OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

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

From Middle School Network

Meeting Date March 11, 2025

Subject Aspire Golden State Prep Academy 2025-2026 Measure G1 Application

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Ask of the Commission Approve the Aspire Golden State Prep Academy 2025-2026 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Aspire Golden State Prep Academy 2025-2026 Measure G1 Application.

Fiscal Impact The recommended amount is **$70,457.00.** Resource 9332 - Measure G1.

Attachment(s) Grant application attached.

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	**Total Number of Students**	413
Recommended Grant Amount[1]	$70,457	**2024-25 CALPADS[2] Enrollment Figure (grades 6-8 Oakland residents only)**	175
		2024-25 LCFF[3] Enrollment	136

Student Demographics (%) 6-8				Measure G1 Team	
English Learners	29%	Asian/Pacific Islander	0%	**Name**	**Position**
LCFF	75%	Latinx	72%	Deloris Brown	Principal
SPED	19%	Black or African-American	22%	Santiago Franco	DOS
		White	0%	Bre'ante Young	Art Teacher

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[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.

[2] The California Longitudinal Pupil Achievement Data System (CALPADS) collects information about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

[3] Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

		Indigenous or Native American	1%	Erika Mendoza	After School Director
		Multiracial	1%		

Chronic Absence (Include raw number and percent)				
	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Student Population Overall	134 - 31%	121 - 28%	176 (31.98%)	20%
Asian/Pacific Islander	NA	NA	NA	NS
Latinx	102 - 29%	99 - 59%	126 (26.98%)	20%
Black or African-American	34 - 51%	22 - 32%	39 (47.22%)	25%
White	NA	NA	NA	NA
Indigenous or Native American	NA	NA	*	NA
English Learners	31 - 29%	29 - 24%	50 (32%)	25%
Students w/ IEPs	21 - 34%	16 - 23%	37 (42.86%)	25%
Free/ Reduced Lunch Students	117 - 33%	101 - 50%	138 (35.56%)	25%

Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Number of students taking elective courses.	Art	174 - 100%	179 - 100%	176 (100%)	0%
	Language	35 - 20%	39 - 20%	0%	20%
	Music	52 - 30%	35 - 20%	0%	100%
Number of students participating in non-course experiences (e.g. after-school program)	Art	24 - 40%	45 - 70%	24(13%)	20%
	Language	6 - 10%	NA	NA	20%
	Music	24 - 40%	13 - 20%	0%	20%

Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Average Daily Attendance **Date of Figure: Feb 26, 2025**				
Asian/Pacific Islander	1 - 96.1%	2 - 78.8%	NA	
Latinx	351 - 91.7%	342 - 92.9%	126 (92.41%)	94%
Black or African-American	66 - 84%	68 - 86.9%	39 (85.39%)	90%
White	2 - 93.6%	1 - 94.2%	NA	NA
Indigenous or Native American	12 - 92%	15 - 91.2%	NA	NA
English Learners	107 - 90.9%	121 - 92.5%	50 (92.57%)	94%
Students w/ IEPs	61 - 89.0%	68 - 90.4%	37 (88.64%)	90%
Free/ Reduced Lunch	356 - 90.3%	402 - 92.2%	138 (89.91%)	92%

Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Suspended Students **Date of Figure: Feb 24, 2025**				
Asian/Pacific Islander	NA	NA	NA	
Latinx	66 - 6.1%	26 - 3%	126 (4.5%)	3%
Black or African-American	47 - 16.5%	49 - 18%	39 (8.9%)	5%
White	NA	NA	NA	NA
Indigenous or Native American	NA	NA	NA	NA
English Learners	34 - 10.3%	28 - 8%	50 (7.5%)	5%
Students w/ IEPs	32 - 11.3%	9%	37 (10.8%)	5%
Free/ Reduced Lunch	43 - 8.1%	6%	138 (7.4%)	5%

Student Retention from 5th Grade to 6th Grade				
Metric	2022-23	2023-24	2024-25	2025-26 Goal

6th Grade Enrollment	47	60	70	80

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	**Date**
Coffee w/the principal	2/14/25

Staff Engagement Meeting(s)	
Staff Group	**Date**
GL Team Meeting	2/5/25

Music (Rubric)	**2023-24**	**2024-25**
Access and Equitable Opportunity	Entry	Entry
Instructional Program	Entry	Entry
Staffing	Entry	Entry
Facilities	Entry	Entry
Equipment and Materials	Entry	Entry
Teacher Professional Learning	Entry	Entry
World Language (Rubric)	**2023-24**	**2024-25**
Content and Course Offerings	Entry	Entry
Communication	Entry	Entry
Real world learning and Global competence	Entry	Entry
Art (Visual Arts, Theater, and Dance)	**2023-24**	**2024-25**
Access and Equitable Opportunity	Basic	Basic
Instructional Program	Basic	Basic
Staffing	Basic	Basic

