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**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 Lionel Wilson Prep 2025-2026 Measure G1 Application

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**Ask of the Commission** Approve the Aspire Lionel Wilson Prep 2025-2026 Measure G1 Application

**Discussion** Middle School Network is open to questions from the commission regarding the Aspire Lionel Wilson Prep 2025-2026 Measure G1 Application.

**Fiscal Impact** The recommended amount is **\$69,421.00**. Resource 9332 - Measure G1.

**Attachment(s)** Grant application attached.





**2025-2026  
Measure G1 Application**

**Due: March 1, 2025**

## School Information & Student Data

<b>School</b>	Aspire Lionel Wilson Prep	<b>School Address</b>	400 105th Avenue Oakland, CA 94603
<b>Contact</b>	Tommy Gonzalez	<b>Contact Email</b>	Tommy.gonzalez@aspirepublicschools.org
<b>Principal</b>	Tommy Gonzalez	<b>Principal Email</b>	Tommy.gonzalez@aspirepublicschools.org
<b>School Phone</b>	510-635-7737	<b>Total Number of Students</b>	164
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$69,421</b>	<b>2024-25 CALPADS<sup>2</sup> Enrollment Figure (grades 6-8 Oakland residents only)</b>	156
		<b>2024-25 LCFF<sup>3</sup> Enrollment</b>	134

Student Demographics (%)				Measure G1 Team	
English Learners	24%	Asian/Pacific Islander	2%	Name	Position
LCFF	100%	Latinx	93%	Tommy Gonzalez	Principal
SPED	21%	Black or African-American	5%	Ta Nyka Avington	Assistant Principal
		White	0%	Carlene Ervin	Middle School Dean
		Indigenous or Native American	0%	Cennie Valeri	Community Outreach Manager

<sup>1</sup> 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.

<sup>2</sup> The California Longitudinal Pupil Achievement Data System (CALPADS) collects various 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.

<sup>3</sup> 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.

<b>Chronic Absence</b> <b>(Include raw number and percent)</b>				
	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Student Population Overall	(24%)	48 (29%)	110 (28.06%)	24%
Asian/Pacific Islander	(33%)	0 (0%)	0%	0 (0%)
Latinx	(24%)	44 (29%)	95 (26.17%)	24%
Black or African-American	(44%)	3 (33%)	11 (50%)	24%
White	No Data	No Data	No Data	No Goal
Indigenous or Native American	No Data	No Data	No Data	No Goal
English Learners	(31%)	16 (35%)	20 (29.41%)	24%
Students w/ IEPs	(26%)	12 (40%)	25 (34.72%)	24%
Free/ Reduced Lunch Students	(30%)	43 (30%)	64 (27.12%)	24%

## Metrics

(all data points are required)

<b>Electives</b> <b>(Include raw number and percent)</b>					
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	147 (100%)	168 (100%)	164 (100%)	164 (100%)
	Language	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Music	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Number of students participating in non-course experiences (e.g. after-school program)	Art	30 (20%)	15 (9%)	30 (18%)	40 (24%)
	Language	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Music	15 (10%)	10 (6%)	20 (12%)	30 (18%)

<b>Positive &amp; Safe Culture</b> <b>(Include raw number and percent)</b>				
Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
<b>Average Daily Attendance</b> <b>Date of Figure: 2/28/25</b>				
Asian/Pacific Islander	N/A	1 (97%)	2 (96.09%)	(95%)
Latinx	(93%)	155 (91%)	366 (91.69%)	(95%)
Black or African-American	(95%)	9 (88%)	22 (88.66%)	(95%)
White	No Data	No Data	No Data	No Goal
Indigenous or Native American	No Data	No Data	No Data	No Goal
English Learners	(90%)	46 (89%)	67 (91.17%)	(95%)
Students w/ IEPs	(93%)	30 (91%)	71 (89.79%)	(95%)
Free/ Reduced Lunch	(92%)	141 (91%)	236 (91.26%)	(95%)

Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
<b>Suspended Students</b> <b>Date of Figure: 2/28/25</b>				
Asian/Pacific Islander	(0%)	(0%)	0 (0%)	0 (0%)
Latinx	(3%)	8 (5%)	3 (1.8%)	2 (1%)
Black or African-American	(0%)	(0%)	0 (0%)	0 (0%)
White	No Data	No Data	No Data	No Goal
Indigenous or Native American	No Data	No Data	No Data	No Goal
English Learners	(6%)	2 (1%)	0 (0%)	0 (0%)
Students w/ IEPs	(7%)	4 (2%)	2 (1.2%)	1 (1%)
Free/ Reduced Lunch	(2%)	7 (4%)	3 (1.8%)	1 (1%)

Student Retention from 5th Grade to 6th Grade				
Metric	2022-23	2023-24	2024-25	2025-26 Goal
6th Grade Enrollment	64	47	59	68

## Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
SSC/ELAC/Measure G1 Input Meeting	February 19, 2025
Student Government Association Input	February 28, 2025

Staff Engagement Meeting(s)	
Staff Group	Date
Instructional Leadership Team Meeting Input	February 25, 2025
Staff PD Input	February 28, 2025

<u><a href="#">Music (Rubric)</a></u>	2023-24	2024-25
<b><i>Access and Equitable Opportunity</i></b>	Entry	Entry
<b><i>Instructional Program</i></b>	Entry	Entry
<b><i>Staffing</i></b>	Entry	Entry
<b><i>Facilities</i></b>	Entry	Entry
<b><i>Equipment and Materials</i></b>	Entry	Entry
<b><i>Teacher Professional Learning</i></b>	Entry	Entry
<u><a href="#">World Language (Rubric)</a></u>	2023-24	2024-25
<b><i>Content and Course Offerings</i></b>	Emerging	Emerging
<b><i>Communication</i></b>	Emerging	Emerging
<b><i>Real world learning and Global competence</i></b>	Emerging	Emerging

<u>Art (Visual Arts, Theater, and Dance)</u>	2023-24	2024-25
<b>Access and Equitable Opportunity</b>	Quality	Quality
<b>Instructional Program</b>	Quality	Quality
<b>Staffing</b>	Quality	Quality
<b>Facilities</b>	Basic	Quality
<b>Equipment and Materials</b>	Basic	Basic
<b>Teacher Professional Learning</b>	Quality	Quality

## 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
<b>Positive &amp; Safe Culture</b>		
1	Community Outreach Manager (1.0 FTE)	\$70,000
2	Community Outreach Manager Benefits	\$20,000
<b>Electives (Art, Music, World Language)</b>		
1	Art Supplies for Middle School Art Teachers	\$4,062
<b>Budget Total</b>		<b>\$94,062.00</b>

# Summary of 2025-26 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Community Outreach Manager (1.0 FTE)	\$69,421
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$69,421</b>

## 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
<p><b>Community Outreach Manager (1.0 FTE)</b></p> <p>The Community Outreach Manager (1.0 FTE) will be critical in fostering a positive and safe school culture by strengthening relationships between the school, families, and the broader community. This position will lead efforts in family engagement, restorative justice implementation, and student advocacy, ensuring all stakeholders can access resources and support systems that promote a safe and inclusive environment. By implementing restorative and trauma-informed practices, the Outreach Manager will help reduce suspensions and disciplinary incidents, leading to fewer lost instructional days and improved Average Daily Attendance (ADA). This role will proactively address behavioral concerns through early intervention strategies, peer mediation programs, and culturally responsive student support, preventing escalation into punitive disciplinary actions. Additionally, increased parent participation, student leadership initiatives, and community partnerships will increase student engagement and retention, reinforcing a positive school climate that aligns with Measure G1's objectives.</p>	<p>Decrease in suspension rate by 1% (1.7% to 0.7%) and improvement in ADA (93% to 95%)</p>	<p>\$69,421</p>

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



**ASPIRE**  
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SCHOOLS



**Aspire**  
**Lionel Wilson Prep**  
School Site Council (SSC),  
English Learner Advisory Committee  
(ELAC),  
and Measure G1 Meeting  
Senior Planning/Updates  
**February 19, 2024**



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# Welcome to SSC and Senior Meeting!

