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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 April 9, 2024

Subject Aspire Lionel Wilson College Prep Academy 2024-25 Measure G1 Application

Ask of the Commission Approve the Aspire Lionel Wilson College Prep Academy 2024-25 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Aspire Lionel Wilson College Prep Academy 2024-25 Measure G1 Application.

Fiscal Impact The recommended amount is **\$94,062**. It's coming from resource 9332 - Measure G1.

Attachment(s) Grant application attached.





2024-2025 Measure G1 Application

Due: March 14, 2024

Allocations are provisional subject to Board approval

School Information & Student Data

School	Aspire Lionel Wilson Prep	School Address	400 105th Avenue Oakland, CA 94603
Contact	Tommy Gonzalez Daron Frazier	Contact Email	Tommy.gonzalez@aspirepublicschools.org Daron.Frazier@aspirepublicschools.org
Principal	Tommy Gonzalez Daron Frazier	Principal Email	Tommy.gonzalez@aspirepublicschools.org Daron.Frazier@aspirepublicschools.org
School Phone	510-635-7737	Total Number of Students	415
Recommended Grant Amount¹	\$94,062	2022-23 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	178
		2023-24 LCFF³ Enrollment	168 (Updated)

Student Demographics (%)				Measure G1 Team	
English Learners	26%	Asian/Pacific Islander	1%	Name	Position
LCFF	100% (~\$14k)	Latinx	94%	Tommy Gonzalez	Principal
SPED	16%	Black or	5%	Daron Frazier	Asst.

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 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.

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.

		African-American			Principal
		White	0%	Ta Nyka Avington	MS Dean of Students
		Indigenous or Native American	0%	Emily Sprague	Community Outreach Manager
		Multiracial	0%		

Chronic Absence (Include raw number and percent)				
	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Student Population Overall	23.3%	24.2%	28.92% (48 students)	15%
Asian/Pacific Islander	25%	33.3%	N/A	25%
Latinx	22.9%	23.8%	28.57% (44 students)	15%
Black or African-American	33.3%	44.4%	33.33% (3 students)	22%
White	N/A	N/A	N/A	N/A
Indigenous or Native American	N/A	N/A	N/A	N/A
English Learners	31.3%	31%	34.78% (16 students)	18%
Students w/ IEPs	41.8%	26%	40% (12 students)	19%
Free/ Reduced Lunch Students	24.3%	29.7%	30.50% (43 students)	15%

Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
	Art	73	147	168	168+

Number of students taking elective courses.	Language	0	0	0	0
	Music	0	0	0	0
Number of students participating in non-course experiences (e.g. after-school program)	Art	15	30	15	15
	Language	0	0	0	0
	Music	10	15	10	15

Positive & Safe Culture (Include raw number and percent)				
Metric	2021-22 (%)	2022-23 (%)	2023-24 (%)	2024-25 Goal (%)
Average Daily Attendance Date of Figure: 3/13/24				
Asian/Pacific Islander	90.9%	N/A	97.58% (1 student)	94%
Latinx	91.6%	93%	91.10% (155 students)	94%
Black or African-American	92.3%	94.9%	88.46% (9 students)	94%
White	N/A	N/A	N/A	N/A
Indigenous or Native American	N/A	N/A	N/A	N/A
English Learners	89.6%	90%	89.21% (46 students)	94%
Students w/ IEPs	91.9%	92.7%	91.27% (30 students)	94%
Free/ Reduced Lunch	91.6%	92.4%	91.24% (141 students)	94%

Metric	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Suspended Students Date of Figure:				
Asian/Pacific Islander	2.3%	0%	0%	0%
Latinx	2.3%	2.9%	4.7% (8/168)	2.5%

Black or African-American	7.1%	0%	0%	0%
White	No Data	No Data	No Data	0%
Indigenous or Native American	No Data	No Data	No Data	0%
English Learners	2.2%	6%	1.2% (2/168)	0%
Students w/ IEPs	15%	7.5%	2.3% (4/168)	1%
Free/ Reduced Lunch	8.5%	2.5%	4.2% (7/168)	2.5%

Student Retention from 5th Grade to 6th Grade				
Metric	2021-22	2022-23	2023-24	2024-25 Goal
6th Grade Enrollment	60	64	47	70

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Coffee with the Principal, SSC, LCAP, and Measure G1 Input Session	3/07/2024

Staff Engagement Meeting(s)	
Staff Group	Date
Measure G1 Staff Engagement	3/13/2024

Music (Rubric)	2022-23	2023-24
Access and Equitable Opportunity	N/A	Entry
Instructional Program	N/A	Entry
Staffing	N/A	Entry
Facilities	N/A	Entry
Equipment and Materials	N/A	Entry
Teacher Professional Learning	N/A	Entry

<u>World Language (Rubric)</u>	2022-23	2023-24
<i>Content and Course Offerings</i>	N/A	Emerging
<i>Communication</i>	N/A	Emerging
<i>Real world learning and Global competence</i>	N/A	Emerging
<u>Art (Visual Arts, Theater, and Dance)</u>	2022-23	2023-24
<i>Access and Equitable Opportunity</i>	N/A	Quality
<i>Instructional Program</i>	N/A	Quality
<i>Staffing</i>	N/A	Quality
<i>Facilities</i>	N/A	Basic
<i>Equipment and Materials</i>	N/A	Basic
<i>Teacher Professional Learning</i>	N/A	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 2023-24 Approved Expenditures

All Actual Expenditures		Budget Amount
Electives (Art, Music, World Language)		
1	Salary and Benefits for a credentialed Art Teacher	\$78,216.84

2	Art materials and supplies	\$4,799.42
6th Grade Enrollment		
1	Family and Community Partnerships Coordinator (0.5FTE)	\$25,160.66
Budget Total		\$108,176.92

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
Budget Total (must add up to Recommended Grant Amount)		\$94,062

