áreas del plan de estudios básico*

Golden State Prep LCAP GOALS 2016-2019

OBJETIVOS DEL LCAP de Golden State Prep 2016-2019

1. Deepen implementation of a rigorous 6-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.
 2. Implement progress monitoring systems at the school, classroom and student level to drive improvements with a focus on English Learners and students receiving Special Education services.
 3. Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.
 4. Support each scholar to apply and matriculate to a postsecondary path (2 or 4-year college, trade school, or military).
1. Profundizar en la implementación de un riguroso programa de instrucción 6-12 Common Core y NGSS alineado con los estándares para que todos los estudiantes estén preparados para el éxito postsecundario.
 2. Implementar sistemas de monitoreo del progreso a nivel de la escuela, el aula y el estudiante para impulsar mejoras con un enfoque en los estudiantes que inglés es el segundo lenguaje y los estudiantes que reciben servicios de educación especial.
 3. Profundizar el aprendizaje social y emocional e implementar sistemas de cultura escolar, prácticas de salud mental informadas sobre el trauma e intervenciones de salud conductual en condiciones positivas y seguras en la escuela.
 4. Apoye a cada estudiante para que presente su solicitud y se matricule en una trayectoria postsecundaria (universidad de 2 o 4 años, escuela de oficios o militar).

LCAP Proposed ELD Actions and Priorities Survey

- **78%** of respondents said GSP should prioritize on building a stronger Culture of Academic Reading
- **78%** asked for Increased Office Hours/ After-School Tutoring
- **56%** asked for increased Anti-Racist Curriculum and Content across Core Classes
- **56%** asked for a larger variety of extracurricular activities, clubs, and electives offered
- **56%** asked for a stronger investment in library/Reading Resources
- **44%** asked for more Celebrations of Black and Brown Culture/ Language
- **33%** asked for more Social-Emotional Learning Programs and Curriculum
- **33%** asked for a stronger focus on Bilingual Education Options by offering Spanish classes beginning in Middle School
- **22%** asked for a stronger support system for students with failing grades
- Comments/ Suggestions:
 - Encouraging more students to have their Zoom Camera turned-on
 - Creating a club to Celebrate Diversity/ Multiculturalism at GSP

LCAP Proposed ELD Actions and Priorities Survey

- El 78% de los encuestados dijo que GSP debería priorizar la construcción de una cultura de lectura académica más sólida.
- 78% pidió más horas de oficina / tutoría después de la escuela
- El 56% solicitó un mayor plan de estudios y contenido antirracista en todas las clases básicas
- 56% pidió una mayor variedad de actividades extracurriculares, clubes y optativas ofrecidas
- 56% pidió una mayor inversión en recursos de lectura / biblioteca
- 44% pidió más celebraciones de la cultura / lengua de personas de color
- El 33% solicitó más programas y planes de estudio de aprendizaje socioemocional
- El 33% pidió un mayor enfoque en las opciones de educación bilingüe al ofrecer clases de español a partir de la escuela secundaria.
- El 22% pidió un sistema de apoyo más sólido para los estudiantes con malas calificaciones.
- Comentarios / Sugerencias:
 - Alentar a más estudiantes a que tengan encendida la cámara con zoom
 - Creación de un club para celebrar la diversidad / multiculturalismo en GSP

LCAP Parent Engagement and Feedback

These are our LCAP goals from the last three-years:

- What are your ideas, thoughts and reactions to these goals?
- What do you envision and hope for in the future for GSP as a school community?

