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Board Cover Memorandum

To Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

From Middle School Network

Meeting Date April 25, 2023

Subject Revised Aspire Golden State College Prep Academy 2023-24 Measure G1 Proposal

Ask of the Commission Approve the Revised Aspire Golden State College Prep Academy 2023-24 Measure G1 Proposal

Discussion Middle School Network is open to questions from the commission regarding the Revised Aspire Golden State College Prep Academy 2023-24 Measure G1 Proposal.

Fiscal Impact The recommended amount is **\$129,373.75**. It's coming from resource 9332 - Measure G1.

Attachment(s) Grant Application attached.





**2023-24
Measure G1 Proposal**

Due: March 17, 2022

School Information & Student Data

School	Aspire Golden State Prep Academy	School Address	1009 66th Avenue Oakland, CA 94621
Contact	Deloris Brown	Contact Email	Deloris.Brown@aspirepublicschools.org
Principal	Deloris Brown	Principal Email	Deloris.Brown@aspirepublicschools.org
School Phone	510-567-9631	2022-23 CALPADS Enrollment Data (6-8 Oakland Residents Only)	236
Recommended Grant Amount¹	\$129,373.75	2023-23 LCFF Enrollment	209

Student Demographics (%)				Measure G1 Team	
English Learners	25.50 %	Asian/Pacific Islander		Name	Position
LCFF	50%	Latinx	79.50 %	Deloris Brown	Principal
SPED	14%	Black or African-American	17.80 %	Lawren Keaton	Asst. Principal
		White	.50%	Santiago Franco	Dean of Students
		Indigenous or Native American		Kevin Matthews	MS Art Teacher
		Multiracial	.50%	Brittany Cornett	MS History

¹ 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.

						Teacher
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Chronic Absence				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Student Population Overall	23.50%	42.5%	31.9%	25%
Asian/Pacific Islander				
Latinx	19.9%	44%	29%	25%
Black or African-American	26.0%	53.1%	51%	45%
White				
Indigenous or Native American				
English Learners	21.6%	48.9%	29.1%	25%
Students w/ IEPs	27.0%	59.7%	34%	30%
Free/ Reduced Lunch Students	21.9%	45.9%	33%	30%

Metrics

(all data points are required)

Electives					
Metric	Area	2020-21	2021-22	2022-23	2023-24 Goal
Number of students taking elective courses.	Art	70%	70%	100%	95% of Students
	Language	0	0	20%	30% of Students
	Music	25%	25%	30%	60% of students
Number of students participating in non-course experiences (e.g. after-school program)	Art	25%	0	40%	75%
	Language	0	0	10%	60%
	Music	25%	0	40%	50%

Positive & Safe Culture				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Connectedness on CHKS Survey (GSP does not take this survey)				
Asian/Pacific Islander				
Latinx				
Black or African-American				
White				
Indigenous or Native American				
English Learners				
Students w/ IEPs				
Free/ Reduced Lunch				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Suspension Incidents				
Overall	0%	12.6%	7.8%	6.0%
Asian/Pacific Islander				
Latinx		10%	6.1%	6.0%
Black or African-American	0%	25.0%	16.5%	10%
White				
Indigenous or Native American				
English Learners	0%	14.8%	10.3%	10%
Students w/ IEPs	0%	13.1%	11.3%	10%
Free/ Reduced Lunch	0%	17.4%	8.1%	6%

Student Retention from 5th Grade to 6th Grade

Metric	2020-21	2021-22	2022-23	2023-24 Goal
6th Grade Enrollment	83	74	47	60

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
ELAC/SSC Parent Meeting	1/25/23

Staff Engagement Meeting(s)	
Staff Group	Date
Lead Team Meeting Agenda	3/1/23

Proposed Expenditures

Guidelines

1. In the following sections, please discuss your team's plan to address the goals of G1:
 - a. Increase access to courses in arts, music, and world languages in grades 6-8.
 - b. Improve student retention during the transition from elementary to middle school.
 - c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
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.