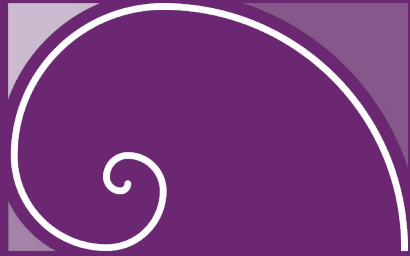
Proposed Expenditures By Focus Area

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 Supplies for Middle School Art Teachers	168	40	\$4,062

Proposed Expenditures for Positive & Safe Culture

Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
Community Outreach Manager (1.0 FTE)	Decrease in Suspension and improvement in ADA	\$70,000
Community Outreach Manager Benefits	Decrease in Suspension and improvement in ADA	\$20,000

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



ASPIRE
PUBLIC
SCHOOLS

Lionel Wilson Prep School Site Council

Meeting #5

**(Measure G1, LCAP, and
CCSPP Input Session)**

March 7, 2024

SCHOOL SITE COUNCIL

Oversees the implementation of the school's balance scorecard & gathers community input to improve outcomes for ALL students.



Objectives

1. Receive input from the community and staff on Measure G1.
2. Gather input on next year's priorities and LCAP.
3. Receive input from the community and staff on Measure G1.

WHAT IS A SCHOOL'S PLAN

Can be referred to as:

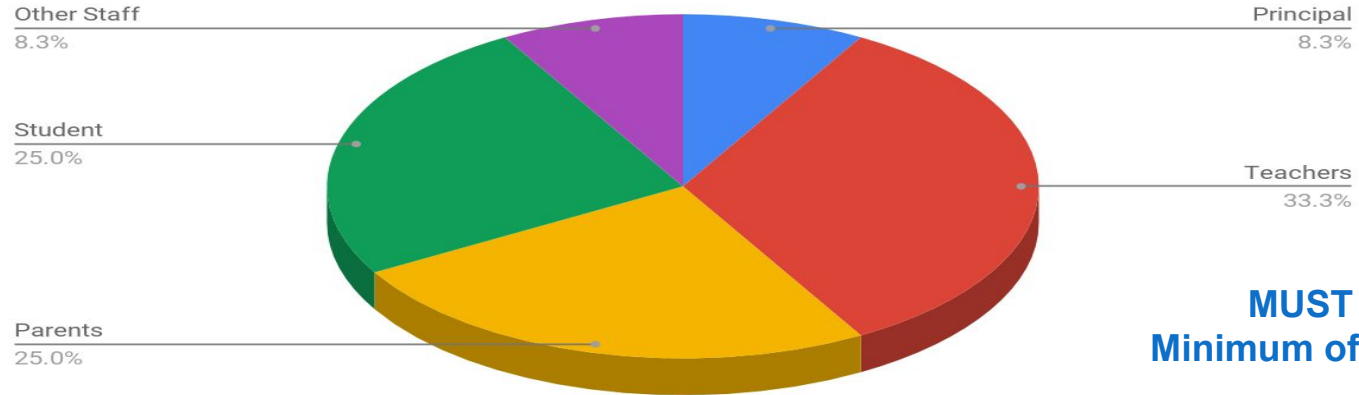
- Balanced Scorecard
- Single Plan for Student Achievement
- Big Rocks (top priorities)

Questions to ask:

- What are the goals and priorities of our school?
- What data do we have that shows how well we are achieving those goals?
- Are we progressing toward our goals?
- Are there particular groups of students who are not doing as well as others?
- What supports could we put in place to help struggling students?
- How will we fund those supports?
- Do we have programs that are ineffective or unrelated to our goals?
- Is it possible to eliminate those programs?
- How will we know if our new programs are effective?

SCHOOL SITE COUNCIL COMPOSITION: SECONDARY

SSC Composition



**MUST HAVE A
Minimum of: 12 Members**

School Staff (6)	Community (6)
Principal	Parent/Community Member
Classroom Teacher	Parent/Community Member
Classroom Teacher	Parent/Community Member
Classroom Teacher	Student
Classroom Teacher	Student
Other School Personnel	Student

SSC ROLES

CHAIRPERSON

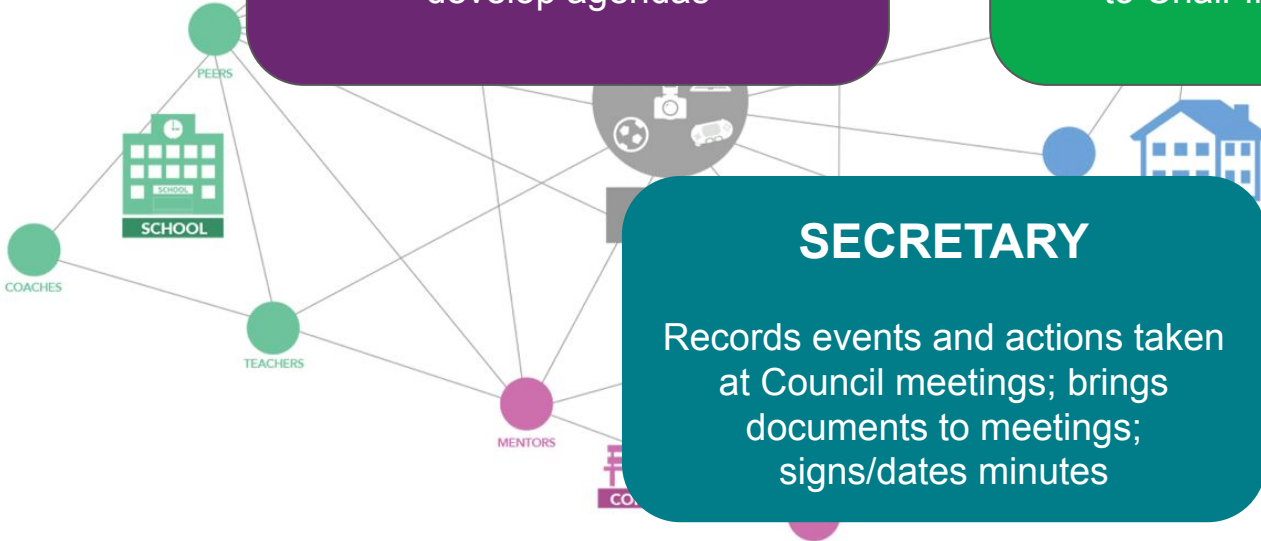
Organizes, convenes, leads meetings, and collaborates to develop agendas

