



Measure G1 Carryover Justification Long Form (Complete if carryover is over \$5000)

Due Date: October 31, 2018

School:	American Indian Public Charter School	Contact/Principal	Maurice Williams
School Address:	171 12th Street Oakland, CA 94607	Principal Email	maurice.williams@aimschools.org
		School Phone:	510-893-8701 ext. 24

Please fill out the information below for school-wide carryover.

2017-18 Measure G1 Allocation	\$26,684
2017-18 Measure G1 Dollars Spent	\$0
Carryover Amount	\$26,684

Summary of Approved Expenditures and Actual Spent from 2017-18

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i>		Budget Amount	Actual Spent
1	Purchase 15 acoustic guitars	\$2,250	0
2	Purchase 15 additional violins	\$2,250	0
3	Purchase 6 keyboards	\$1000	0
4	Purchase art supplies	\$2,500	0
5	Computers and computer software for producing videos	\$6,000	
6	Art exhibit/Photography Exhibit	\$1,000	0
7	Purchase 10 cameras for photography class	\$3,000	0
8	Purchase materials for photography class	\$3,000	0
9	Create recruitment flyers and video which will be used at the orientations such as the one for incoming 6th grade families. Provide beverages and snacks to all families and daycare. Orientations will be offered throughout the school year and in multiple languages.	\$1504.50	0
10	Restorative Justice	\$1,000	0
11	Anti-bullying campaign	\$1,250	0
12	Cultural Awareness Event	\$1,000	0
Total		\$25,754.50	0

Summary of Proposed Use of Carryover for 2018-19 (listed in order of priority)

2018-19 Proposed Carryover Expenditures from <i>Budget Justification and Narrative Section</i>		Budget
1	8 - iMac Computers and Computer Locks	\$10,500

2	Adobe Creative Suite (25 Licenses)	\$625
3	Computer Desks	\$1,000
4	Green Screen Paint	\$167
5	10 Violins shoulder rest, rosin, etc.	\$742
6	1 Violin rack	\$725
7	Drum set and rhythm sticks	\$1,350
8	Field trip	\$333
9	Cello	\$250
10	PBIS Program / Training	\$1,670
11	PBIS Coordinator	\$667
12	PBIS TV Monitors 7	\$2,667
13	PBIS Swag	\$2,667
14	Tablets 7	\$667
15	Costumes	\$667
16	Theater Rental / Advertising	\$667
Budget Total (must add up to Anticipated Grant Amount)		\$26,684

Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.

Due to a misunderstanding about availability and dispersal of funds, we did not spend funds for the 2017-2018 school year. During the base year of Measure G1 funding, AIPCS was alerted by the Measure G1 commission of the possibility to roll-over the 2017-2018 parcel tax allocation to the 2018-2019 academic school year. AIPCS believed that the roll-over was necessary, as we were unaware that we would be reimbursed only after front-loading all costs associated with our new Music and Visual Performing Arts program (AIPCS's 2017-2018 budget did not include these costs.)

Additionally, AIPCS needed a planning year to consider the logistical challenges in implementing our newly created Music and Visual Performing Arts program, including the hiring of new teachers, creating additional classroom spaces, including changes in our AIPCS Master Schedule.

REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the engagement meetings which addressed carryover funds with this application. The application will NOT be considered without this documentation of engagements.

Community Engagement Meeting(s) to Address Carryover Funds	
Community Group	Date
School Site Council	10/30/2018
Student Government Association	10/30/2018

Staff Engagement Meeting(s) to Address Carryover Funds	
Staff Group	Date
Middle School Teacher Meeting	10/19/18

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team’s plan to address the following:

The Goals of the Measure

- 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

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2017-18 school year.
2. Please explain how you plans to use the Measure G1 carry-over funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. All budget items should total up to the total carry-over amount.

1. Music Program

Programmatic Narrative Based on Rubric
<p>We are currently offering a music program that consists of violin classes that are offered throughout the week. Class offerings are Monday-Thursday. Students are taking music every other day for one hour. Currently we offer music to half of our students in the 6th-7th graders. 8th grade students have the option in the beginning of the school year to select which enrichment program they would like to take for the entire year. In turn, all students will have been offered or taken some sort of enrichment program by the end of their 8th grade year.</p> <p>Our goal with the start of this music program is to be able to offer our students an opportunity to have a greater sense of self to grow to have the following:</p> <p>Students learn to improve their work: Learning music promotes craftsmanship, and students learn to want to create good work instead of mediocre work. This desire can be applied to all subjects of study.</p> <p>Increased coordination: Students who practice with musical instruments can improve their hand-eye</p>

coordination. Just like playing sports, children can develop motor skills when playing music.

A sense of achievement: Learning to play pieces of music on a new instrument can be a challenging, but achievable goal. Students who master even the smallest goal in music will be able to feel proud of their achievement.

Although we have a robust program, our goal is to be able to offer a Band/Orchestra program that will provide our students more course offerings and opportunities for class selection throughout the day.