Time	Agenda
5 min	Welcome. Introductions.
20 min	School Site Council (SSC)
10 min	Measure G1
5 min	Events



# **School Site Council (SSC)**

# SSC Meeting Outcomes

## **SSC members and meeting participants will:**

- understand the purpose of SSC
- provide input and agree on Measure G1
- understand school site's goals listed in LCAP
- identify areas for further study based on data review

# SSC Meeting Outcomes

## Los miembros del SSC y los participantes de la reunión:

- Comprenderán el propósito del SSC.
- Proporcionarán comentarios y llegarán a un acuerdo sobre la Medida G1.
- Identificarán áreas para un estudio más profundo basado en la revisión de datos.

# Purpose of School Site Council (SSC)

## Propósito del Consejo del Plantel Escolar (SSC)

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

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).

# WHAT IS THE LCAP?

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- 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.



**LCAP**  
**Your School**  
**Your Plan**

*(Local Control and Accountability Plan)*

# ¿Qué es el Lcap?

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- Un plan de tres años que describe las metas, las acciones, los servicios y el presupuesto de nuestra escuela para apoyar los resultados positivos de los estudiantes.
- El LCAP es requerido por el estado de California y es aprobado por la Junta 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 y otras partes interesadas locales.



*(Local Control and Accountability Plan)*

# Measure N and G1 Funding Grants

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Proceeds from **Measure G1** are allocated to enhance access to arts, music, and world languages for grades 6-8, improve student retention during the transition from elementary to middle school, and foster a safer, more positive learning environment in middle schools.

**Los ingresos de la Medida G1** se asignan para mejorar el acceso a las artes, la música y los idiomas extranjeros para los grados 6 a 8, mejorar la retención de los estudiantes durante la transición de la escuela primaria a la secundaria y fomentar un entorno de aprendizaje más seguro y positivo en las escuelas intermedias.



# LCAP Data!

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- LWP's English Learner Progress Indicator was a standout across the organization, with 81.4% of English Learners making a year or more of progress! Even more impressive, our Long Term English Learners achieved an 84.8% progress rate – more than double the state's ELPI!
- Our commitment to a positive school culture has helped maintain a low suspension rate of 1.7%, showing the impact of our restorative practices.
- Reducing chronic absenteeism (currently at 26.6%) remains a priority, and we are expanding our attendance mentorship program to support students and families.

# ¡LCAP Datos!

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- El Indicador de progreso de los estudiantes de inglés de LWP fue destacado en toda la organización, ¡con un 81,4 % de estudiantes de inglés logrando un año o más de progreso! Aún más impresionante, nuestros estudiantes de inglés a largo plazo lograron una tasa de progreso del 84,8 %, ¡más del doble del ELPI del estado!
- Nuestro compromiso con una cultura escolar positiva ha ayudado a mantener una tasa de suspensión baja del 1,7 %, lo que demuestra el impacto de nuestras prácticas restaurativas.
- Reducir el ausentismo crónico (actualmente en el 26,6 %) sigue siendo una prioridad, y estamos ampliando nuestro programa de tutoría de asistencia para apoyar a los estudiantes y las familias.

# LCAP Data!

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## Areas for Growth:

- We are focusing on improving math performance, especially for our students with IEPs. New initiatives like Weekly Math Collaborative Days and targeted IAB intervention cycles will help us close the gap.
- Reducing chronic absenteeism (currently at 26.6%) remains a priority, and we are expanding our attendance mentorship program to support students and families.

# ¡LCAP Datos!

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## Áreas de crecimiento:

Nos estamos centrando en mejorar el rendimiento en matemáticas, especialmente para nuestros estudiantes con IEP. Nuevas iniciativas como los Días de colaboración de matemáticas semanales y los ciclos de intervención de IAB específicos nos ayudarán a cerrar la brecha.