VICE-CHAIRPERSON

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

SECRETARY

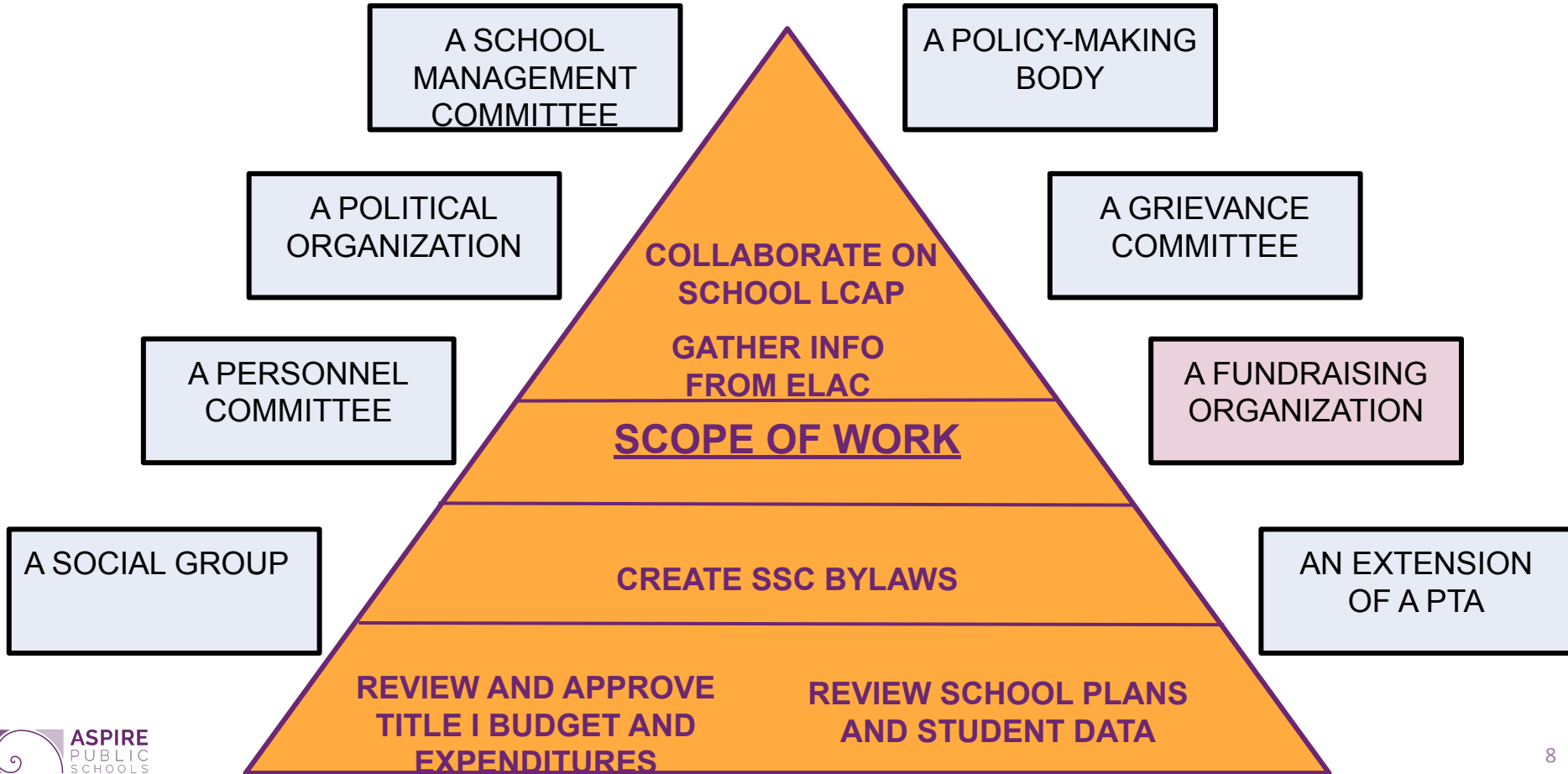
Records events and actions taken at Council meetings; brings documents to meetings; signs/dates minutes



BASIC EXPECTATIONS OF SSC MEMBERS

1. Attend all meetings
2. Participate. Ask Questions. Share ideas!
3. Be committed to the process and respectful of other members
4. **Principals are the drivers** for ensuring all SSC requirements are met

AREAS OUTSIDE THE SCOPE OF SSC



QUESTIONS, COMMENTS, CELEBRATIONS?



LWP Budget Input

Measure G1: A Grant that provides us about **\$94,062** for funding ***Una subvención que nos proporciona alrededor de \$94,062 para financiación de las artes.***

Local Control and Accountability Plan (LCAP): Our School Budget. We need you input on how we should allocate our school money for School Year 2024 - 2025 ***Nuestro Presupuesto Escolar. Necesitamos su opinión sobre cómo debemos asignar nuestro dinero escolar para el año escolar 2024-2025.***

CCSPP: Our Community Schools Grant that allows us to increase our schools access to community resources allowing us to build upon our Community School Model ***Nuestra subvención para escuelas comunitarias que nos permite aumentar el acceso de nuestras escuelas a los recursos comunitarios, lo que nos permite desarrollar nuestro modelo de escuelas comunitarias.***

Measure G1 Goals

- Attract and retain school-site educators.
- Increase access to courses in arts, music, and world languages in grades 6-8.
- Improve student retention during the transition from elementary to middle school.
- Create a more positive and safe middle-school learning environment.