Budget	Description of 2018-19 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$742	10 Violins shoulder rest and rosin .	<p>Artistic Perception 1.6 describe larger music forms, Creative Expression 2.3 perform on an instrument (level of difficulty 1-2 (up to 6)), Connections & Applications 5.1 (6-7th grade) music connections to learning including common terms in various arts, and other subject areas</p> <p>Purchasing new violins in order to provide current student population with an instrument of their own. Instruments will need basic care products such as shoulder rests and rosin.</p>
\$725	1 Violin rack	<p>Artistic Perception 1.6 describe larger music forms, Creative Expression 2.3 perform on an instrument (level of difficulty 1-2 (up to 6)), Connections & Applications 5.1 (6-7th grade) music connections to learning including common terms in various arts, and other subject areas</p> <p>Newly acquired violin racks will store student violins in order to provide necessary space for music lessons and rehearsals while safely storing and protecting the violins.</p>
\$1,350	Hand Drum (10) set and rhythm sticks	<p>Artistic Perception 1.6 describe larger music forms, Creative Expression 2.3 perform on an instrument (level of difficulty 1-2 (up to 6)), Connections & Applications 5.1 (6-7th grade) music connections to learning including common terms in various arts, and other subject areas.</p> <p>Students will learn the basics of percussion, rhythm, ensemble, reading beats, counting, and sequence in order to equip them with the necessary understanding of music elements and how to produce for themselves.</p>
\$333	Field trip	<p>At the end of the year 8th grade students will have the opportunity to go listen to a live performance of classical music. Students will have exposure to how they can use their</p>

		<p>musical talents in the world while experiencing the benefits of the arts.</p> <p>Cultural appreciation will be enhanced. Students will get to see their music teacher perform in a professional symphony.</p>
\$250	Cello	<p>Artistic Perception 1.6 describe larger music forms, Creative Expression 2.3 perform on an instrument (level of difficulty 1-2 (up to 6)), Connections & Applications 5.1 (6-7th grade) music connections to learning including common terms in various arts, and other subject areas</p> <p>Select students that display unique ability to play independently have been selected to play the cello. In order to serve these developing musicians more cellos need to be bought. Currently there are 4 cellos and 2 students do not have an instrument of their own when they come to practice.</p>

2. Art Program

Programmatic Narrative Based on Rubric		
<p>We are currently offering an art program that consists of classes that are offered throughout the week. Class offerings are Monday-Thursday. 50% of our middle school students are taking art every other day for one hour. Currently we offer art to half of our students in the 6th-7th graders. 8th grade students have the option in the beginning of the school year to select which enrichment program they would like to take for the entire year. In turn, all students will have been offered or taken some sort of enrichment program by the end of their 8th grade year.</p> <p>With the rollover money we would like to offer a variety of Digital / Graphic Arts curriculum. At the moment we are currently offering Art. However, in a meeting with student representatives, they voiced they would like to learn graphic design. The students indicated that they would find more use out of graphic design.</p> <p>In addition, we have a self-select elective on Friday for Musical Theater and Film/Photography. With the rollover funds, we will be able to purchase costumes and be able to rent a theater for our students to be able to do a play for the community.</p>		
Budget	Description of 2018-19 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$10,500	8 - iMac Computers and Computer Locks	Secure dedicated equipment for these art activities will allow students to create their artwork (CA Art Stds. 2.4)
\$625	Adobe Creative Suite (25 Licenses)	Secure dedicated equipment for these art activities will allow students to create their artwork (CA Art Stds. 2.4)
\$1,000	Computer Desks	Secure dedicated equipment for these art activities will allow students to create their artwork (CA Art Stds. 2.4)

\$167	Green Screen Paint	Dedicated equipment for these art activities will allow students to create their artwork (CA Art Stds. 2.4
\$667	Costumes	Students will progress in Visual and Performing Arts Stds. 2.1,3 & 2.4 (6-8 grade) & 5.5 (see above examples)
\$667	Theater Rental / Advertising	Students will progress in Visual and Performing Arts Stds. 2.1,3 & 2.4 (6-8 grade) & 5.5 (see above examples) An end of year performance for both music and theater programs will be offered for our community.

3. World Language Program

Programmatic Narrative Based on Rubric		
N/A		
Budget	Description of 2018-19 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
N/A	N/A	N/A

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
N/A		
Budget	Description of 2018-19 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
N/A	N/A	N/A

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

At AIMS, a guiding principle of our model lies in our belief that structure and order necessitates academic success. As such, detentions and Restorative Justice practices that consist of Restorative Justice Saturday schools and circles currently comprise of the bulk of our disciplinary practices at AIPCS - this serves as a way for our students to minimize distractions and focus on academic success. However, during the 2015-2016, AIMS began to shift from an academics only focus to one that was holistic and initial planning for a student rewards system to promote positive school culture was underway. However, due to a lack of planning and resources, our student rewards system was placed on hold.

As a community, AIMS believes that it is preferable for our students to learn the value of structure and order and the importance of treating others with respect, rather than imposing these values upon our students with discipline. For these reasons, implementing a Positive Behavioral Intervention & Support (PBIS) that includes a rewards system would greatly benefit our students well-being and improve student behavior. First, AIPCS would use the 2017-2018 rollover money to implement a suitable PBIS program that includes PBIS training for all teachers and a Coordinator. A student's positive behavior will be tracked digitally and displayed on in-class TV monitors. In exchange, students would earn digital Eagle Bucks to purchase AIMS swag.

Budget	Description of 2018-19 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$1,670	PBIS Program / Training	All middle school students will receive Positive Behavioral Intervention & Support (PBIS) as a way to improve school culture and climate. All middle school teachers and staff will be trained on how to effectively implement PBIS within their classrooms.
\$667	PBIS Coordinator	The PBIS Coordinator will serve all middle school students and teachers by running the PBIS program, soliciting feedback on PBIS performance, and suggestions for various types of AIMS Incentives / Swag.
\$2,667	PBIS TV Monitors 7	All middle school students can actively monitor and track their PBIS awards and incentives in-class
\$2,667	PBIS Swag	All middle school students can use their PBIS points to earn AIMS Swag and merchandise
\$667	Tablets 7	All students will receive immediate feedback

Please submit your 2018-19 Measure G1 Carryover Justification Form to Mark Triplett ([m_ark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).