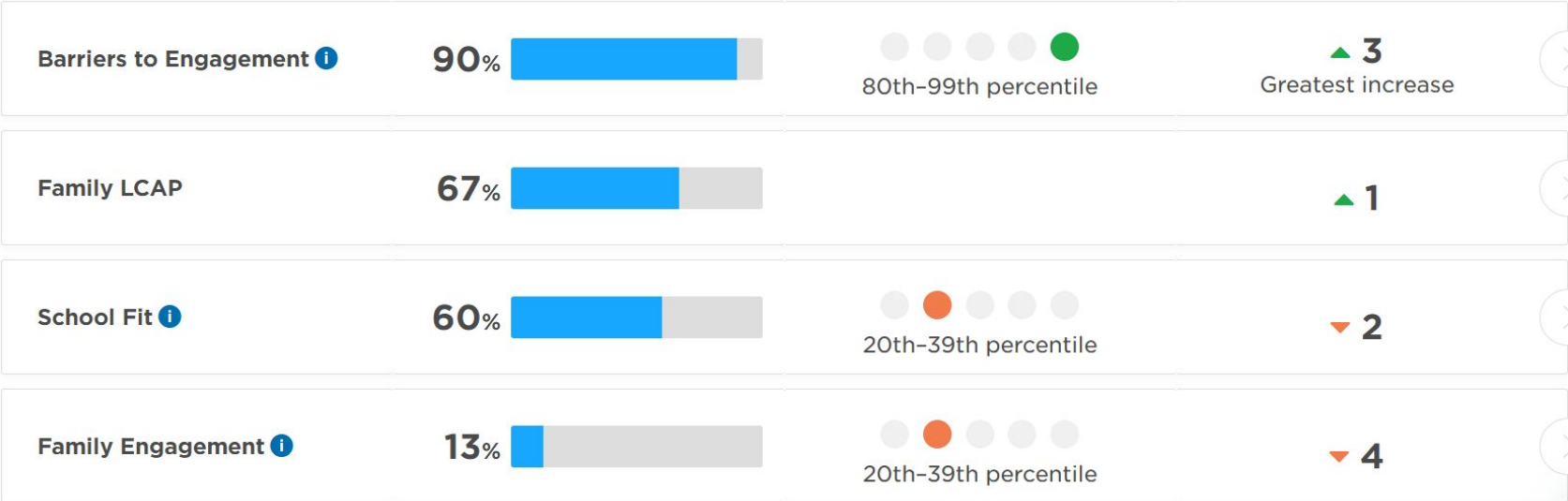
Reducir el ausentismo crónico (actualmente en el 26,6 %) sigue siendo una prioridad y estamos ampliando nuestro programa de tutoría de asistencia para apoyar a los estudiantes y las familias.

# CA Dashboard, Table 1/Panel de CA, Tabla 1

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<b>Indicator</b>	<b>Progress</b>
Graduation Rate Tasa de Graduación	100% (100%)
Suspension Rate Tasa de suspensión	2.7% (1.7%)
English Learner Progress Progreso del estudiante de inglés	81.4% increased 18.1%
Academic Performance: Math Rendimiento Académico: Matemáticas	5.8 declined
Academic Performance: ELA Rendimiento Académico: ELA	14.2 Points increased
Chronic Absenteeism Ausentismo crónico	Increased 7%

# Panorama Data





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## **Lionel Wilson Prep Measure G1**

February 19th, 2025

# Measure G1 Funding at LWP/Financiamiento de la Medida G1 en LWP

## Resumen de gastos de 2023-24

## Summary of 2024-25 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Community Outreach Manager (1.0 FTE)	\$70,000
2	Community Outreach Manager Benefits	\$20,000
3	Art Supplies for Middle School Art Teachers	\$4,062
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$94,062</b>



# Previous Suggestions

**Music Class** - We opened a job requisition last year for a Music teacher and there were zero applications.

**Art** - Currently LWP offers Digital Art, Visual Art and Art Film

**Language** - Position included in the General Budget

**CCSPP Grant** - Dedicated to building a Safe and Positive School Environment

Clase de música: abrimos una solicitud de empleo el año pasado para un profesor de música y no hubo ninguna solicitud.