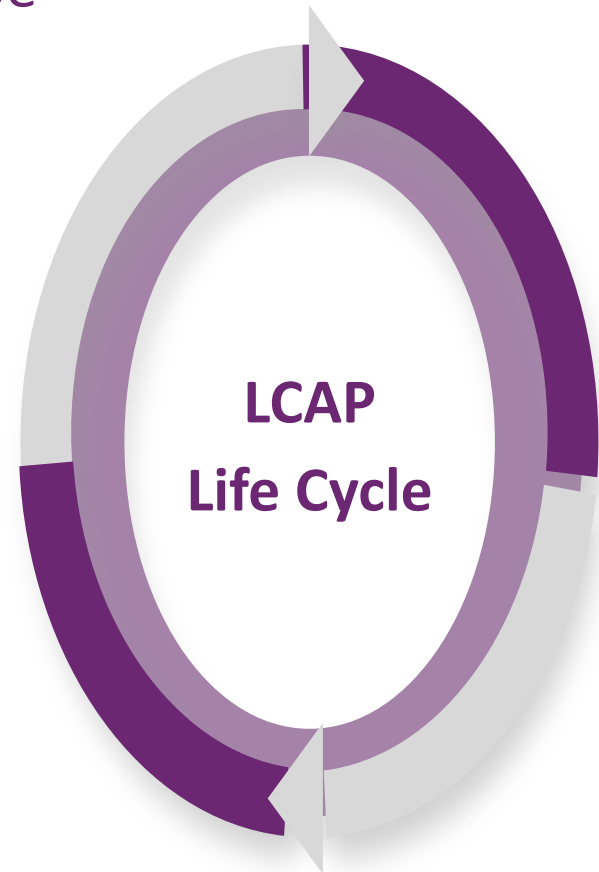


Estos son nuestros objetivos LCAP de los últimos tres años:

- ¿Cuáles son sus ideas, pensamientos y reacciones a estos objetivos?
- ¿Qué imagina y espera en el futuro para GSP como comunidad escolar?

Developing Our New LCAP for 2021-2024

- Entering a new planning cycle
- Reflecting on “where we’ve been”
- Thinking about “where we want to be”



GSP's 2016-2019 LCAP Goals

LCAP GOAL/META #1:

Deepen implementation of a rigorous 6-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

Profundizar en la implementación de un riguroso programa de instrucción 6-12 Common Core y NGSS alineado con los estándares para que todos los estudiantes estén preparados para el éxito postsecundario.

LCAP GOAL/META #2: Implement progress monitoring systems at the school, classroom and student level to drive improvements with a focus on English Learners and students receiving Special Education services.

Implementar sistemas de monitoreo del progreso a nivel de la escuela, el aula y el estudiante para impulsar mejoras con un enfoque en los estudiantes que inglés es el segundo lenguaje y los estudiantes que reciben servicios de educación especial.

GSP's 2016-2019 LCAP Goals

LCAP GOAL/ META #3: Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.

Profundizar el aprendizaje social y emocional e implementar sistemas de cultura escolar, prácticas de salud mental informadas sobre el trauma e intervenciones de salud conductual en condiciones positivas y seguras en la escuela.

LCAP GOAL/ META #4: Support each scholar to apply and matriculate to a 4-year college where he/she has the greatest chance of successfully earning a college degree.

Apoyo a cada estudiante para que solicite y matricule a una universidad de 4 años donde tiene la mayor probabilidad de obtener un título universitario

Big Rock 1 **Academic Acceleration**

Living our Values of...
Agency & Self-Determination
Culture of Belonging

Our Big Rock Objectives

- ❑ Support educators and teams in the delivery of **academic programming and recovery** in an evolving learning environment, including distance learning, in-person, and hybrid.
- ❑ All scholars are able to **access learning**. All schools are 1:1. (Every scholar has access to an Aspire-issued device.)
- ❑ Continue efforts to learn about and create more **inclusive learning opportunities for subgroups**.

Org-Wide Priority

We will ensure all scholars are meaningfully engaged in rigorous, standards-aligned, culturally responsive academic programming.

Big Rock 2 **Re-Opening**

Living our Values of...
Well-being, Bienestar
Joy
Community Partnership

Our Big Rock Objectives

- ❑ Support the **social emotional, mental health, trauma and behavioral needs of scholars** with a culturally responsive lens as they transition to an evolving learning environment.
- ❑ Adopt **operational approaches** that support an evolving learning environment, safety and well-being of scholars, families, and staff and is financially viable.