Summary of 2023-24 Proposed Expenditures

All Proposed Expenditures (from sections below)	Budget Amount
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1	Dean of Students (1.0 FTE)	\$120,000
3	Music Equipment & Materials	\$3,373.75
4	Art Equipment & Materials	\$3,000
5	Stipend for 1 additional 8th grade Music elective course for 23-24SY	\$3,000
Budget Total (must add up to Recommended Grant Amount)		\$129,373.75

Proposed Expenditures By Focus Area

Proposed Expenditures for Electives (Art, Language, and Music only)			
Description of Proposed Expenditures	Number of students taking a course in art, language, or music (based on the specific investment).	Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity.	Budget Amount
(Art) Purchase new equipment/instruments for students	100	0	\$3,000
(Music) Purchase new equipment	30	0	\$3,373.75
Stipend for 1 additional MS elective course -Provide 1 additional section of Music Elective for 1 cohort of 8th graders. -Teacher will receive additional stipend for taking on additional Music elective for the entire year.	25	0	\$3,000

Proposed Expenditures for Positive & Safe Culture

Description of Proposed Expenditures	Which metric will this investment impact - chronic absence, suspensions, CHKS survey results, or another metric named by the site?	Budget Amount
Continued allocation for Dean of Students (1.0 FTE)	Chronic Absenteeism Suspensions	\$120,000

Proposed Expenditures for Retention of 6th Graders	
Description of Proposed Expenditures	Budget Amount

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



Aspire Golden State Prep

School Site Council (SSC)

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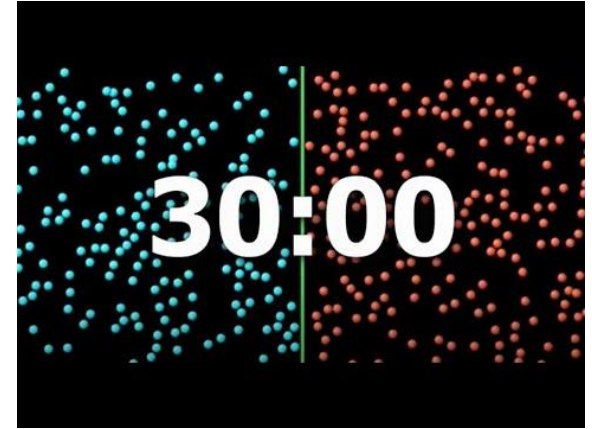
English Learner Advisory Committee (ELAC)

Meeting #1

January 25, 2023

Welcome to SSC and ELAC Night!

Time	Agenda
5:30-5:50	Welcome. Introductions. Dinner. Mingle with GSP community!
5:50-6:25	Session 1: School Site Council (SSC)
6:25-6:40	Measure G1 & Measure N
6:40-7:00	Session 2: English Language Advisory Committee (ELAC)





Session #1: School Site Council (SSC)



SSC Meeting Outcomes

SSC members and meeting participants will:

- understand the purpose of SSC or parent advisory group
- review and provide input on family engagement policy
- provide input and agree on home/school compact

- understand school site's goals listed in LCAP
- review school wide assessment data from SBAC and ELPAC from previous school year
- identify areas for further study based on data review

SSC Meeting Outcomes

Los miembros del SSC y los participantes de la reunión:

- comprender el propósito del SSC o del grupo asesor de padres
- revisar y proporcionar información sobre la política de participación familiar
- proporcionar información y acordar un pacto entre el hogar y la escuela
- comprender las metas del plantel escolar enumeradas en LCAP
- revisar los datos de evaluación de toda la escuela de SBAC y ELPAC del año escolar anterior
- identificar áreas para estudios adicionales basados en la revisión de datos



SSC Agenda

- Purpose of SSC
- Title I and the rights of parents under Title 1
- Family Engagement policy
- Home/School Compact
- What is LCAP?
- Review school wide assessment data SY
21-22
- Meeting Dates

Purpose of School Site Council (SSC)

The School Site Council (SSC) is a group of the principal, parents, staff and students (in secondary schools).

The SSC meets regularly to collaborate to analyze student data, implementation of school goals, and measure effectiveness of the improvement strategies and expenditures (budget).

The SSC is led by the principal.

Propósito del Consejo del Plantel Escolar (SSC)

El Consejo del Sitio Escolar (SSC) es un grupo del director, los padres, el personal y los estudiantes (en las escuelas secundarias).

El SSC se reúne periódicamente para colaborar en el análisis de los datos de los estudiantes, la implementación de las metas escolares y medir la eficacia de las estrategias de mejora y los gastos (presupuesto).

El SSC está dirigido por el director.