Arte: actualmente LWP ofrece arte digital, arte visual y cine artístico.

Idioma - Cargo incluido en el Presupuesto General

Subvención CCSPP: dedicada a crear un entorno escolar seguro y positivo

# Family Input/Aporte familiar

**Please respond to the following questions on the feedback form that you received upon arrival.**

**Responda a las siguientes preguntas en el formulario de comentarios que recibió a su llegada.**

1. What are some things you enjoy about sending your scholar(s) to LWP?
2. What is something you wish LWP was doing better?
3. How would you like us to spend the Measure G1 money?
4. On a scale of 1 - 5 what do you rate LWP?

1. ¿Cuáles son algunas de las cosas que disfruta al enviar a su(s) estudiante(s) a LWP?
2. ¿Qué es algo que desearías que LWP estuviera haciendo mejor?
3. ¿Cómo le gustaría que gastáramos el dinero de la Medida G1?
4. En una escala del 1 al 5 qué califica usted para LWP?

**Text (510) 365-4011**

# Review Communications

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Please review the written communications to families. As you review written communications please comment on:

- **Is the communication clear and easy to understand for families?**
  - If not, what suggestions do you have to improve the communication?
- **Is the process outlined in the letter easy to understand for families?**
  - If not, what suggestions do you have to improve the communication?

# 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

# Campaña sobre la importancia de la asistencia

Según lo exige la ley, una de las responsabilidades del ELAC es ayudar a “concientizar a los padres sobre la importancia de la asistencia regular a la escuela”

## ¿Por qué es importante la asistencia a la escuela?

Se ha demostrado que los estudiantes que asisten a la escuela regularmente alcanzan niveles más altos que los estudiantes que no lo hacen ([National Center for Education Statistics](#))

Un estudio encontró que esto sucede tan pronto como ingresa al kinder y que el ausentismo crónico en kinder se relaciona con un rendimiento más bajo en el primer grado y años posteriores.

El ausentismo crónico también se ha relacionado con el abandono de la escuela secundaria y tasas de graduación más bajas.

# Attendance Matters Campaign

## *Discussion / Discusión:*

- How might we, as a school, support families in attendance?
- ¿Cómo podemos, como escuela, apoyar a las familias en la asistencia?

# Share the Love / Comparte el Amor

## McKinney-Vento (MKV) students facing homelessness

- We plan to provide a Hygiene Closet with essentials and a washer/dryer for dignity, along with a Food Program to address hunger. Your donation will help these students overcome barriers and thrive. Thank you for your generosity!

## Estudiantes McKinney-Vento (MKV) que enfrentan la falta de vivienda

- Planeamos proporcionar un armario de higiene con artículos esenciales y una lavadora/secadora para preservar su dignidad, junto con un programa de alimentos para abordar el hambre. Su donación ayudará a estos estudiantes a superar barreras y prosperar. ¡Gracias por su generosidad!



# Black History Month / Mes de la Historia Afroamericana



## BLACK HISTORY MONTH

<b>11/13</b>	<b>HS/MS BLACK HISTORY MONTH TOWN HALL</b>
<b>20</b>	<b>BLACK SCHOLAR LUNCHEON</b>
<b>23</b>	<b>OAKLAND'S BLACK JOY PARADE</b>
<b>27</b>	<b>THIRD ANNUAL BLACK HISTORY QUIZ BOWL</b>



## BLACK HISTORY MONTH

<b>11/13</b>	<b>ASAMBLEA DEL MES DE LA HISTORIA AFROAMERICANA PARA ESCUELA SECUNDARIA Y PREPARATORIA</b>
<b>20</b>	<b>ALMUERZO PARA ACADÉMICOS AFROAMERICANOS</b>
<b>23</b>	<b>DESFILE DE LA ALEGRÍA AFROAMERICANA DE OAKLAND</b>
<b>27</b>	<b>CONCURSO DE TRIVIA SOBRE LA HISTORIA AFROAMERICANA</b>



Join us at the Black Joy Parade and the 3rd Annual Black History Quiz Bowl! If you attend raffle prizes include: NIKE, TV, Computer, TV Subscriptions, and MORE!