Facilities	Basic	Basic
Equipment and Materials	Basic	Basic
Teacher Professional Learning	Basic	Basic

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 2024-25 Approved Expenditures

All Actual Expenditures	Budget Amount
Positive & Safe Culture	
1 Student Support Manager	$84,353
Budget Total	**$84,353.00**

Summary of 2025-26 Proposed Expenditures

All Proposed Expenditures (from sections below)	Budget Amount
1 Middle School Dean of Students	**$70,457**
Budget Total (must add up to Recommended Grant Amount)	**$70,457**

Proposed Expenditures By Focus Area

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	**Which metric will this investment impact - suspensions or average daily attendance?**	**Budget Amount**
Middle School Dean of Students (1.0 FTE, salary & benefits) The full time Dean of Students role will play a vital role in supporting a positive school culture and improving students' sense of belonging on campus. This role will work directly to reduce MS suspension rates, decrease chronic absenteeism, increase our safety ratings as indicated on our Student SEL survey, and continue direct Tier 2/3 services to our most vulnerable populations. Over the past 2 academic school years, our suspension rates have decreased because of the role of the Dean of Students supporting our middle school students.	This investment will impact suspension and daily attendance (chronic absenteeism).	**$70,457**

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

Aspire Golden State College Preparatory Academy
Wednesday 2.5.2025 Grade Level Team Meeting Agenda

Grade Level Agenda Quarter 3 Deck		Notes
5 mins	**Check In:** **This year's BHM theme is "African Americans and Labor", which highlights the significant contributions of Black Americans to the workforce throughout history.** ● **How will you incorporate this theme in your BHM classroom activities?** ● **What are some challenges you face when teaching Black History in your classroom?** 	**Attendance:** **6-8th grade Teachers** Brittany Cornett Bre'ante Young Linda Cooks Sonny Lazaga Alex Congrove Anthony Pichardo Hari Brown Cynthia White Andrew Libson
2 mins	**Upcoming Dates:** ● Feb 1-28: Black History Month Celebration ● Feb 4: SpEd Information Night 5:30-6:30pm ● Feb 5: Ca$h for College Night 6:00-8:00pm ● Feb 6: Parent Lead Team Meeting (Charter Renewal) 5:00-6:30 pm ● Feb 12: Know your Rights Webinar 5-7pm ● Feb 14: Coffee w/the Principal ● Feb 19: English Learner Advisory Committee **(ELAC)** Meeting #2 ● Feb 24-26: Junior/Senior Yosemite Extended Studies Trip	
10 mins	**IXL & Accelerated Read Training Reflection Discussion** **Which virtual training did you attend on Friday 1.31 IXL or Accelerated Reader?** ● How will you plan to integrate IXL or Accelerated Reader into your daily or weekly instruction? ● How can IXL be used for differentiated instruction and personalized learning? ● How will you use AR to foster a culture of reading in your classroom?	**MS Teachers:** Review Q3 Weekly MS Intervention Schedule

	● How do you plan to set AR goals for students, and how will you monitor their progress? ● What strategies will you implement to ensure students are selecting appropriate books for their reading levels? ● What challenges do you foresee in implementing IXL and/or AR? ● What additional support or resources do you need to maximize IXL's effectiveness in your classroom?	
10 mins	**Academic Vocabulary Progress Monitoring System** Review Spring Q3 Progress Monitoring Tracker **and take a look at your GL's Academic Vocabulary Pre-Assessment Data:** ● What trends do you notice in the pre/post assessment data? ● Are there any areas you will need to reassess in your practice? ● What are the next moves that you need to make to shift your data in the positive? ● What are three actions that your team will implement to see progress? ● Are there any shifts you need to make to your lessons, teaching, pre/baseline and post assessment? If yes, what are those shifts? ○ How will these shifts improve student outcomes/data?	**Focused Progress Monitoring Anchor Question:** Are the instructional strategies (academic vocabulary school wide non-negotiables) effective in supporting students to increasingly master grade level content? **SBAC ELA Vocab Terms** **SBAC Math Vocab Terms**

8 mins	**Students of Concern (Gr 6-12)-- Q3 Tracker**
	1. Identify the concern (student behavior, academics, attendance)
	    a. Add students to our **Q3 Tracker**
	    ○ Have parents been contacted?
	    ○ Have log entries been submitted in PS?
	2. Determine possible causes of the students struggles
	3. Develop a plan. The team may discuss interventions and supports that could help the student, such as instructional strategies, modifications, or academic contracts. They may also assign someone to implement and track the plan.
	4. Teachers track interventions and progress monitors. Plan to revisit and follow up in 3-4 weeks.	