Org-Wide Priority

We will cultivate communities that foster inclusive and joyful learning environments.

Big Rock 3 **Resilience**

Living our Values of...
Agency & Self-Determination
Culture of Belonging

Our Big Rock Objectives

- ❑ Support the **social emotional, mental health, trauma and behavioral needs of staff** as we transition to an evolving learning environment.
- ❑ Shared learning and development centered on **equity, adaptive and resilient leadership** (Transformational Leader Framework).
- ❑ Equity leadership development rooted in **cultural responsiveness and anti-racist practices**.

Org-Wide Priority

We will ensure all scholars have access to a team of diverse, effective, and thriving professionals who are developed and supported to show up their best and enact culturally responsive and anti-racist practices.

Gran Roca 1 Académico Aceleración

*Viviendo nuestros valores de ...
Agencia y autodeterminación
Cultura de pertenencia*

Nuestros objetivos de Rocas Grandes:

- ❑ Apoyar a los educadores y equipos en la entrega de programación académica y la recuperación en un entorno de aprendizaje en evolución, incluido el aprendizaje a distancia, presencial e híbrido.
- ❑ Todos los estudiantes pueden acceder al aprendizaje. Todas las escuelas son 1:1. (Todos los estudiantes tienen acceso a un dispositivo emitido por Aspire).
- ❑ Continuar con los esfuerzos para aprender y crear oportunidades de aprendizaje más inclusivas para los subgrupos.

Prioridad para toda la organización

Nos aseguraremos de que todos los estudiantes participen de manera significativa en una programación académica rigurosa, alineada con los estándares y culturalmente receptiva.

Gran Roca 2 Reapertura

*Viviendo nuestros valores de ...
Bienestar, Bienestar
Alegría
Asociación comunitaria*

Nuestros objetivos de Rocas Grandes:

- ❑ Apoyar las necesidades socioemocionales, de salud mental, de trauma y de comportamiento de los estudiantes con una lente culturalmente sensible a medida que hacen la transición a un entorno de aprendizaje en evolución.
- ❑ Adopte enfoques operativos que respalden un entorno de aprendizaje en evolución, la seguridad y el bienestar de los estudiantes, las familias y el personal y sea financieramente viable.

Prioridad para toda la organización

Cultivaremos comunidades que fomenten entornos de aprendizaje inclusivos y alegres.

Gran roca 3 Resiliencia

*Viviendo nuestros valores de ...
...
Agencia y autodeterminación
Cultura de pertenencia*

Nuestros objetivos de Grande Roca:

- ❑ Apoyar las necesidades socioemocionales, de salud mental, de trauma y de comportamiento del personal a medida que hacemos la transición a un entorno de aprendizaje en evolución.
 - ❑ Aprendizaje y desarrollo compartidos centrados en la equidad, el liderazgo adaptativo y resiliente
- (Marco de liderazgo transformacional)
- ❑ El desarrollo de un liderazgo equitativo arraigado en la receptividad cultural y las prácticas antirracistas.

Prioridad para toda la organización

Nos aseguraremos de que todos los académicos tengan acceso a un equipo de profesionales diversos, eficaces y prósperos que estén desarrollados y apoyados para mostrar lo mejor de sí mismos y promulgar prácticas culturalmente receptivas y antirracistas.

2016-2019 HIGHLIGHTS

1. <INSERT highlights from your [3-year LCAP Data Reflection](#) document here or You can also replace this slide with highlights from this school year and distance learning>

2016-2019 Areas of Growth

1. <INSERT areas of growth from your [3-year LCAP Data Reflection](#) document here ---
Again, since the previous LCAP is a couple years old now, It may make more sense to focus on areas of growth that you want to lift up from this school year and doing distance learning.