Measure G1 Input

1. Use the family or staff input sheet to provide input on how to use the SY 24-25 Measure G1 funds.
2. Discuss the suggestions whole group.

Measure G1

Summary of 2023-24 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Salary and Benefits for a credentialed Art Teacher	\$78,216.84
2	Art materials and supplies	\$4,799.42
3	Family and Community Partnerships Coordinator (0.5FTE)	\$25,160.66
Budget Total (must add up to Recommended Grant Amount)		\$108,176.92

Measure G1 Funding

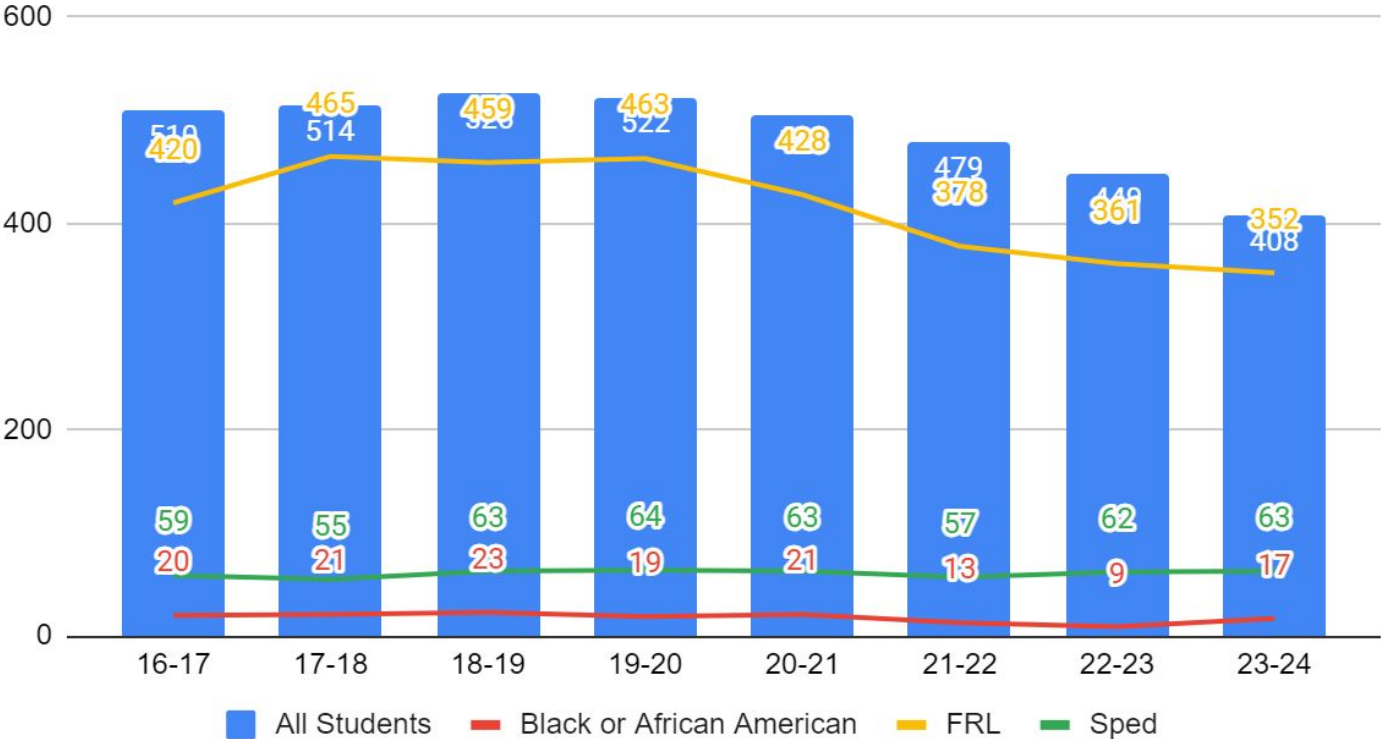
Budget	Description of 2022-23 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
\$100,000	<p>Salary and Benefits for a Credentialed Art Teacher (1 FTE)</p> <p>Currently, we have three art teachers on campus. Since we have begun offering Art electives, our students have shown an increased interest in mastering various art concepts and mediums. Last school year, our middle school art teacher planned unique artistic experiences for our scholars. For example, creating stuffed animals with the sixth graders, dolls with the seventh grade, and spray paint stencils with the eighth grade.</p>	Sustain access to courses in arts for 161 middle school scholars.
\$42,015.11	<p>Salary and Benefits for a Credentialed Art Film Teacher (0.5 FTE)</p> <p>Students will engage in film-making projects where some concepts are related to their English Language Arts course. For example, story elements such as rising action, climax, and falling action are taught through some of the proposed art film projects in the course.</p>	Increase access to courses in arts for 161 middle school scholars by adding a new art film course.