8 min	**Measure G1 Discussion—MIDDLE SCHOOL STAFF:** ● How should we utilize our Measure G1 Funds for the 25-26 SY? **Measure G1 Funds 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**	Allocate funds for MS Dean!! Students would like music offered during school day.
8 mins	**MOY PLP Expectations** - Find general PLP guidelines for all teammates **here**. - If you haven't already, please be sure to add your 24-25 goals in TeachBoost.	
2 mins	**25-26 Hiring Committee & Panel Interest Form** ● If you are interested in serving on our 25-26 Hiring Committee, please fill out this form. ○ **Committee will begin interview process at the end of February and beginning of March**	

Welcome to Coffee with the Principal

Feb 14, 2025

Thank you for joining us please sign in upon arrival / Gracias por acompañarnos favor de firmar su llegada

Parent Name	Student Name	Incoming Grade	Phone #/Email	Elementary School
JuanCarlos Pedroza	Jose Pedroza	8	510 266 4502	
Susana Mejia	Daniela Mejia	10	510) 289-5532	
Duwayne McCarther	Freedom McCarther	6	510 692-2960	
Emilio Cervantes	Emily Cervantes	12	(510) 499-1515	
Rosa Buenrostro	Emily Cervantes	12	(510) 499-4445	
Cynthia White	Teacher	6/7		
Yaneth	Jonathan Cardenas	6	(510) 326-6026	

In this room
YOUR VOICE
IS IMPORTANT.
IS RESPECTED.
IS RECOGNIZED.

En este salón
TU VOZ
ES IMPORTANTE.
ES RESPETADA.
ES RECONOCIDA.

Important Dates / Fechas Importantes

- Feb 1-28: Black History Month Celebration

- Feb 19: English Learner Advisory Committee (ELAC) Meeting #2

- Feb 21: **S1 High Honors, Distinguished Honors, and Principal's List** Honor Roll Breakfast

- Feb 24-26 Junior/Senior Yosemite Extended Studies Trip

- Feb 27: BHM Quiz Bowl @LWP

- 1 al 28 de febrero: Celebración del Mes de la Historia Afroamericana

- 19 de febrero: Reunión #2 del Comité Asesor de Estudiantes de Inglés (ELAC)

- 21 de febrero: Desayuno con altos honores, honores distinguidos y lista del director del cuadro de honor de S1

- 24-26 de febrero Viaje de estudios extendidos a Yosemite para jóvenes y mayores

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ELAC Meeting
Junta de ELAC

Wednesday February 19th, 5:15pm - 6:15pm
At the GSP Gym

Join us at our ELAC (English Language Advisory Committee) meeting to review our ELPAC (English Language Proficiency Assessment) results and hold space for our growing multi-lingual community.

We will also be discussing resources to support your multilingual learner student, as well as discussing resources for your student to do well in ELPAC testing, which begins in March.

Miercoles 19 de Febrero de 5:15pm a 6:15pm
En el gimnasio de GSP

Únase a nosotros en nuestra reunión de ELAC (Comité Asesor del Idioma Inglés) para revisar nuestros resultados de ELPAC (Evaluación del Dominio del Idioma Inglés) y reservar espacio para nuestra creciente comunidad multilingüe.

También discutiremos recursos para apoyar a su estudiante multilingüe, así como también discutiremos recursos para que su estudiante obtenga buenos resultados en las pruebas ELPAC, que comienzan en marzo.

PLEASE RSVP VIA PARENTSQUARE
POR FAVOR CONFIRME SU ASISTENCIA EN PARENTSQUARE

" Those who have no record of what their forebears have accomplished lose the inspiration which comes from the teaching of biography and history."

