



**2023-24  
Measure G1 Proposal**

*Due: March 17, 2022*

## School Information & Student Data

<b>School</b>	AIMS College Prep Middle School	<b>School Address</b>	171 12th Street Oakland, CA 94607
<b>Contact</b>	Chaniel Clark	<b>Contact Email</b>	chaniel.clark@aimsk12.org
<b>Principal</b>	Natalie Glass	<b>Principal Email</b>	natalie.glass@aimsk12.org
<b>School Phone</b>	510-893-8701	<b>2022-23 CALPADS Enrollment Data (6-8 Oakland Residents Only)</b>	235
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$100,560.96</b>	<b>2023-23 LCFF Enrollment</b>	163

Student Demographics (%)				Measure G1 Team	
English Learners	35%	Asian/Pacific Islander	44%	Name	Position
LCFF	69%	Latinx	13%	Chaniel Clark	Dean of Students
SPED	9.3%	Black or African-American	33%	Natalie Glass	Co-Head of Schools
		White	4%	Zubida Bakheit	Head of Academics
		Indigenous or Native American	0%	Marisol Magana	Health & School Support Services Director
		Multiracial	4%		

<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.

Chronic Absence				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Student Population Overall	27	29	35	20
Asian/Pacific Islander	8	6	5	3
Latinx	7	9	5	3
Black or African-American	10	5	16	8
White	2	7	4	2
Indigenous or Native American	0	0	0	
English Learners	12	7	8	4
Students w/ IEPs	1	2	3	1
Free/ Reduced Lunch Students	16	15	18	9

## Metrics

(all data points are required)

Electives					
Metric	Area	2020-21	2021-22	2022-23	2023-24 Goal
Number of students taking elective courses.	Art	166	146	225	230
	Language	244	235	225	230
	Music	141	170	225	230
Number of students participating in non-course experiences (e.g. after-school program)	Art	0	17	0	0
	Language	0	0	0	0
	Music	0	15	0	0

Positive & Safe Culture				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Connectedness on CHKS Survey				
Asian/Pacific Islander	Our surveys are confidential and we do not collect race/ethnicity information	Our surveys are confidential and we do not collect race/ethnicity information	Our surveys are confidential and we do not collect race/ethnicity information	Our surveys are confidential and we do not collect race/ethnicity information
Latinx	N/A	N/A	N/A	N/A
Black or African-American	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Indigenous or Native American	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students w/ IEPs	N/A	N/A	N/A	N/A
Free/ Reduced Lunch	N/A	N/A	N/A	N/A
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Suspension Incidents				
Asian/Pacific Islander	0	0	2	0
Latinx	0	2	0	0
Black or African-American	0	0	8	3
White	0	0	0	0
Indigenous or Native American	0	0	0	0
English Learners	0	0	1	0
Students w/ IEPs	0	0	2	1
Free/ Reduced Lunch	0	0	5	2

Student Retention from 5th Grade to 6th Grade				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
6th Grade Enrollment	66	81	66	75

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## Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
AIMS MS Parents - Zoom Meeting <a href="#">Agenda</a> <a href="#">Minutes</a> <a href="#">Sign-In Sheet</a>	Monday March 13, 2023
AIMS MS SGA <a href="#">Agenda</a> <a href="#">Minutes</a> <a href="#">Sign-In Sheet</a>	Thursday March 16, 2023

Staff Engagement Meeting(s)	
Staff Group	Date
AIMS MS Teachers <a href="#">Agenda</a> <a href="#">Minutes</a> <a href="#">Sign-In Sheet</a>	Tuesday March 14, 2023

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## Proposed Expenditures

### **Guidelines**

1. In the following sections, please discuss your team's plan to address the goals of G1:
  - a. Increase access to courses in arts, music, and world languages in grades 6-8.
  - b. Improve student retention during the transition from elementary to middle school.
  - c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

## Summary of 2023-24 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Funding for 0.51 FTE Music Teacher	\$38,250
2	Funding for 0.51 FTE Art teacher	\$38,250
3	Art and Music Field Trips	\$9,000
4	PBIS - Program	\$1,275
5	PBIS Incentives & Rewards	\$3,000
6	PBIS Events	\$3,000
7	Positive School Culture Contractor	\$4,785.96
8	World Language Curriculum and Online Resources	\$3,000
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$100,560.96</b>

## 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
Funding for 0.51 FTE Music Teacher and/or Substitute	230	0	\$38,250
Funding for 0.51 FTE Art Teacher and/or Substitute	230	0	\$38,250
<b>Art and Music Field Trips - Admission ticket costs, transportation and other fees)</b> In a continued effort to expose our students to art and music we plan to organize field trips to host artistic groups. We endeavor to expose students to the richness of The Arts through experience. Experiences that stain young minds, that inspire, and influence well into adulthood.	230	0	\$9,000

Proposed Expenditures for Electives (Art, Language, and Music only)			
Experiences that some of our students may otherwise never have. Our students will be provided opportunities to explore museums, galleries, mural spaces, theater, and artistic music venues. We plan to host artistic organizations to cater to students and communities. We would use funds to cover the costs of ticket admission, any associated entrance fees, and transportation to field trips.			
<b>World Language Curriculum and Online Resources</b> At AIMS we teach our students both Mandarin and Spanish. This year we plan to build our program by purchasing Spanish curriculum, books, and workbooks. We will utilize the education platform Storyworld International for supplemental support in our language classes	230	0	\$3,000

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - chronic absence, suspensions, CHKS survey results, or another metric named by the site?	Budget Amount
<b>PBIS Platform</b> We have found success in creating positive school culture by using the PBIS platform and it's resources. These funds will cover the cost of student licenses.	Chronic absence, suspensions	\$1,275
<b>PBIS Incentives &amp; Rewards</b> Our entire estimated enrollment of 230 students will participate in PBIS. We anticipate fewer behavioral concerns and an increase in positive school culture. A decrease in negative behavior can increase emotional and physical safety on the school campus. In decreasing less than ideal behavior of students in classrooms we anticipate an increase in academic learning and achievement, creating a safe learning environment for all AIMS students	Chronic absence, suspensions	\$3,000
<b>PBIS Events</b> Over the past 2-3 years we've seen the benefits of using PBIS.	Chronic absence, suspensions	\$3,000

Proposed Expenditures for Positive & Safe Culture		
We've facilitated several events that engaged students and families. We've also seen positive results with using PBIS in classrooms. By providing incentives for positive behavior teachers saw a decrease in student misbehavior and an increase in compliance to school rules and an increase of positive school spirit. PBIS incentives include small tokens with school branding or grade-level events.		
<b>Positive School Culture Contractor</b> AIMS is a melting pot of culture filled with students with roots from all over the globe. We aim to educate our students and provide representation on our campus by contracting local student empowerment organizations. Our students will benefit from concentrated and engaging support.	Chronic absence, suspensions	\$4,785.96

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

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