¡Únete a nosotros en el Desfile de la Alegría Negra y en la 3ra edición anual del Concurso de Historia Afroamericana! Si asistes, los premios de la rifa incluyen: NIKE, televisor, computadora, suscripciones a TV y ¡MUCHO MÁS!





**6TH GRADE**  
**SPELLING BEE**



**April 24th, 2025**

Join us for the 1st  
LWP Spelling Bee!  
Students will be  
able to compete to  
win a worth over  
\$200!



**6º GRADO**  
**Concurso de Ortografía**



**24 de Abril de 2025**  
**5:00 PM - 7:00 PM**

¡Únete a nosotros para  
el 1.er Concurso de  
Ortografía de LWP!  
¡Los estudiantes  
competirán para ganar  
un premio valorado en  
más de \$200!



**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!**



**SSC/ELAC/Measure G1 Minutes**  
**AGENDA: February 19, 2025**  
**Aspire Lionel Wilson College Preparatory**

**Meeting Objectives**

- Explain recent U.S. News and World Report Rankings
- Discuss how Measure G1 funding is allocated

**Attendees**

*Name & Role*

**Present:**

- Tommy Gonzalez (Principal)
- Ta Nyka Avington (Assistant Principal)
- Logan Campbell (ELD Coordinator)
- Cennie Valeri (Community Outreach Manager)
- Angela Davis (Assistant Principal)
- Lorren Gutierrez (College Career Advisor)

**Minutes**

Time	Agenda Item	Meeting Minutes/Notes
5	<b>Welcome - Meeting #2 Slide Deck</b>	Welcome and transition to topics - no initial questions.
7	<b>Rankings and CA Dashboard</b>	- CA Dashboard highlights 98% graduation rate, 1.7% suspension rate, and 81.4% English Learner progress
15	<b>Measure G1 Overview</b>	<p><b>LWP Families</b></p> <ul style="list-style-type: none"> <li>- More music for middle schoolers - education</li> <li>- More Art outside of class</li> <li>- Want physical flyers to go home in addition to ParentSquare</li> <li>- There is no volleyball or soccer coach               <ul style="list-style-type: none"> <li>- Gathering internal coaches like alumni or teachers</li> </ul> </li> </ul> <p><b>LWP SGA</b></p> <ul style="list-style-type: none"> <li>- More music classes for students - instruments</li> <li>- Coaches for sports and other arts programs</li> </ul>

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Senia Montano

Luis Manzo

Sandra Morán

Rebecca Velásquez

Beatriz Gómez →

Brianna Hernandez

Fernando Hernandez

Olivia Veleta → Martin Veleta.

Marisela Luna — Yaremi Villanueva

ABADEZA

ZARAZ

Francisco Magallanes

Cecilia Perez → Serene Castaneda

Leticia Venegas.