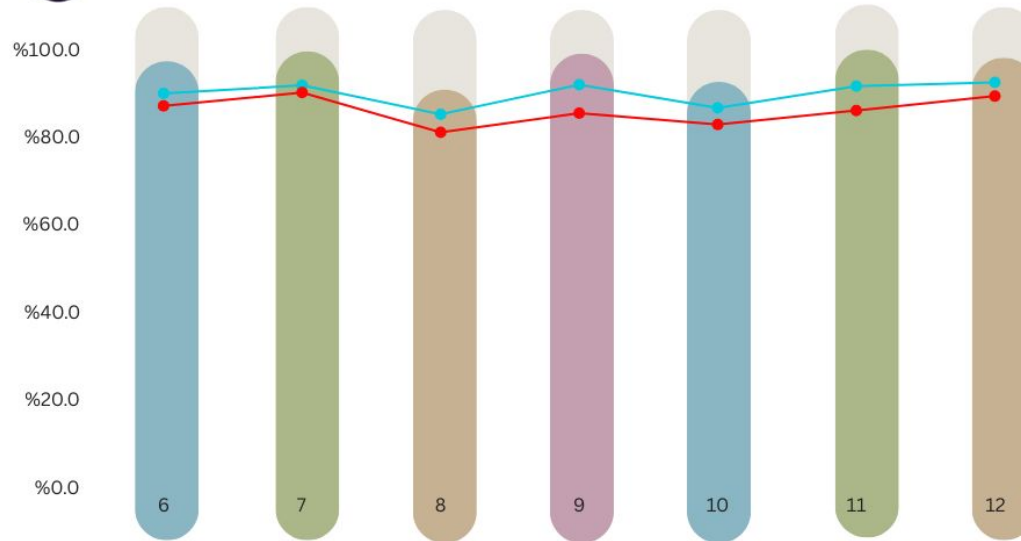– CARTER G. WOODSON

GSP Attendance Trends

GSP Attendance Trends

OCTOBER ATTENDANCE

JANUARY ATTENDANCE

Whole School Attendance Percentage

89.92%

86.01%
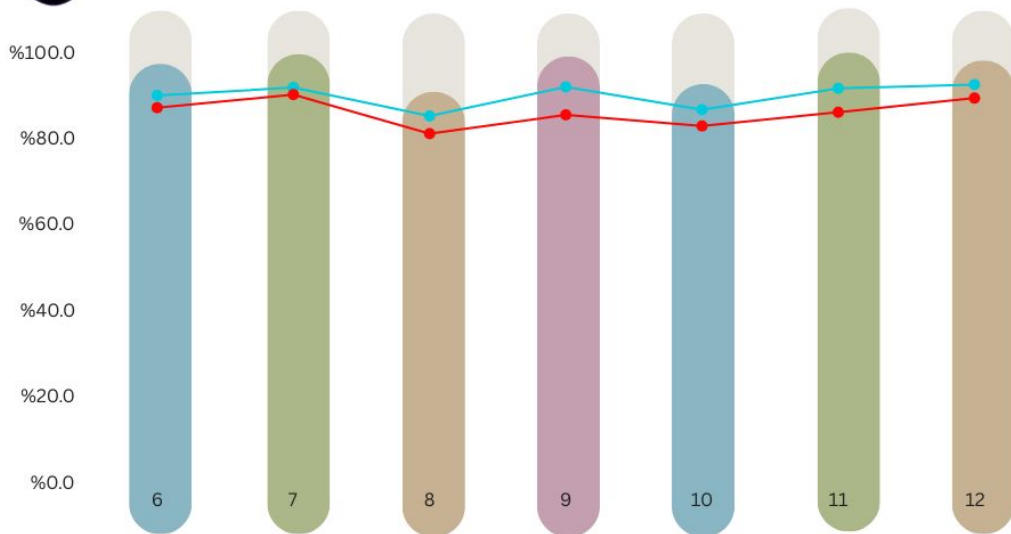
90% Whole School Attendance Goal for **February**

Tendecia de Asistencia en GSP

Tendencias de Asistencia en GSP

ASISTENCIA DE OCTUBRE

ASISTENCIA DE ENERO

Asistencia Escolar Completa

89.92%

86.01%

90% Asistencia Escolar
Meta para **Febrero**

MOY i-Ready Data

2425 GSP i-Ready Goals

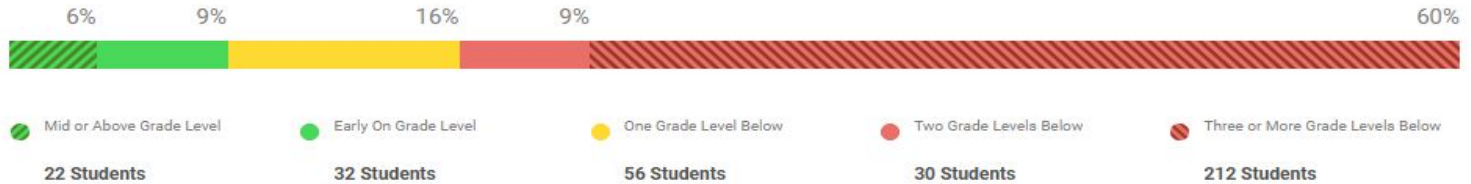| Strategic Priorities	Metrics & Goals
FORTIFY ACADEMIC EXCELLENCE FROM A CULTURAL LENS	**iReady:** By the end of the 24-25 school year GSP will see a 10% increase of the number of students assessing in the green tier and a 5% decrease in the number of students assessing in the red tier **in both Reading & Math.** **iReady:** By the end of the 24-25 school year GSP will see ● 20% growth in the following Domains: **Vocabulary & Reading Comprehension (Reading)** ● 10% growth in the following Domain: **Geometry (Math)**
	iReady: By the end of the 2024-2025 school year, GSP will meet average typical growth for median student of: ● 110+ for Reading and 100+ for math among all subgroups