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

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.**

Family Engagement Policy

[Title I Family Engagement Policy](#)

[SP Title I Family Engagement Policy](#)

School-Parent Compact

DISCUSSION QUESTIONS

- How does the school support ALL students to meet academic standards? How does the school support an effective learning environment for ALL students?
- How can parents and families support their children's learning and participate in decisions related to their children's education? How can parents and families encourage positive use of their afterschool time?
- Describe the importance of communication between parents/families and teachers, and some of the opportunities at the school site for parents/families and teachers to communicate

Pacto entre la escuela y los padres

PREGUNTAS DE DISCUSIÓN

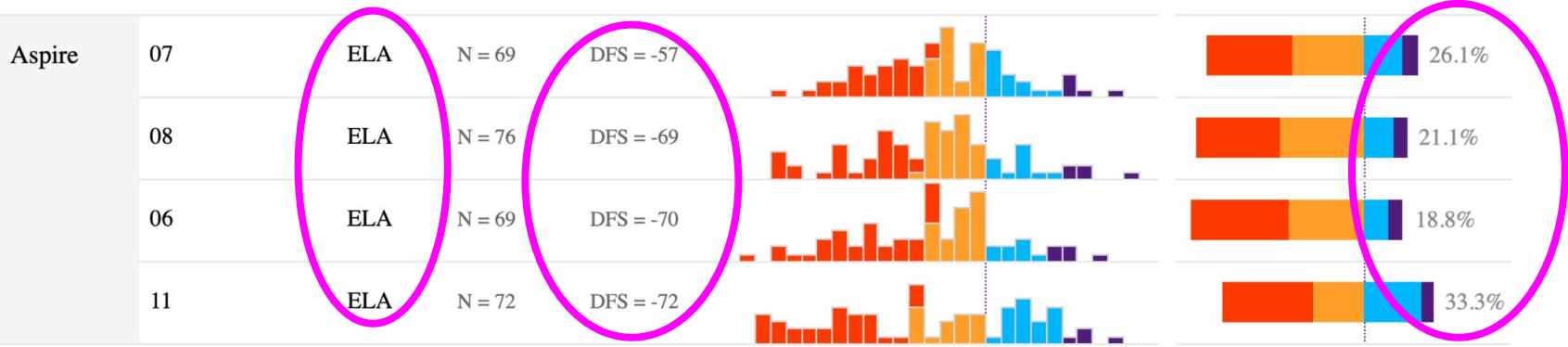
- **¿Cómo apoya la escuela a TODOS los estudiantes para que cumplan con los estándares académicos? ¿Cómo apoya la escuela un ambiente de aprendizaje efectivo para TODOS los estudiantes?**
- **¿Cómo pueden los padres y las familias apoyar el aprendizaje de sus hijos y participar en las decisiones relacionadas con la educación de sus hijos? ¿Cómo pueden los padres y las familias alentar el uso positivo de su tiempo después de la escuela?**
- **Describir la importancia de la comunicación entre padres/familias y maestros, y algunas de las oportunidades en la escuela para que los padres/familias y maestros se comuniquen**

Student Information

	Current Data	1/24/23
Aspire	White	2
	Asian	1
	American Indian or Alaska Native	1
	Black or African American	67
	Hispanic	354
	Multi	1
	Native Hawaiian/Other Pac Islander	2
	Unknown	10

Student Achievement Data

SBAC Data from 21-22 school year



- Standard Not Met
- Standard Nearly Met
- Standard Met
- Standard Exceeded

Student Achievement Data

ELPAC Data from 21-22 school year

ELPAC Proficiency Distribution Overall and by Domain

Select Org. Level

Region

Select Grouping

All Students

Select School Year

2020-2021

Select ELPAC Test

Initial ELPAC

Select Region(s)

(All)

Select School(s)

GSP

Initial ELPAC

The purpose of this test is to determine the English proficiency of students entering CA schools for the first time and to identify those who are English learners.

Summative ELPAC

This test is only taken by students designated as English learners in the Initial ELPAC. Its purpose is to measure students' progress towards English proficiency so that appropriate educational placements can be made and to help schools determine whether students should be reclassified as English proficient.

Other Notes

The percentage labels reflect the percent of students who were 'Well Developed' in a domain or Level 3/4 overall.