Cafe Conversations

Stakeholders are given opportunity to provide input and feedback to the site LCAP Actions and Services for 2021-2024 (where we want to be):

<INSERT School Name> [LCAP Vision Board](#)

1. Conditions of Learning

2. Engagement

3. Student Outcomes

Where do we want to be in 3 years?

Conditions for Learning	Engagement	Student Outcomes
<p><u>Conditions of Learning:</u> What learning conditions do my scholar need to be successful?</p>	<p><u>Engagement:</u> What does engagement look like in 3 years for my school?</p>	<p><u>Student Outcomes:</u> Where do I want student outcomes to be in 3 years?</p>

SMALL GROUP LCAP ACTIVITY: Cafe Conversations

1. Count off into groups of three
2. Discuss the area assigned to your group from the lcap vision board (conditions of learning, engagement, student outcomes).
3. Share feedback & input to help inform 2021-2024 LCAP.
4. Conclusion: Share out whole group (trends)

PUBLIC COMMENT

COMENTARIO PÚBLICO



Closing & Next Steps

Clausura y próximos pasos



Moving Forward/ Mirando Adelante:

- 3/26 Quarter 3 Ends
- 3/29-4/09 Spring Break

- 3/26 3 quarto termina
- 3/29-4/9 Vacaciones de primavera





**ASPIRE GOLDEN STATE PREP
PANTHERS**

**T H A N K
Y O U**

**MUCHAS
GRACIAS**

Lead Team Agenda: March. 22, 2021

Time	Agenda Item	Notes
	<p>Notetaker - Claudia Facilitator - Kurt/Constance/Claudia Process observer - Salma Timekeeper - Hoang</p>	
<p>30 <i>seconds</i> <i>per person</i></p>	<p>Who is a student (past or present) that taught you something that you won't forget?</p>	<p>Rebecca: Jared, high importance of building relationships Constance: students who did not return after spring break, what could I have done better to serve them and their families? Stephanie: workshop on military, resistance at first, ended up doing same internship, planting seeds that sprout Alex: changing dynamics, nicknamed student Iris: 1st student held an IEP for, importance of advocating for yourself Salma: taking an interest in their personal lives Kelly: didn't think she was doing a good job teaching but student did best in geometry Carroll: ask student what do you need from us? Sharing feelings matter Leo: Listen to students' feedback, giving them what they need Kurt: You never know what a child is experiencing until they tell you, create opportunities for them to share/receive</p>

2	<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Gather input from the Lead Team on GSP's progress toward 3 critical areas since the last WASC report. 2. Gather input from Lead Team on Measure G1 grant for 21-22 SY 	
20	<p>WASC Feedback (Constance)</p> <ul style="list-style-type: none"> ● 20-21 GSP WASC Review ● <i>Group 1 - career pathways (Constance)</i> ● <i>Group 2 - drop out rate (Kurt)</i> ● <i>Group 3 - family advocacy (Claudia)</i> 	
10	<ul style="list-style-type: none"> ● Measure G1 <ul style="list-style-type: none"> ○ What is it? ○ Review of 20-21 approved app ○ Suggestions/ideas for 21-22 app? 	<ul style="list-style-type: none"> ● Group 1 <ul style="list-style-type: none"> ○ Keep allocations the same for 21-22 SY ● Group 2 <ul style="list-style-type: none"> ○ Can we add world languages? Maybe utilize Rosetta Stone for our MS students? If not, keep same as this year ● Group 3 <ul style="list-style-type: none"> ○ COVID didn't allow us to utilize all of the funds for this school year; how will we prioritize the rollover funds?
5		●
5	<p>Next Steps / Closing</p> <ol style="list-style-type: none"> 1. GL lead observations/reflection offering 	



ASPIRE
PUBLIC
SCHOOLS

3/19 Staff PD

#abolitionistteaching

#freedomdreaming

#blackjoy

Wits & Wagers

What percentage of staff played a sport in college
(*sorry - intramural does not count*)?