→

Isis Hernandez

Diana Alejandra →

Samuel U. Romero

Cuauhtemoc Jurquí

—

Claribel Silvestre

What is something you wish LWP was doing better c					
Timestamp	Name (Optional)	When considering the key goals of Measure G1, wh	-Attract and retain school-site educators. -Increase access to courses in arts, music, and wo -Improve student retention during the transition fro -Create a more positive and safe middle-school lea	How would you like us to spend the Measure G1 mo. On a scale of 1-5, how would you rate LWP?	Please explain your rating above.
2/28/2025 15:39:36		intervention / enrichment / electives / extracurricular	intervention / enrichment / electives / extracurricular	intervention / enrichment / electives / extracurricular	3 Some areas of improvement
2/28/2025 15:39:41		Music class would be great	Increase access to courses in arts, music, and worl	Music programs	3 It's fine
2/28/2025 15:42:02		Black History Month programming, and other cultur	paid internships for students, retaining teachers.	Shaping LWP into a community school model and f	5 Great place to work, wonderful commur
2/28/2025 15:42:08			Increase access to courses in arts, music, and worl	Attract and Retain school-site educators	4 Mostly positive
2/28/2025 15:46:20		Social justice classes seem to have become a thin	Increase access to courses in arts, music and worl Also, teacher retention is essential	Art supplies, school supplies	4 I think we are ahead of the curve in mar
2/28/2025 15:47:21	Douglas Boedecker	as many as possible	attract and retain school-site educators	on P.E. resources. Lease the lot next door as plann	4 nothing perfect, there's always areas to
2/28/2025 15:48:28		Visual Art	Have more electives, having an entire cohort of stu	Please hire an additional educator, or contract a pa	4 Need an additional SWT hire, and electi
2/28/2025 15:49:51	Leslie Thilow	Attract and retain school-site educators.	Attract and retain school-site educators.	Spend the money exactly as our school principal in	5 Faculty and staff collaboration and sup
2/28/2025 15:50:20		Band (club), and art.	I would like to see more offerings in arts, music, an To improve student retention we need to bring mor	I would like to see us spend G1 money or more sup	3 LWP is a great school and has great tea
2/28/2025 15:34:04	Skipito Bandito	field trips, sports teams and better PE equipment.	Overall unity on measures taken to deter students f	Hiring more paraprofessionals	4 Strong sense of rapport, community an
2/28/2025 15:34:15	Tiffany A De La Torre	more art, music, and world language classes	improve student retention	more world language materials	5 I love LWP, like working here, it has been
2/28/2025 15:36:49		Sports, extracurricular activities, supporting staff, f	Increase in sports and afterschool activities like tut	Fieldtrips, more sports for the student, a gym, bette	4 I like the staff I work with, I feel like I be
2/28/2025 15:37:00	Cennie Valeri		Some sort of scholarship or program that gets ther	Unsure - a language program for middle school, an	3 Leadership to staff culture, staff culture
2/28/2025 15:38:41	Sabrina Liu	Cooking Club, Music Club, Sports (Soccer, Basketb	Attract and retain school-site educators	Math interventionist specialists/More math-focuse	4 I find the LWP staff community very hel
2/28/2025 15:40:45		Continue with computer science and start financial	I believe another couple of special education, educi	Supplies to support the elective classes as well as	4 I feel welcomed and valued.
2/28/2025 15:42:24		All events should continue	Increasing access to arts and music, specifically pe	Increasing access to performing arts opportunities	3 LWP does a good job serving our comm



## Aspire LWP Instructional Leadership Team Meeting

**Resources:**

1. **On the Horizon:**
  - a. EWS for grades, pacings, and dashboards
  - b. Coaching docs
  - c. Demos
  - d. PD/PLC

<b>Norms</b>
Respect Be willing to be part of action steps Take responsibility for our actions, words, and learning Be prepared and engaged Listen to understand, understand by listening Expect and accept non-closure
<b>Members</b>
Angela (HS DoS), Carlene (MS DoS), Anthony (Special Pops Administrator), Logan (MLL Coordinator), Scott (Pathway Manager), Cara (Instructional Coach), Ta Nyka (AP), Tommy (Principal)
<b>Roles</b>
<ol style="list-style-type: none"> <li>1. Scribe- Scott</li> <li>2. Timekeeper- Ta Nyka</li> <li>3. Facilitator- Tommy</li> <li>4. Processor- Cara</li> </ol>