Reading Comprehension

Vocabulary

Number and Operations

Geometry

MOY ELA i-Ready Overall Results

Overall Placement

Students Assessed/Total: **352/378**

6%	9%	16%	9%	60%

⊘ Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	⊘ Three or More Grade Levels Below
22 Students	**32 Students**	**56 Students**	**30 Students**	**212 Students**

ⓘ The Mapping Between 5-Level and 3-Level Placements

▼ Placement by Domain

Domain	
Phonological Awareness (PA)	
Phonics (PH)	
High-Frequency Words (HFW)	
Vocabulary (VOC)	
Comprehension: Overall (COMP)	
Literature (LIT)	
Informational Text (INFO)	
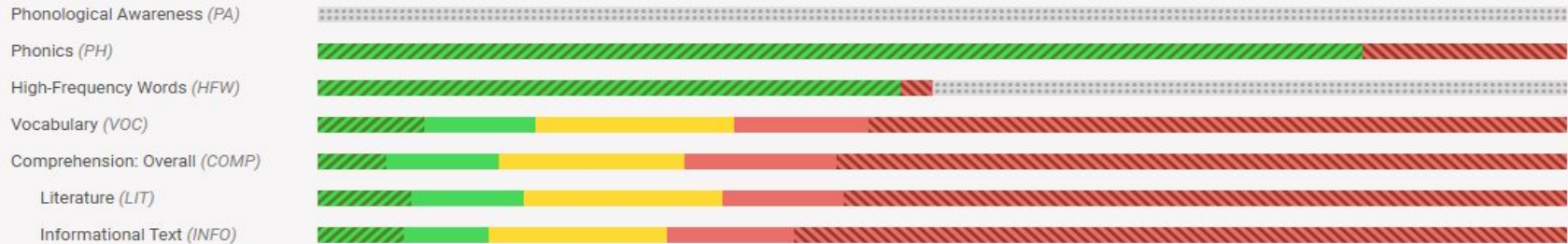
⊞ Not assessed (due to grade or domain exempted)

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MOY i-Ready ELA Grade Level Data

Choose to Show Results By

Grade ▼

+ **Add secondary demographic to show results by**

Grade ▼	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	⛔	Students Assessed/Total
Grade 6		6%	6%	22%	9%	56%	64/64
Grade 7		5%	11%	15%	9%	60%	65/65
Grade 8		17%	17%	7%	0%	59%	46/47
Grade 9		3%	7%	17%	5%	68%	59/60
Grade 10		6%	8%	9%	15%	62%	65/65
Grade 11		2%	7%	22%	8%	62%	60/60

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ELA BOY i-Ready vs. MOY i-Ready

Mid- or Above Grade Level   4% → 6% (+10 students)

Early On Grade Level   5% → 9% (+16 students)

One Grade Level Below   13% → 16% (+12 students)

Two Grade Levels Below   8% → 9% (+2 students)

Three or More GLs Below   71% → 60% (-33 students)

Our goal is to have ALL students at or above grade level!!

MOY Math i-Ready Overall Results

Overall Placement

Students Assessed/Total: **349/377**

2%	4%	16%	15%		63%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
6 Students	**14 Students**	**57 Students**	**52 Students**	**220 Students**

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

▼ Placement by Domain

Number and Operations *(NO)*

Algebra and Algebraic Thinking *(ALG)*

Measurement and Data *(MS)*

Geometry *(GEO)*

MOY Math i-Ready Grade Level Data

Switch Table View

Placement Summary ▼

Choose to Show Results By

Grade ▼

➕ **Add secondary demographic to show results by**

Showing 7 of 7

Grade ⌄	Overall Grade-Level Placement	◉ ⌄	🟢 ⌄	🟡 ⌄	🔴 ⌄	⊘ ⌄	Students Assessed/Total
Grade 6		0%	5%	25%	23%	47%	64/64
Grade 7		2%	3%	26%	14%	55%	65/65
Grade 8		7%	7%	11%	9%	67%	45/47
Grade 9		4%	9%	18%	18%	53%	57/60
Grade 10		0%	0%	10%	8%	82%	60/65
Grade 11		0%	2%	5%	16%	78%	58/60

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Math BOY i-Ready vs. MOY i-Ready

Mid- or Above Grade Level   0% ➡ 2% (+7 students)

Early On Grade Level   3% ➡ 4% (+4 students)

One Grade Level Below   11% ➡ 17% (+18 students)

Two Grade Levels Below   12% ➡ 15% (+9 students)
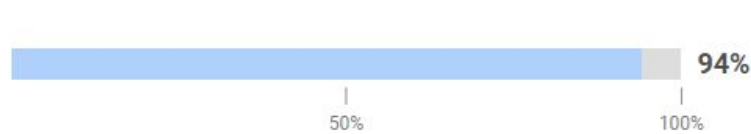
Three or More GLs Below   73% ➡ 62% (-35 students)

Our goal is to have ALL students at or above grade level!!