The descriptions in parentheses in the key refer to domains.

Level 1 (Beginning)

Level 2 (Somewhat/Moderately)

Level 3 (Well Developed)

Initial ELPAC

Overall

Oral Language

Written Language

Bay Area

All Students

N = 4



0%



25%



0%

Student Achievement Data

ELPAC Data from 21-22 school year

ELPAC Proficiency Distribution Overall and by Domain

Select Org. Level:
 Select Grouping:
 Select School Year:
 Select ELPAC Test:
 Select Region(s):
 Select School(s):

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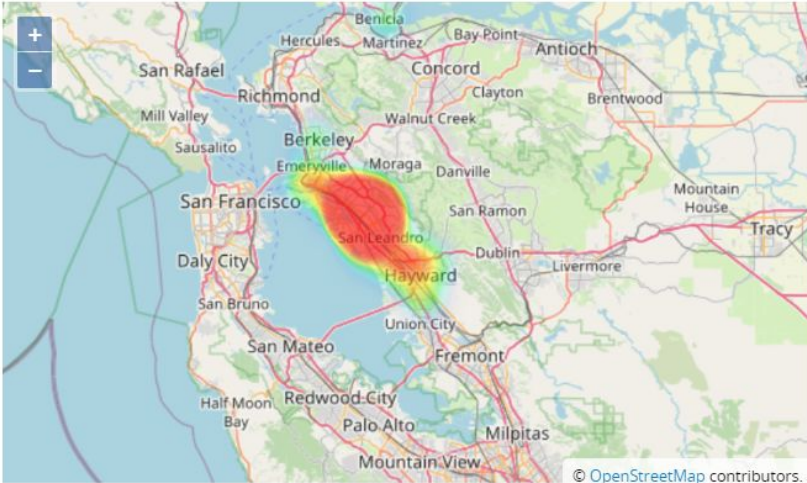
The descriptions in parentheses in the key refer to domains.



Attendance

Performance Indicators

A geospatial view of student residence concentration within the district.



TOTAL	FEMALE	MALE
<u>438</u>	<u>218</u>	<u>219</u>
NON-BINARY	(100) AMERICAN INDIAN OR ALASKA NATIVE	(200) ASIAN
1	1	1
(300) NATIVE HAWAIIAN/OTHER PAC ISLANDER	(600) BLACK OR AFRICAN AMERICAN	(700) WHITE
2	<u>67</u>	2
--	HISPANIC/LATINO	MULTI
<u>10</u>	<u>354</u>	1
ELL	SPED	
<u>101</u>	<u>62</u>	

Last 30 Days Attendance

89.23%

Year-to-date Attendance

91.25%

Chronic Absenteeism

30.37%

Absent Yesterday

6

Datos de nuestra escuela

- Go to CA School Dashboard (www.caschooldashboard.org)
- Look up your school - if you cannot find it, type in “Aspire” to list all Aspire schools
- For this you can either project and talk parents through or share screenshots of the following data indicators
 - Student population information
 - English Language Arts
 - Mathematics
 - English Learner Progress
 - Chronic absenteeism
 - * clicking on any of these indicators will lead you to another page where you can see the data broken down by subgroup*
 - Teacher qualifications data (under “Conditions and Climate > “Basics: Teachers...” and look at “Teachers Misassigned”)

Discussion

Based on the data...

- What do you notice about our academic performance in math and ELA?
 - Which subgroups seem to be doing well? Which subgroups seem to need more support?
- How are our English Learners doing?
- Chronic absenteeism is defined as missing 10% or more days of school, both excused and unexcused absences. Our chronic absenteeism percent is the percentage of students who missed 10% or more of school. **What do you notice about our chronic absenteeism numbers? Are there any subgroups that stand out for chronic absenteeism?**

Discusión

Basado en los datos...