UNITED STATES OF SPORTS



Staff Spotlight: Panthers Leading Regional PD!



Mr. Martin

Mr. Werner



Mr. Morgan



Mr. Direnzi

Agenda

- Opening Traditions (1:00-1:30)
 - Wits & Wagers
 - Announcements
 - Staff Spotlight
- Break (1:30-1:35)
- Measure G1 Discussion and Dialogue
 - Introduction: What is Measure G?
 - Review 20-21 approved application
 - Review Staff Ideas for 21-22 application
- Closing (1:35-1:45)

Measure G1 Grant

Proceeds from **Measure G1** are used to:

- **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.**

20-21 Approved Application

- Half of the salary of Dean of Students
- Half of the salary of Family & Community Partnerships Coordinator
- To support a safer and more positive middle school environment through
 - SEL curriculum and rollout
 - Celebrations (Honor Roll)
 - Additional MS elective course
 - Music/Art Facilities & Equipment and Materials

21-22 Application Ideas

How does GSP staff think we should spend the grant funding for 21-22 SY?

Idea #1: COVID interrupted most of our plans; focus on building out current art and music programs. No change

Idea #2: Include more world languages for MS elective options utilizing Rosetta Stone.

Virtual Dinner with the Principal

Virtual Cena con la Principal

03/11/21
5:30-6:30pm

GSP Women's Herstory Month



Mes de la historia de la mujer GSP

In all advisories we will be celebrating and acknowledging the contributions and achievements of Women towards social change.

- Women's Herstory Month
Themes: Herstory, Struggle for Women's Rights Through Social Activism, Women As Agents of Social Change, Exploring Race & Gender Stereotypes

En todos las clases de assessoria estaremos celebrando y reconociendo las contribuciones y logros de las mujeres hacia el cambio social.

- Temas del mes de la historia de la mujer: historia, lucha por los derechos de las mujeres a través del activismo social, mujeres como agentes de cambio social, exploración de los estereotipos de raza y género

Agenda

- Welcome!
- Announcements
- Upcoming Events
- Measure G1 and N
- Questions/Comments

- Bienvenida!
- Anuncios
- Proximo Eventos
- Medir G1 y N
- Preguntas/Comentarios

Admin Team/ Equipo Administrativo



Ms. Brown
Principal



Mr. Kaekuahiwi(k)
Assistant Principal
Subdirector



Ms. Peinado
Dean of Instruction
Decana de Instrucción



Ms. Martinez
Dean of Instruction
Decana de Instrucción



ASPIRE GOLDEN STATE PREP
PANTHERS



Ms. T(ara)
Business Manager
Gerenta de Negocios

Announcements:

- ELPAC Testing
- Quarter 4 Phase 2
- WASC Mid-Cycle Site Visit
 - Parent Panel needed
April 19-20
- Quarter 4 Phase 2: Students with Acute Needs
- Phone & Address Contact Info Update form
<https://forms.gle/JudKD5wVogdTYwJz6>

Anuncios:

- Pruebas ELPAC
- Trimestre 4 Fase 2
- Visita al sitio de mitad de ciclo de WASC
- Panel de padres necesario del 19 al 20 de abril
- Trimestre 4 Fase 2: Estudiantes con necesidades agudas
- Formulario de actualización de información de contacto de teléfono y dirección
- <https://forms.gle/JudKD5wVogdTYwJz6>

ELPAC TESTING

- The ELPAC is the test that is used to measure how well students in K-12TH grade understand English when it is not their primary language.
- EL students will take the exam March 1-End of school year
- Questions/concern reach out to admin or your student(s) ELD teacher
- Thank you to our families who attended English Language Advisory Committee (ELAC) meeting #3!
- LCAP Proposed Action Survey
 - <https://forms.gle/Vgh7f4URtQ2TtQzi8>