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MS Median Progress to Annual Typical Growth Reading
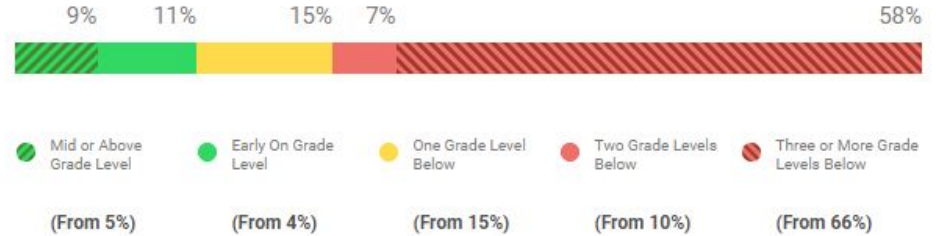
Students Assessed/Total: **168/176**

Progress to Annual Typical Growth (Median)

94%

50%   100%

The median percent progress towards Typical Growth for this school is 94%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth ▶

Current Placement Distribution

9%   11%   15%   7%   58%

| ● Mid or Above Grade Level | ● Early On Grade Level | ● One Grade Level Below | ● Two Grade Levels Below | ● Three or More Grade Levels Below |
| (From 5%) | (From 4%) | (From 15%) | (From 10%) | (From 66%) |

ⓘ The Mapping Between 5-Level and 3-Level Placements

| Grade | Annual Typical Growth ⓘ | | Annual Stretch Growth® ⓘ | | % Students with Improved Placement | Students Assessed/Total |
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	61%	44%	23%	16%	35%	62/64
Grade 7	94%	46%	30%	17%	42%	65/65
Grade 8	156%	59%	56%	41%	46%	41/47

MS Median Progress to Annual Typical Growth Math

Students Assessed/Total: **170/176**

Progress to Annual Typical Growth (Median)

```
[========================67%           ]  67%
         50%              100%
```

The median percent progress towards Typical Growth for this school is 67%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

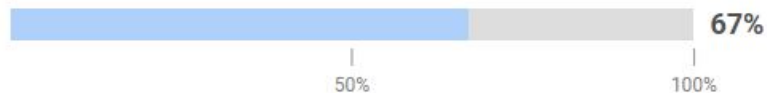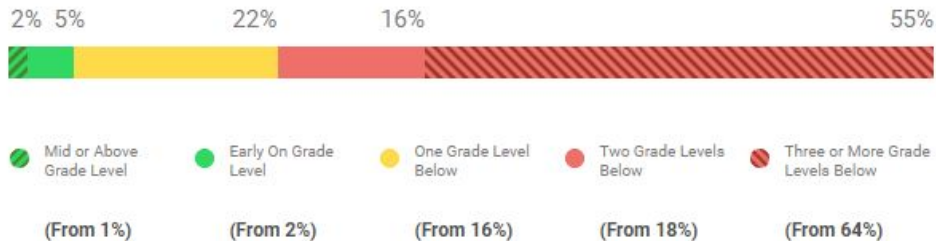Learn More About Growth ⊙

Current Placement Distribution

```
2%  5%          22%        16%                              55%
[///][===][==========][=========][////////////////////////////]
```

◉ Mid or Above Grade Level	● Early On Grade Level	○ One Grade Level Below	● Two Grade Levels Below	◉ Three or More Grade Levels Below
(From 1%)	(From 2%)	(From 16%)	(From 18%)	(From 64%)

ⓘ The Mapping Between 5-Level and 3-Level Placements

Grade ▼	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	93%	43%	40%	10%	48%	63/64
Grade 7	50%	38%	24%	10%	41%	63/65
Grade 8	67%	36%	26%	11%	41%	44/47