- ¿Qué notas sobre nuestro rendimiento académico en matemáticas y ELA?
 - ¿Qué subgrupos parecen estar haciéndolo bien? ¿Qué subgrupos parecen necesitar más apoyo?
- ¿Cómo están nuestros estudiantes de inglés (EL)?
- El ausentismo crónico se define como faltar al 10% o más de los días de escuela, tanto las ausencias justificadas como las injustificadas. Nuestro porcentaje de ausentismo crónico es el porcentaje de estudiantes que faltaron el 10% o más de la escuela. **¿Qué nota acerca de nuestras cifras de ausentismo crónico? ¿Hay algún subgrupo que se destaque por el ausentismo crónico?**

Attendance Matters Campaign

- As required by law, one of the ELAC's responsibilities is to help “make parents aware of the importance of regular school attendance”
- **Why is school attendance important?**
 - Students who attend school regularly have been shown to achieve at higher levels than students who do not ([National Center for Education Statistics](#))
 - One study found that this happens as soon as kindergarten with chronic absenteeism in kindergarten being linked to lower achievement in first grade and later years
 - Chronic absenteeism has also been linked to dropping out of high school and lower graduation rates

Your voice matters. Your presence matters. Thank you for coming to share both!

Tu voz importa. Tu presencia importa. ¡Gracias por venir a cenar con el director para compartir ambos!



The Four Agreements

1

BE IMPECCABLE WITH YOUR WORD

- Speak with integrity.
- Say only what you mean.
- Avoid using the Word to speak against yourself or to gossip about others.
- Use the power of your Word in the direction of truth and love.

2

DON'T TAKE ANYTHING PERSONALLY

- Nothing others do is because of you.
- What others say and do is a projection of their own reality, their own dream.
- When you are immune to the opinions and actions of others, you won't be the victim of needless suffering.

3

DON'T MAKE ASSUMPTIONS

- Find the courage to ask questions and to express what you really want.
- Communicate with others as clearly as you can to avoid misunderstandings, sadness and drama.
- With just this one agreement, you can completely transform your life.

4

ALWAYS DO YOUR BEST

- Your best is going to change from moment to moment; it will be different when you are healthy as opposed to sick.
- Under any circumstance, simply do your best, and you will avoid self-judgment, self-abuse, and regret.

Roles:

- **Facilitator:** Deloris
- **Timekeeper:**
- **Notetaker:**
- **Process observer:**
- **Deliverables & Parking Lot:**

Attendees: Jenny, Rebecca, Sherri, Brad, Darren, Lawren, Brittany, Anthony, Lisa, Santiago, Lizette

3/1/23 Lead Team Meeting

Time	Topic/Notes	Notes
5	Introductions : 1. What is one word to describe your state of being today?	
5	Framing (DB): <ul style="list-style-type: none"> ● Relational Outcomes - Build relationships and empower lead teachers to implement systems and interrupt white supremacist culture. ● Rational Outcomes - Teammates will provide input in school-wide events, policies, and systems. 	
5	<u>Upcoming Events</u> <ul style="list-style-type: none"> ● Honor Roll Banquet *invitation only* <ul style="list-style-type: none"> ○ Middle School March 16 ○ High School March 17 ● 03/15 GSA First Meeting (Ask Ms.T for more information) ● 03/16 K-Pop (Room 211, 4:30pm-6:00pm) ● 03/20,21 End of the quarter Town Halls ● 03/22, 23, 24– Student Led Conferences (minimum days) ● 03/27 to 04/07– Spring Break! ● 04/10– No School for Students! (Teacher Work Day) 	
7	23-24 Advisory Structure Input Discussion	Leadership advisory Black Advisory Groups Gender Identity Academic Counseling Student Led Advisory Hub of resources Co-Advisors.