PRUEBAS ELPAC

- El ELPAC es la prueba que se usa para medir qué tan bien los estudiantes en los grados K-12th entienden el inglés cuando no es su idioma principal.
- Los estudiantes EL tomarán el examen del 1 de marzo al final del año escolar
- Si tiene preguntas o inquietudes, comuníquese con el administrador o con el maestro de ELD de su estudiante
- ¡Gracias a nuestras familias que asistieron a la reunión # 3 del Comité Asesor del Idioma Inglés (ELAC)!
- Encuesta de acción propuesta LCAP
 - <https://forms.gle/Vgh7f4URtQ2TtQzi8>

Western Association Of Schools and Colleges (WASC)

Asociación Occidental de Escuelas y Universidades (WASC)

- WASC requires schools to complete accreditation process for charter renewal
 - WASC site visit April 19th and 20th mid-cycle site visit
 - Requesting 3 to 5 parents to support with parent panel of WASC site visit.
 - Administration team submitted WASC report identifying instructional/curricular programming.
- WASC requiere que las escuelas completen el proceso de acreditación para la renovación de la carta
 - Visita al sitio de WASC 19 y 20 de abril Visita al sitio de mitad de ciclo
 - Solicitar de 3 a 5 padres para apoyar con el panel de padres de la visita al sitio de WASC.
 - El equipo de administración presentó el informe WASC que identifica la programación instructiva / curricular.

WASC Critical Focus Areas

Áreas de enfoque crítico de WASC

How has GSP made progress toward the three critical areas identified in the last WASC report?

¿Cómo ha progresado GSP hacia las tres áreas críticas identificadas en el último informe de WASC?

Critical Focus Areas From Last Report

1. Develop Career Pathways and Work-based Learning Opportunities
2. Reduce Drop out Rate - Develop MTSS program
3. Improve Family Engagement and Decision Making

Áreas de enfoque críticas del último informe

1. Desarrollar trayectorias profesionales y oportunidades de aprendizaje basadas en el trabajo
2. Reducir la tasa de deserción: desarrollar el programa MTSS
3. Mejorar la participación familiar y la toma de decisiones

Quarter 4: Phase 2-Students with Acute Needs

Trimestre 4: Fase 2: Estudiantes con necesidades agudas

- We will start with 5% of our school population (28-34 students)
- Instructional Model supports students with synchronous in-person instruction two days a week starting.
- All stakeholders tiered students according to Aspire Regional guidance, ie. attendance, home obligations, mental behavioral health needs, SPED, academic progress, etc.
- Covid 19 vaccines and resources offered to teachers.
- All staff will get Covid testing every two weeks. Students will be given the option to be tested on campus. We highly recommended and encouraged students to get tested, but it is not mandatory.
- Administration team developed school wide safety plan, logistics and protocols for on-campus services for students with acute needs.
- Comenzaremos con el 5% de nuestra población escolar (28-34 estudiantes)
- El modelo de instrucción apoya a los estudiantes con instrucción en persona sincrónica dos días a la semana comenzando.
- Todas las partes interesadas clasificaron a los estudiantes de acuerdo con la orientación regional de Aspire, es decir. asistencia, obligaciones en el hogar, necesidades de salud mental y conductual, SPED, progreso académico, etc.
- Covid 19 vacunas y recursos ofrecidos a los maestros.
- Todo el personal se someterá a pruebas de Covid cada dos semanas. Los estudiantes tendrán la opción de ser evaluados en el campus. Recomendamos y alentamos a los estudiantes a que se hagan la prueba, pero no es obligatorio.
- El equipo de administración desarrolló un plan de seguridad, logística y protocolos para toda la escuela para los servicios en el campus para estudiantes con necesidades agudas.

Measure N and G1 Funding Grants

Proceeds from **Measure G1** are used to:

- 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 N is a parcel tax in Oakland.