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HS Median % of Typical Growth
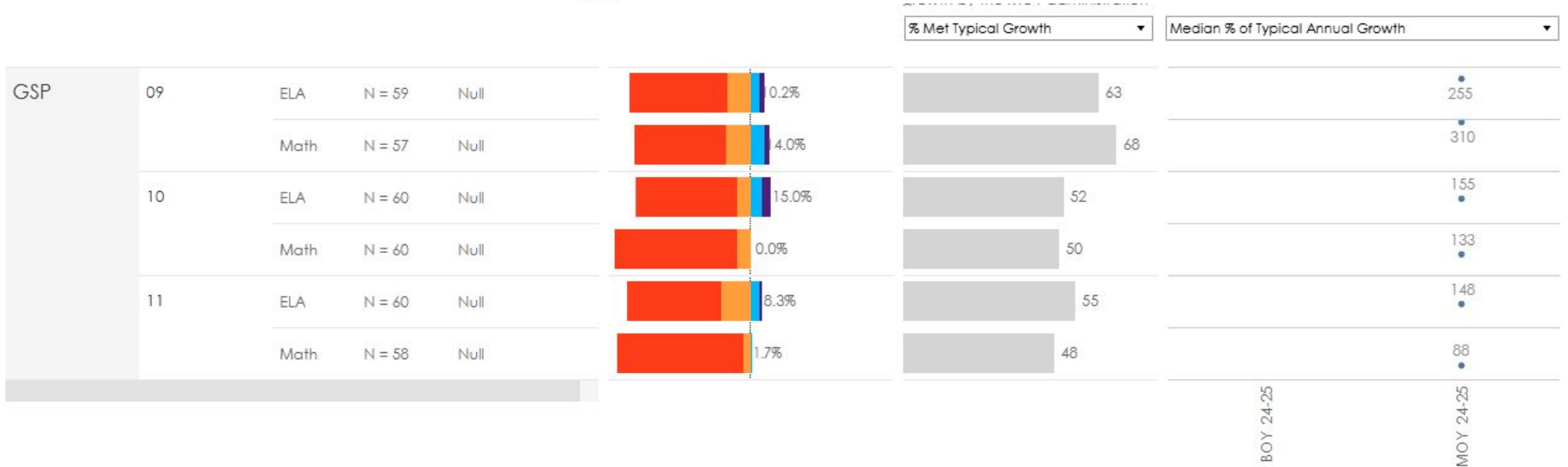
What does this data mean?

Students need more exposure to **Grade Level** content at **HOME** and at **SCHOOL**!!!

Studies have found that IXL:

1 Leads to higher test scores
IXL schools score as much as 15 percentile points higher in math and 17 percentile points higher in language arts on state assessments.

2 Predicts success
IXL's Diagnostic is an accurate measure of student achievement and a strong predictor of performance on standardized assessments.

3 Benefits all students
ELLs, SPED students, Title I schools, and urban and rural schools experience similar or even greater gains with IXL.

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IXL LEARNING

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.**

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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

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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.**

**How can we continue to utilize Measure G1 funds?**

Measure G1 Grant–Notes

- Parents asked for more art, music, and language development for students within after school program.
- How do we increase our Measure G1 allocated funds?
- Parents would like more support at home; possibly Rosetta Stone for home usage.
- In what ways can some of the art and music programs be offered after school outside of the After School Program?

Do you Need a Chromebook at Home?

Do you need a chromebook to complete homework or to practice grade level Math/ELA skills?

If so, please stop by the main office, **before or after school or during your lunch shift**, to sign up for a chromebook!!!
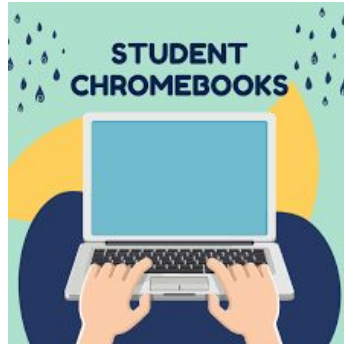
Questions/ Preguntas

Measure G1 Carryover (MS enrichment programming)

2023-24 Measure G1 Allocation (previous carryover included)	$238,620.78
2023-24 Measure G1 Dollars Spent	$217,922.75
Carryover Amount	**$20,698.03**

- How can we spend down our carryover funds to support our Middle School students?

  23-24 Funds were were applied to the Middle School Art teacher

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Vision, Mission, Values/ Visión, Misión y Valores
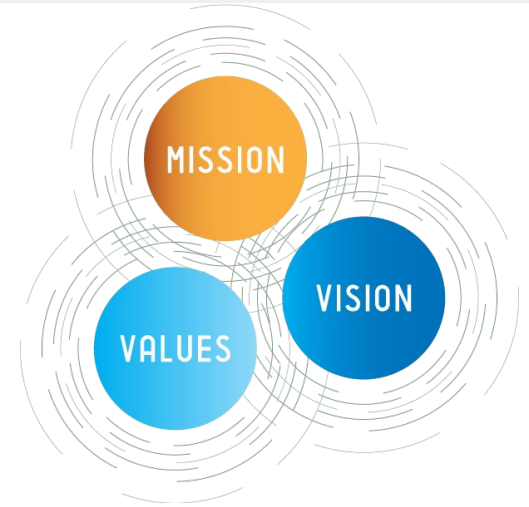
Vision → Our desired state

Visión → Nuestro estado deseado

Mission → What will we do to get to our vision

Misión → ¿Qué haremos para llegar a nuestra visión?