		Buddy advisories.
8	PLC Facilitator Guide	
10	<p>23-24 Master Scheduling Planning</p> <ol style="list-style-type: none"> 1. Review 23-24 Instructional Minutes Doc <ol style="list-style-type: none"> a. Do we want to alter our daily schedule? b. Keep Wednesdays ¾ day? c. Extend minimum days for the first two weeks of school? d. Suggestions/Ideas/Concerns? 	<p>Equity: MS teachers not having 7th period.</p> <p>175 days CA vs 180 Aspire??</p> <p>Master scheduling committee meetings?</p> <p>Possibly adding break MS? Extending day 15 minutes? Maybe afternoon?</p> <p>Mix AP cohorts</p>
10	<p>Strategic Planning SWOT Analysis</p> <ul style="list-style-type: none"> • 3/15 SWOT Analysis Deck <p>*Bay Area Strategic Plan*</p> <ul style="list-style-type: none"> • Priority 1: FORTIFY LITERACY FOR LIBERATION • Priority 2: ATTRACT, DEVELOP, AND RETAIN ADULT LEARNERS • Priority 3: SERVE EVERY LEARNER • Priority 4: INNOVATE SCHOOL MODELS FOR THE FUTURE <p><u>Essential Vocab:</u></p> <ol style="list-style-type: none"> 1. Strategic Plan - Strategic plans are long-range plans that establish priorities, initiatives, goals, metrics, and targets. (3-5 years) 2. Priority - Crucial to achieving Aspire’s vision and mission, our priorities are the overarching objectives of the strategic plan. These are the Big Rocks. 3. Initiative - Initiatives are the significant projects or activities we will undertake to support the achievement of a given priority 4. Action Steps- Direct steps we will take to achieve the initiatives under a given priority. 5. Goal - Specific, measurable, achievable, relevant, and time-bound goals are what we seek to accomplish within a given period 6. Metrics - Metrics are the method we will use to evaluate the performance or progress of a goal. <ul style="list-style-type: none"> • <u>4 Priorities/Rocks</u> <ul style="list-style-type: none"> ○ <u>1-3 initiatives each rock/priority</u> ○ <u>No more than 6 initiatives total (equity based grading practices has to be an initiative)</u> 	
5	<p><u>Measure N Discussion— HIGH SCHOOL STAFF:</u></p> <ul style="list-style-type: none"> • How should we utilize our Measure N Funds for the 23-24SY? 	<p>– Additional College Readiness Teacher</p> <p>– More work based learning opportunities</p>

	<p>Measure N Funds are used to:</p> <ul style="list-style-type: none"> ● Reduce the drop-out 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 	– College/University trips each semester				
5	<p>Measure G1 Discussion—MIDDLE SCHOOL STAFF:</p> <ul style="list-style-type: none"> ● How should we utilize our Measure G1 Funds for the 23-24 SY? <p>Measure G1 Funds are used to:</p> <ul style="list-style-type: none"> ● 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. 	– More celebrations quarterly — PBIS out of the blue incentives — Additional Dean of Students? — Art and Music supplies...				
5	<p>Check-Out:</p> <ul style="list-style-type: none"> ● Quick pulse check: Are you OK with making these notes public to GSP? <ul style="list-style-type: none"> ○ Thumbs up - All good, no discussion needed ○ Thumbs middle - Would like discussion before approving ○ Thumbs down - No thank you, no discussion needed ● Process Check (Some helpful prompts) <ul style="list-style-type: none"> ○ An agreement we seem to be holding well is... ○ An agreement we seem to struggle with is... ○ Some patterns of communication that I noticed were... ○ Some of the non-verbal communication that I noticed was... ○ Frustration seemed to increase when.... and decrease when... ○ People seemed more engaged when... and less engaged when... ○ Our ability to make decisions seemed to increase when... and decrease when... ○ We seemed to get stuck when... ○ We seemed most successful when... <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Pluses</th> <th style="width: 50%; text-align: center;">Deltas</th> </tr> </thead> <tbody> <tr> <td style="height: 40px; vertical-align: top;">●</td> <td style="height: 40px; vertical-align: top;">●</td> </tr> </tbody> </table>	Pluses	Deltas	●	●	
Pluses	Deltas					
●	●					
5	<p>Closing: Appreciations and one word to describe this meeting</p>					

22-23 PRIORITIES

<p>Priority #1: Literacy & Text Based Lesson Planning</p> <ul style="list-style-type: none"> ● Focus on increasing student achievement measured by i-Ready, MAP, ELPAC, and SBAC. 	<p>Priority #2: Building Adult Capacity through Systems & Culture</p> <ul style="list-style-type: none"> ● MTSS implementation (MS focus) ● Tier 1 behavioral & instructional strategies
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<ul style="list-style-type: none"> ● Student Access through UDL ● PD focused on literacy & text based lesson planning ● Exhibitions 	<ul style="list-style-type: none"> ● School wide PBIS ● Data analysis
Priority #3: Social Emotional Learning <ul style="list-style-type: none"> ● Community based restorative practices (culture of healing) ● SEL/RULER implementation ● MTSS tiers of support ● Student belonging 	Priority #4: Family & Community Partnerships <ul style="list-style-type: none"> ● Staff/Student/Family Committees & Clubs ● Family engagement

	Wondering	Change

Deliverables

Who	What	When

Parking Lot

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