Past Measure G Expenditures/Gastos anteriores de la Medida G



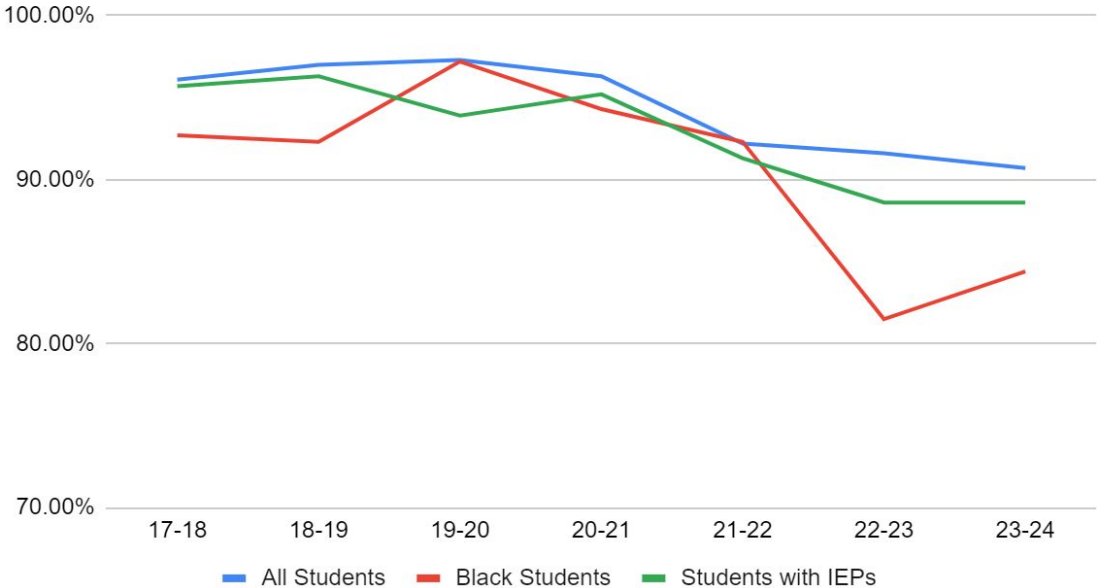
LWP Historical Census Day Enrollment

LWP Enrollment Over Time



LWP Attendance Rate as of 12.5.23

LWP Average Attendance Over Time



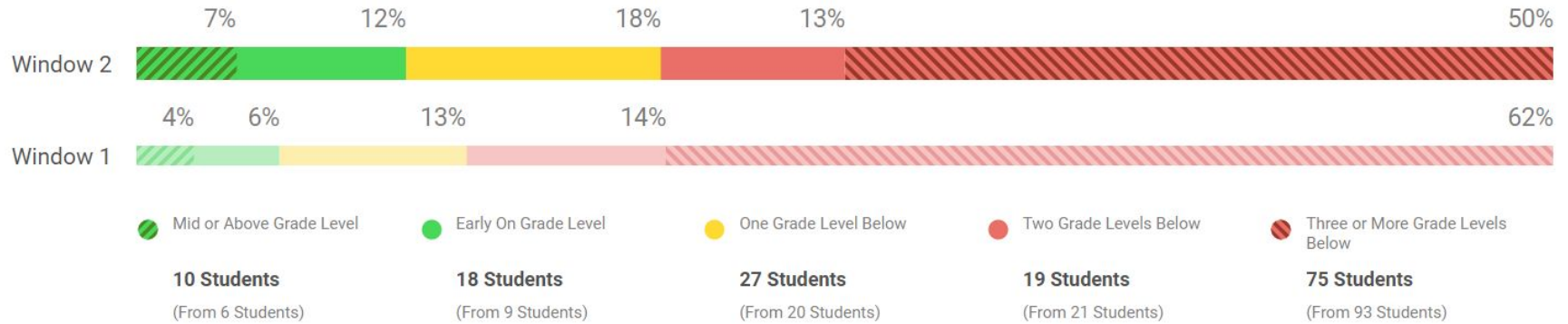
Year	17-18	18-19	19-20	20-21	21-22	22-23	23-24
All Students	96.10%	97.00%	97.30%	96.30%	92.20%	91.60%	90.70%
Black Students	92.70%	92.30%	97.20%	94.30%	92.30%	81.50%	84.40%
Students with IEPs	95.70%	96.30%	93.90%	95.20%	91.30%	88.60%	88.60%

23-24 Goal
94%

2324 LWP iReady ELA BoY to MoY Growth

Overall Placement

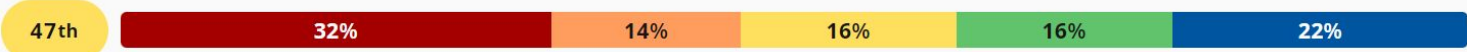


Students Assessed/Total: 149/163



2324 LWP MAP ELA BoY to MoY Growth

Growth and Achievement - All Students

Aspire Lionel Wilson College Preparatory Academy | Reading

Grade		Number of Students i
All Grades	<p>Growth Median and Distribution</p>  <p>Achievement Fall 2023-2024 Median and Distribution</p>  <p>Achievement Winter 2023-2024 Median and Distribution</p> 	176

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

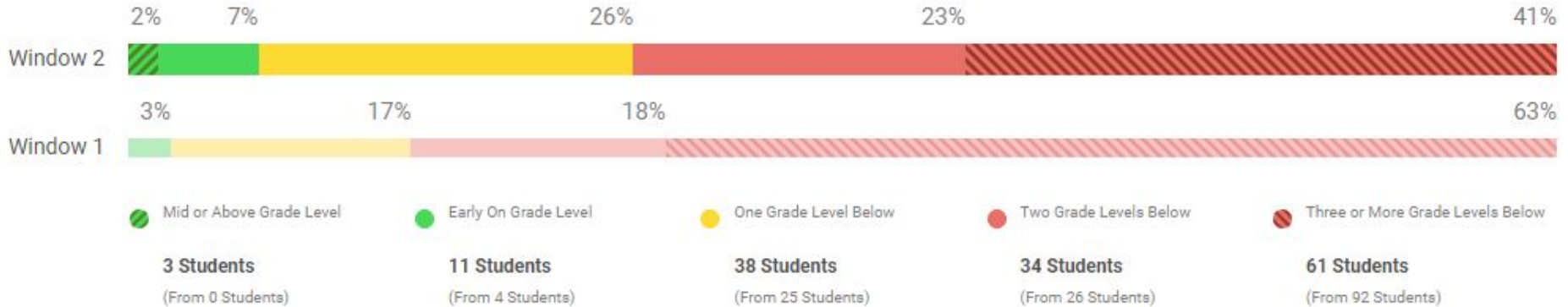
[More information about this chart](#) ▼