Values → The values will we hold onto to achieve our mission and vision

Valores → Los valores a los que nos aferraremos para lograr nuestra misión y visión.

Our Vision

Aspire scholars are prepared and empowered to build a fulfilling and liberated future for themselves and their communities.

Our Mission

Provide a rigorous, joyful academic experience that cultivates our scholars' skills, talents, and gifts, such that they may pursue and persist in college or any post-secondary pathway that is authentic to their identities;

Promote inclusivity and disrupt systems that have historically oppressed marginalized communities, including Black, Latino/a/x, Indigenous, and People of Color; and

Nurture our scholars' pride in their abilities, identities, and communities.

Bienestar (Well-being) | Culture of Belonging | Community Partnership | Agency + Self-determination | Joy

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Nuestra Visión

Los académicos de Aspire están preparados y capacitados para construir un futuro pleno y liberado para ellos y sus comunidades.

Nuestra Misión

Proporcionar una experiencia académica rigurosa y alegre que cultive las habilidades, talentos y dones de nuestros estudiantes, de modo que puedan seguir y persistir en la universidad o cualquier camino postsecundario que sea auténtico para sus identidades;

Promover la inclusión y alterar los sistemas que históricamente han oprimido a las comunidades marginadas, incluidas las personas negras, latinas, indígenas y de color; y

Fomentar el orgullo de nuestros académicos por sus habilidades, identidades y comunidades.

GSP's Vision

Our students are **critically literate and empowered**. By embodying our GSP values of family, equity, growth mindset, respect/integrity, and in purpose/passion, they become **leaders**, ready to **leverage college and careers** to **enhance their lives** and those of their families and communities. #leaders

Linked Learning Entrepreneurial Skills
Collaboration ~ Communication ~ Problem Solving
Innovation ~Grit ~ Self-Management

FAMILY
We feel safe and have each other's back, through thick and thin, with love, support, care, encouragement, and loyalty

EQUITY
We ensure each person and group has what they need to succeed so they can achieve greatness without being held back

GROWTH MINDSET
We believe that every person can succeed, and so we work hard, learn from our mistakes, and never give up

RESPECT/INTEGRITY
We treat others how we want to be treated and keep our word when we say we will do something

PURPOSE/PASSION
We love what we do and do what we love as we move toward our goals and dreams

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La visión del GSP

Nuestros estudiantes están críticamente alfabetizados y empoderados. Al encarnar nuestros valores GSP de familia, equidad, mentalidad de crecimiento, respeto/integridad y propósito/pasión, se convierten en líderes, listos para aprovechar la universidad y las carreras para mejorar sus vidas y las de sus familias y comunidades. #líderes

Aprendizaje vinculado de habilidades emprendedoras
Colaboración ~ Comunicación ~ Resolución de problemas
Innovación ~Valor ~ Autogestión

FAMILY

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Vision Revision/ Revisión de la visión

Our vision conveys the aim for how the school will change as a result of our efforts. It provides an understanding of your ultimate goals as an organization over the long term.

Imagine a time far in the future when our school has achieved its most aspirational goals. How would you describe what the world looks like as a result of our school's success?

Nuestra visión transmite el objetivo de cómo cambiará la escuela como resultado de nuestros esfuerzos. Proporciona una comprensión de sus objetivos finales como organización a largo plazo.

Imagine un momento lejano en el futuro en el que nuestra escuela haya logrado sus objetivos más ambiciosos. ¿Cómo describiría cómo se ve el mundo como resultado del éxito de nuestra escuela?

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Values/ Valores

Values are guiding principles for how our school is governed, functions and behaves. Values that work best are authentic to our school, and are practiced consistently across the school community.

Los valores son principios rectores de cómo se gobierna, funciona y se comporta nuestra escuela. Los valores que funcionan mejor son auténticos en nuestra escuela y se practican consistentemente en toda la comunidad escolar.

GSP Values

Do these current values reflect where we want to be / where we want to go? Why or why not? Are there any values we may want to add or change?

¿Estos valores actuales reflejan dónde queremos estar/adónde queremos ir? ¿Por qué o por qué no? ¿Hay algún valor que queramos agregar o cambiar?

FAMILY

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ASPIRE PUBLIC SCHOOLS