Proceeds from Measure N are used to:

- Reduce the dropout rate
- Provide **high school students** with real-world work and learning opportunities
- Prepare students for admission to the University of California and other four-year colleges
- Expand mentoring, tutoring, counseling, support services, and transition to job training programs

Upcoming Events:

- Meal Distribution and Tech Support-- **Every Tuesday** 10 to 1pm and 4:30-6:30pm
- **3/12**-Enrollment Lottery 21-22 SY Results Released
- **3/16**- Picture Retake Day 10-1pm
- **4/20 & 4/22** -Senior Pictures 9am-4pm
- **3/17-3/24th** Student Led Conferences
- **3/25** School Site Council (SSC) Meeting #2 5:30pm-6:45pm
- **3/26** Quarter 3 Ends
- **3/29-4/09** Spring Break

Próximos Eventos:

- Distribución de comidas y asistencia técnica: **todos los martes** de 10am a 1pm y 4:30-6:30pm
- **3/12**-Lotería de inscripción 21-22 SY Resultados publicados
- **3/16** - Día de retomar la fotografía 10-1pm
- **4/20 y 4/22** -Fotografías para Senior (grado 12) 9 am-4pm
- **3/17-3/24** Conferencias dirigidas por estudiantes
- **3/25** Reunión del Consejo del Sitio Escolar (SSC) junta #2 5:30 pm-6:45pm
- **3/26** 3 quarto termina
- **3/29-4/9** Vacaciones de primavera

GSP Website

Sitio Web de GSP

<https://sites.google.com/view/gspq4/home>

ASPIRE GSP HQ [Home](#) [GSP Admin](#) [Student Clubs](#) [Guiding Docs](#) [Family Resources](#) [6th Grade](#) [7th Grade](#) [8th Grade](#) [Freshmen](#) [Sophomores](#) [More](#) 

ASPIRE Golden State Prep HQ 2020-2021

Named one of the Top 5 of High Schools in Oakland by US News & World Report (2020)

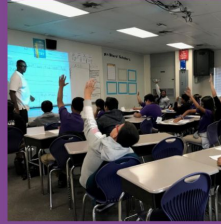
[#blacklivesmatter](#) [#resilience](#) [#family](#)



[Guiding Docs](#)



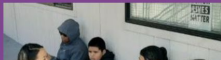
[6th Grade](#)



[7th Grade](#)



[8th Grade](#)



GSP Website

- In the GSP website you will find student schedules, Zoom, and teacher contact information.
- *En el sitio web de GSP encontrará los horarios de los estudiantes, Zoom y la información de contacto de los maestros.*

Sitio Web de GSP

Student Clubs Guiding Docs Family Resources **6th Grade** 7th Grade 8th Grade Freshmen Sophomores Juniors Seniors Admin Resources

6th Grade HQ

[Click here for cohort schedules!](#)

	English	Math	History	SPED	ELD
6A1	tce25az	ix3q4nz	7tuaedy	ytv76dd	notil22
6A2	hgzsched	bnqhbem			mysqa3n
6B1	vybye7k		xxqjvb2		
6B2					
6C1					
6C2					

English with Mrs. Mitchell

Advisory: 6A1 (8:30AM) and 6A2 (9:00AM)
Zoom Link: <https://aspirepublicschools.zoom.us/j/5786411748>
Zoom Phone: (669) 900-6833; Meeting ID: 578-641-1748 #
E-mail: brandy.mitchell@aspirepublicschools.org
Phone Contact: 510-815-3723

Math with Mr. Orellana

Advisory: 6B1 (8:30AM) and 6B2 (9:00AM)
Zoom Link: <https://aspirepublicschools.zoom.us/j/myjgdmath> Password: 6GSPMATH
Zoom Phone: (669) 900-6833; Meeting ID: 902-666-9181
E-mail: jonathan.orellana@aspirepublicschools.org
Phone Contact: 415-943-0375 (Call or Text)

History with Ms. Davis

Parking Lot

Estacionamiento

Questions

Preguntas?