Reading
Aspire Lionel Wilson College Preparatory Academy
Rostered Winter 2023-2024
Tested Fall 2023-2024 - Winter 2023-2024

2324 LWP iReady Math BoY to MoY Growth

Overall Placement


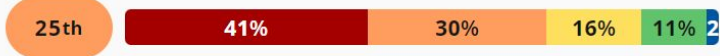
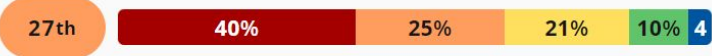
Students Assessed/Total: 147/163



2324 LWP MAP Math BoY to MoY Growth

Growth and Achievement - All Students

Aspire Lionel Wilson College Preparatory Academy | Math K-12

Grade		Number of Students i
All Grades	<p>Growth Median and Distribution</p>  <p>Achievement Fall 2023-2024 Median and Distribution</p>  <p>Achievement Winter 2023-2024 Median and Distribution</p> 	185
<p>Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th</p> <p>More information about this chart ▼</p>		<p>Math K-12 Aspire Lionel Wilson College Preparatory Academy Rostered Winter 2023-2024 Tested Fall 2023-2024 - Winter 2023-2024</p>

LWP Survey Outcome by Domain

SEL Screener Domain	LWP Spring 2023	LWP Fall 2023
Emotion Regulation How well students regulate their emotions.	50%	47%
Self-Efficacy How much students believe they can succeed in achieving academic outcomes.	42%	39%
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	65%	66%
Social Awareness How well students consider the perspectives of others and empathize with them.	52%	52%

Climate Survey Domain	LWP Winter 2023	LWP Winter 2024
Teacher-Student Relationships Strength of social connection between teachers and students within and beyond classroom.	47%	January Admin
Sense of Belonging Perceptions of the overall social and learning climate of the school.	33%	
School Climate Perceptions of the overall social and learning climate of the school.	38%	
School Safety Perceptions of Student Physical and Psychological Safety at School.	60%	

National Percentile				
1 to 19th	20 to 39th	40 to 59th	60 to 79th	80 to 99th

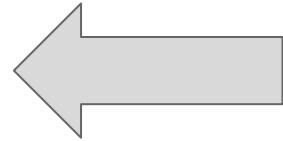
2023 - 2024 Priorities

<p style="text-align: center;">FORTIFY LITERACY FOR LIBERATION Priority 1: Foster Critical Literacy</p>	<p style="text-align: center;">ATTRACT, DEVELOP, AND RETAIN ADULT LEARNERS Priority 2: Enhance Talent Management Processes and Services</p>
<ul style="list-style-type: none"> ● Initiative 1: Continue the implementation of our culturally responsive framework to enhance teacher knowledge and skills of CRT practices. ● Initiative 2: Conduct curricula equity audits to align planning to CRT to improve student criticality. ● Initiative 3: Cultivate community understanding of critical literacy through engagement sessions with community partners. 	<ul style="list-style-type: none"> ● Initiative 1: Promote excellence in teaching and learning through high-quality professional development. ● Initiative 2: Expand the frequency of internal instructional rounds grounded on a problem of practice that becomes part of the instructional cycle. ● Initiative 3: Create an internal pipeline of future educators by promoting from within.
<p style="text-align: center;">SERVE EVERY LEARNER Priority 3: Design and Center from the Margins</p>	<p style="text-align: center;">INNOVATE SCHOOL MODELS FOR THE FUTURE Priority 4: Redesign our School Models</p>
<p>Initiatives for Years 1-2:</p> <ul style="list-style-type: none"> ● Initiative 1: Implement programmatic structures to support all learners. ● Initiative 2: Sustain and refine tier-one systems that promote a welcoming and inclusive school centered on liberation. 	<p>Initiatives for Years 1-2:</p> <ul style="list-style-type: none"> ● Initiative 1: Become a community school embedded in the Sobrante Park Neighborhood. ● Initiative 2: Achieve Gold Certification for our Design for Social Change: An Engineering Pathway. ● Initiative 3: Increase A-G eligibility and expand dual enrollment on-campus course offerings.

1. Anti-bullying
2. Better teachers
3. Mandatory parent meetings
4. SARB for attendance
 - a. With excused absences needing doctor's notes
5. Crossguard
 - a.

Charter Renewal Campaign

PHASE 1: PLAN	TIME FRAME: OCT-Dec 2023
Goals, strategy and milestones. Convene leadership team. Set up structures for communication + progress monitoring.	
PHASE 2: BUILD CAPACITY	TIME FRAME: January 2023
Recruit leaders + launch campaign + Training #1.	
PHASE 3: IMPLEMENT, LEARN & ADJUST	TIME FRAME: JANUARY - JULY 2024
Implement campaign. Conduct 6-10 family-led research action meetings to understand elected officials self-interest and issues. Monthly Campaign Update + Training.	
PHASE 4: SECURE VOTES	TIME FRAME: AUGUST - DEC 2024
Continue to engage to secure 5 votes at OUSD.	



Calling our Families For

CHARTER RENEWAL



Join us for an **in person** meeting on March 7th at 4:15pm to enjoy a community dinner and learn about LWP's Charter Renewal Campaign!

- Enjoy a delicious and fresh meal provided by Community Kitchen and Labs!
- Understand the Charter Renewal process!
- Amplify your voice to keep LWP a Top Quality school in East Oakland!



Llamamiento a nuestras familias para

RENOVACIÓN DE LA CARTA DE LWP



¡Únase a nosotros para una reunión **en persona** el 7 de marzo a las 4:15 p. m. para disfrutar de una **cena comunitaria** y conocer la **campana de renovación de estatutos de LWP!**

- ¡Disfrute de una comida deliciosa y fresca proporcionada por Community Kitchen and Labs!
- ¡Comprenda el proceso de renovación de la Carta!
- ¡Amplifique su voz para mantener a LWP como una escuela de alta calidad en el este de Oakland!