### February 25, 2025





<b>5</b>	<b>Check-in</b>	<p>What is one untapped or underutilized strength within our ILT that, if leveraged effectively, could significantly impact our instructional priorities and student outcomes?</p> <ol style="list-style-type: none"> <li>1. Cara: We should be observing and giving one another coaching teachers.</li> <li>2. Ta Nyka: Following up with teachers for quality control</li> <li>3. Scott: Presenting coaching notes</li> <li>4. Tommy: Mind, Heart, and Hand (Action)</li> </ol> <p>Next Steps: coaching consultancy</p>
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<p>10</p>	<p><b>Observation Debrief and Action Plan</b></p>	<ul style="list-style-type: none"> <li>- <b>Positive Trends:</b> What evidence shows alignment to instructional priorities? Think about the MOY data and Black student engagement.             <ul style="list-style-type: none"> <li>- What <b>specific evidence</b> shows alignment with our instructional priorities?</li> <li>- reviewed expectations</li> <li>- minimal behaviors, assigned seats</li> <li>- Student feedback on rubric</li> </ul> </li> <li>- <b>Growth Areas:</b> Where are we seeing instructional gaps? Think about the MOY data and Black student engagement.             <ul style="list-style-type: none"> <li>- Where do we see instructional gaps or inconsistencies? Lack of call to attention</li> <li>- (Checks for understanding)</li> <li>- How do the MOY data and classroom observations help us understand barriers to Black student engagement?</li> <li>- Are there specific grade levels, content areas, or student groups that require targeted interventions?</li> </ul> </li> <li>- <b>Next Steps:</b> How do we systematize best practices and address areas of need? (More Academic Discussion)</li> </ul>
<p>10</p>	<p><b>ILT Measure G1 Feedback</b>  <input type="checkbox"/> <b>LWP SSC 2/19</b></p>	<p><b>ILT Measure G1 Input</b>          How should we allocate Measure G1 funds for next school year?</p> <ol style="list-style-type: none"> <li>1. Scott: Community outreach to have increased parent communication</li> <li>2. Ta Nyka: Community Outreach/</li> <li>3. Cara: continue funding Art teachers and supplies because we need avenues for students to have creative expression, continue funding the Community Outreach role because the work that role does is essential and also takes the burden off of deans and teachers who don't have the capacity to lead those initiatives that that role does, continue funding Spanish because this builds students' home language and increases their literacy across languages</li> </ol> <p><b>CCR Event</b>  <input type="checkbox"/> <b>FIA Get On The Bus</b></p>
<p>10</p>	<p><b>Assessments (Ta Nyka)</b></p>	<ol style="list-style-type: none"> <li>1. <b>SBAC Calendar Input</b> <ul style="list-style-type: none"> <li>i. from GLL (clearly state that this is the time to make changes).</li> </ul> </li> <li>2. <b>IAB</b></li> </ol>



		<ul style="list-style-type: none"><li>a. Data analysis</li><li>b. Argumentative essays</li></ul>
<b>25</b>	<p><b>Wed GLM PD</b></p> <p><b>Friday's PD</b></p> <p></p>	<ul style="list-style-type: none"><li>1. Tomorrow's GLL collaboration meeting<ul style="list-style-type: none"><li>a. Grade Level Meeting Black Excellence Awards, Empathy Interview Follow Up, Follow up on PD about responding to racism<ul style="list-style-type: none"><li>i. Who is sending a reminder email? When?</li></ul></li></ul></li><li>2. Math Accelerator with Math Crew<ul style="list-style-type: none"><li>a. Feedback<ul style="list-style-type: none"><li>i. Overall</li><li>ii. Mr. Vann's feedback and root cause analysis</li></ul></li><li>b. Cara and Ta Nyka Present plan</li></ul></li><li>3. Friday's PD<ul style="list-style-type: none"><li>a. Daily/weekly FA analysis to drive learning and interventions tracker  with ILT input:<ul style="list-style-type: none"><li>1. LWP_Data Chat Tracker 2...</li></ul></li></ul></li><li>4. Friday's PLC <ul style="list-style-type: none"><li>a. IAB scoring (Lexie's email)</li><li>b. Spring IAB</li></ul></li></ul> <p></p>