QUESTIONS?

Contact Emily

510-365-4011

THURSDAY, MARCH 7
4:15PM DINNER SERVED
4:30-5:30PM MEETING
LWP FAMILY ROOM

¿PREGUNTAS?

Comuníquese
con Emily

510-365-4011

JUEVES 7 DE MARZO
16:15 CENA SERVIDA
16:30-17:30 REUNIÓN
SALA FAMILIAR LWP

Share the Love

Support Aspire
Lionel Wilson's
brilliant scholars
today!

DONATE AT

give.aspirepublicschools.org/lwp



Aspire Public Schools Foundation will match the first \$5000 in donations made during the month of February dollar-for-dollar, so your impact will go twice as far!

Share the Love

¡Apoye hoy a los
brillantes
académicos de
Aspire Lionel Wilson!
DONAR EN

give.aspirepublicschools.org/lwp



La Fundación de Escuelas Públicas de Aspire igualará los primeros \$5000 en donaciones realizadas durante el mes de febrero, dólar por dólar, ¡por lo que su impacto llegará el doble!

Big Smiles Dental: March 15



Big Smiles Dental is the nation's largest mobile in-school dental program servicing more than 500,000 children annually. Our mission is to improve oral health for children who may not regularly see a dentist while simultaneously making it easy and convenient for parents.

About our program:

ELIGIBILITY

- There is no charge to the district or schools.
- Most dental insurances, including Medicaid, cover 100 percent of the services that are provided.
- Serving students ages 18 months–18 years.

SERVICES

- Our teams are made up of caring, local licensed dentists and staff members.
- Dentists provide an examination, cleaning, fluoride, X-rays and sealants.
- Restorative services such as fillings and other minimally invasive procedures may be provided.



ESSENTIAL
ADMIN & CONSULTING

Live Scan Fingerprinting for Volunteers

Thursday

March

7th

2024

\$25

8am-10am
and
3pm-5pm

Location: LWP Family Room

Contact: Emily Sprague (510-365-4011)

for more information

Accepted Payment Methods: Cash, Debit and Credit cards

Services provided by: Essential Admin & Consulting
WWW.ESSENTIALCONSULT.COM
(510) 485-9552

Next Meeting: April 11

ASPIRE LIONEL WILSON

**FAMILY ADVISORY
COMMITTEE MEETING**

**REUNIÓN DEL COMITÉ
ASESOR FAMILIAR**

WANT TO BE MORE INVOLVED AT
LIONEL WILSON?

QUIERO ESTAR MÁS
INVOLUCRADO?

¡APRENDA SOBRE NUESTRO COMITÉ
DE LIDERAZGO FAMILIAR!

EVERY FIRST THURSDAY
CADA PRIMER JUEVES

8:40-9:30AM

FEBRUARY 1
MARCH 7
APRIL 11
MAY 2

EMILY.SPRAGUE@ASPIREPUBLICSCHOOLS.ORG

The flyer is hand-drawn on a grid background. It features a lightbulb icon, a star, and a globe. The text is in various colors (black, red, blue) and fonts. There are dashed lines and arrows indicating a path through the flyer.



Family Input Form

Question	Response
<p>How would you like to see us spend our Measure G1 money next school year?</p> <p>¿Cómo le gustaría vernos gastar nuestro dinero de la Medida G1 el próximo año escolar?</p>	<p>→ En mejores maestros → Un coach de Bolly Ball → Un Señor Para Afuera de la escuela para el cruce de la calle</p>
<p>What would you like our LCAP to prioritize this school year?</p> <p>¿Qué le gustaría que nuestro LCAP priorizara este año escolar?</p>	<p>AuBior mas con los Padres de familia tener Juntas obligatoria</p>



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<p>How would you like to see us spend our Measure G1 money next school year?</p> <p>¿Cómo le gustaría vernos gastar nuestro dinero de la Medida G1 el próximo año escolar?</p>	<p>Más Deportes Musica Baile</p>
<p>What would you like our LCAP to prioritize this school year?</p> <p>¿Qué le gustaría que nuestro LCAP priorizara este año escolar?</p>	<p>Lenguajes</p>

How would you like us to allocate our Community Schools grant funds?

¿Cómo le gustaría que asignáramos los fondos de nuestra subvención para las Escuelas Comunitarias?

- * Mejores Maestros
- * Mantener buenos Maestros
- * Más soporte para apoyar a los niños que tienen mal comportamiento



Family Input Form

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<p>How would you like to see us spend our Measure G1 money next school year?</p> <p>¿Cómo le gustaría vernos gastar nuestro dinero de la Medida G1 el próximo año escolar?</p>	<p>Deportes</p> <p>1. futbol para niñas</p>
<p>What would you like our LCAP to prioritize this school year?</p> <p>¿Qué le gustaría que nuestro LCAP priorizara este año escolar?</p>	<p>lenguaje</p>

How would you like us to allocate our Community Schools grant funds?

¿Cómo le gustaría que asignáramos los fondos de nuestra subvención para las Escuelas Comunitarias?

Para mantener buenos maestros,



Family Input Form

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<p>How would you like to see us spend our Measure G1 money next school year?</p> <p>¿Cómo le gustaría vernos gastar nuestro dinero de la Medida G1 el próximo año escolar?</p>	<p>Musica</p> <p>Programas para los niños</p> <p>Atención temprana a niños</p> <p>Programas de apoyo</p>
<p>What would you like our LCAP to prioritize this school year?</p> <p>¿Qué le gustaría que nuestro LCAP priorizara este año escolar?</p>	

How would you like us to allocate our Community Schools grant funds?

¿Cómo le gustaría que asignáramos los fondos de nuestra subvención para las Escuelas Comunitarias?

Tener Maestros
Para la educación de
nuestros hijos

Programas como
Matemáticas o otros
Programas.



Family Input Form

Question	Response
<p>How would you like to see us spend our Measure G1 money next school year?</p> <p>¿Cómo le gustaría vernos gastar nuestro dinero de la Medida G1 el próximo año escolar?</p>	<p>Seria bueno involucrar a alumnos que tengan habilidades en deportes para que enseñen a los compañeros que quierian aprender.</p> <p>Esto es para incentivar a los alumnos y les de un sentido de mayor importancia.</p>
<p>What would you like our LCAP to prioritize this school year?</p> <p>¿Qué le gustaría que nuestro LCAP priorizara este año escolar?</p>	<p>Creo que sería muy bueno para ellos.</p>



Family Input Form

Question	Response
<p>How would you like to see us spend our Measure G1 money next school year?</p> <p>¿Cómo le gustaría vernos gastar nuestro dinero de la Medida G1 el próximo año escolar?</p>	<p>- personal para dar el paso-cruze a los estudiantes</p>
<p>What would you like our LCAP to prioritize this school year?</p> <p>¿Qué le gustaría que nuestro LCAP priorizara este año escolar?</p>	<p>- en la asistencia de los Alumnos</p> <p>- Mejores Maestros</p> <p>- Coach de Educación Física</p>

Logan



Staff
Family Input Form

Question	Response
<p>How would you like to see us spend our Measure G1 money next school year?</p> <p>¿Cómo le gustaría vernos gastar nuestro dinero de la Medida G1 el próximo año escolar?</p>	<p>IF we're finding a major surplus, could we use it to add a MS Spanish position? With 2 Spanish teachers we could better differentiate for AP/novices, and maybe offer AP Spanish Lit elective which we had pre-covid for Juniors</p> <hr/> <p>Peralta Dual Enrollment language courses? (French, Chinese, etc.)</p>
<p>What would you like our LCAP to prioritize this school year?</p> <p>¿Qué le gustaría que nuestro LCAP priorizara este año escolar?</p>	<p>Maybe to SMART Goals for student, staff, and family Panorama responses. (one goal each)?, starting with initiatives intended to target our growth areas based on this year's not-so-great data.</p> <hr/> <p>In the "Basic Services" category is listed "Teachers are qualified." Maybe we can aim for "Teachers are <u>highly</u> qualified."</p>

How would you like us to allocate our Community Schools grant funds?

¿Cómo le gustaría que asignáramos los fondos de nuestra subvención para las Escuelas Comunitarias?

I'd suggest using Panorama data to inform this. I haven't seen the most recent data.

dm



~~Family~~ Staff Input Form

Question	Response
<p>How would you like to see us spend our Measure G1 money next school year?</p> <p>¿Cómo le gustaría vernos gastar nuestro dinero de la Medida G1 el próximo año escolar?</p>	<ul style="list-style-type: none">• outside professional development for teachers + staff.• curriculum + materials• enrichment programs
<p>What would you like our LCAP to prioritize this school year?</p> <p>¿Qué le gustaría que nuestro LCAP priorizara este año escolar?</p>	<ul style="list-style-type: none">• attendance resources.• enrollment fund• communications resources/ systems

How would you like us to allocate our Community Schools grant funds?

¿Cómo le gustaría que asignáramos los fondos de nuestra subvención para las Escuelas Comunitarias?

- school recruitment/enrollment
- wrap around services
- resource coordination.



Staff
Family Input Form

Ta Nyka / Angela

Question	Response
<p>How would you like to see us spend our Measure G1 money next school year?</p> <p>¿Cómo le gustaría vernos gastar nuestro dinero de la Medida G1 el próximo año escolar?</p>	<p>With measure G1, I would like for us to extend/expand some of the programs we currently have for our Middle school students. For example, we currently have language clubs for ASL and French, and middle school students have expressed a desire to expand their knowledge of Spanish. Students have also expressed interest in different forms of artistic expression such as learning how to play an instrument, beat making, Graffiti art, and martial arts.</p>
<p>What would you like our LCAP to prioritize this school year?</p> <p>¿Qué le gustaría que nuestro LCAP priorizara este año escolar?</p>	<p>I want our LCAP to continue to prioritize integrated SEL. Working in our community has allowed me to see the need for culturally responsive & trauma informed teaching. I want to ensure that teachers continue to receive trainings that build their skills & knowledge around serving our students. I believe that this focus will directly support other areas of need such as serving our students with disabilities and reducing chronic absenteeism.</p>

How would you like us to allocate our Community Schools grant funds?

¿Cómo le gustaría que asignáramos los fondos de nuestra subvención para las Escuelas Comunitarias?

Community school grant fund should be used to expand student and parent knowledge of the community. LWP can continue to organize field trips to community organizations and colleges, expand our mental health team, resource fairs for parents, partnership with Sylvan Learning, and cultural community fairs.

From: Cara



Staff
Family Input Form

* music
electives

Question	Response
<p>How would you like to see us spend our Measure G1 money next school year?</p> <p>¿Cómo le gustaría vernos gastar nuestro dinero de la Medida G1 el próximo año escolar?</p>	<p>* Field Trips</p> <p>* Art supplies for projects aligned with our pathway</p> <p>- maybe another Spanish teacher so we can differentiate its Spanish better</p>
<p>What would you like our LCAP to prioritize this school year?</p> <p>¿Qué le gustaría que nuestro LCAP priorizara este año escolar?</p>	<p>- SBAC alignment/backwards planning (aligning rigor of classes to rigor of SBAC)</p> <p>- Project Based Learning across Curriculum (woven together)</p>

- teacher development with SBAC rigor)
- school climate/relationships
- Reading/literacy