



**Measure G1
Charter Pilot Grant
Application 2017-18
SUMMER REVISE
Draft Due August 4, 2017**

Please note: This application serves as a proposal for **IF** funds are allocated in 2017-18. This is not a guarantee of funds being distributed in 2017-18. Allocation decisions for 2017-18 will be made by the Measure G1 Commission on August 14, 2017.

School:	Aspire Berkley Maynard Academy	Principal	Jay Stack
School Address	6200 San Pablo Ave, Oakland, CA 94608	Principal Email:	Jay.Stack@aspirepublicschools.org
School Phone	510-658-2900	Principal Phone:	215-880-4872
2017-18 Enrollment (6-8)	148	Possible Grant Allocation Amounts*	50% Allocation: \$27,981 100% Allocation: \$52,740

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 actual enrollment in fall (exact date TBD) and final tax revenue generated in spring 2018. The actual allocation percentage for 2017-18 will be determined at the Measure G1 Commission Meeting, August 14, 2017.

School Demographics

Male	Female	% LCFF	% SPED	% English Learners	% Oakland Residents
47%	53%	76%	6%	5%	54%

Student Body Ethnic Composition

African-American	American Indian/Alaska Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Not Specified
58.1%	0%	.7%	31.8%	.7%	0%	2.7%	2.7%	3.4%

Measure G1 Lead Team (can be a pre-existing team such as Instructional Leadership Team)

Name	Role
Jay Stack	Principal
Pamela Saberton	Assistant Principal of Culture
Alexis Alexander	Assistant Principal TK-2
Carolina Monterrosa	Assistant Principal 3rd-5th
Rita Alway	Art Teacher & Integrals Lead
Matthew Holt	Lead Mental Health Counselor

School Vision:

All Aspire Bay Area graduates are critically literate and empowered, ready to leverage college to create a more just world.

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e ILT) and Community (i.e. School Governance Body, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

Music (Rubric Score)		Art (Visual Arts, Theater, and Dance)	
Access and Equitable Opportunity	Quality	Access and Equitable Opportunity	Quality
Instructional Program	Basic	Instructional Program	Quality
Staffing	Quality	Staffing	Quality
Facilities	Quality	Facilities	Basic
Equipment and Materials	Basic	Equipment and Materials	Basic
Teacher Professional Learning	Quality	Teacher Professional Learning	Quality
World Language (Rubric)			
Content and Course Offerings	Emerging		
Communication	Emerging		
Real world learning and Global competence	Emerging		

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (Culture Data/Site Plan Data/Enrollment)		Safe and Positive School Culture	
2016-17 Enrollment Data (projection vs. actual)	56 projected (6th grade) 54 actual (6th grade)	Culture data - Suspension	10.3% (grades 6-8) school year 2016-17
Elementary School (ES) Outreach Strategy Actions	School is K-8, students transition to next grade automatically	Culture data - Chronic Absence	11.6% (grades 6-8) school year 2016-17

Programs to support ES students transition to MS	Rite of Passage Experience Justifying Middle School Readiness, Orientation & Transition Meetings	Survey data - families, students, teachers	<u>15/16 Families (6-8 gr data)</u> 98% My child is getting a good education 100% The adults at the school truly care about my child <u>Spring 2016 Student (MS)</u> 81% My teacher treats me with respect. 82% My teacher gives us clear directions for our class activities. 81% My teacher makes sure we understand the objective/goal for each lesson. <u>Fall 2016 Teachers Overall:</u> 95% Positive
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Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

Community Engagement Meeting(s)	
Community Group	Date
Advisory School Site Council	March 16, 2017 (see attached)

Staff Engagement Meeting(s)	
Staff Group	Date
Entire Staff including Teachers, Paraprofessionals, Office Staff, and Other Stakeholders	March 10, 2017 (see attached)

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Identify the team (i.e. ILT function, community; school governance body, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation 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

2. 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.
3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
4. Add additional lines if you would like to add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18. Please list all budget items in order of priority, in the event that a portion of the allocation is approved (as opposed to the full 100%).

1. Music Program

Programmatic Narrative Based on Rubric

The proposed programmatic strategy will increase access to high quality courses in music in grades 6-8. Our current music program includes comprehensive electives for middle school students to choose from. Our music instructor is a highly qualified educator with a music education from Yale. She attends yearly conferences, personally paying for the costs herself, to enhance her K-8 teaching instruction and curriculum. Our students have learned to write music in the primary grades and choose electives including choir and rock band in middle school. Our music educator also purchases instruments through grants such as Donors Choose which has enabled her to purchase a class set of Ukuleles. Our priorities for the future of our music program include educator professional development and purchasing new equipment.

According to the self-assessment rubric, the two areas with the greatest need for growth are Instructional Program and Equipment and Materials. For this reason, we have prioritized G1 expenditures on the purchase of equipment and materials, and investment in professional development and leadership development aimed at improving the instructional program.

Budget	2017-18 Activities	Anticipated Outcome
Priority 4 for Funding \$2600 (20@\$130)	Purchase Music Equipment previously not available to our students such as: Electronic Keyboards (includes stand, stool, and headphones).	Equipment and Material: Increase the number of musical technologies and begin creation of a keyboard lab in order to change ratio of keyboards to students to 2:1.
Priority 7 for Funding \$1144	Conferences - Yearly Attendance to the National Conference – Organization of American Kodály Educators & Required Curriculum	Professional Development: Opportunities to attend conferences, outside district PD sessions in order to expand curricular resources and improve student engagement as measured on the teaching rubric.

2. Art Program

Programmatic Narrative Based on Rubric

The proposed programmatic strategy will increase access to high quality courses in visual arts in grades 6-8. Our art program has created robust partnerships with community resources for the past 3 years. Our art teacher, in partnership with Expressions gallery and other community resources, has introduced the elective community art which focuses on beautifying our Oakland neighborhood through art projects. Our art teacher also attends a yearly conference which he personally pays for himself, to learn about engaging middle school students and to present his work. The current art room lacks a sink and other resources necessary for teaching robust arts education. Natural light and adequate floor space are also a barrier that we hope to work

through with this arts funding opportunity.

According to the self-assessment rubric, the two areas with the greatest need for growth are Facilities and Equipment and Materials. For this reason, we have prioritized G1 expenditures on the purchase of equipment and materials, and investment facilities aimed at providing adequate space for transitions.

Budget	2017-18 Activities	Anticipated Outcome
Priority 5 for Funding \$4296	Develop robust materials & supplies, currently not available to our students, that can ensure more diverse course offerings beyond community art for next year. Materials will introduce students to a wide variety of media including brushes, oils, pastels, etc.	Equipment and Materials/ Instructional Program: Increase money:student ratio from \$20:1 student to \$40:1 student on materials and supplies necessary for art development and programming.
Priority 6 for Funding \$1200	Improve facilities to ensure tables that provide adequate space for transitions.	Facilities: Facilities provide transitional floor space to limit congestion and improve conditions for creating art in order to improve teacher management as evaluated by observations on our teaching rubric by 1 level.

3. *World Language Program*

Programmatic Narrative Based on Rubric

BMA does not currently have a world language program. Although we recognize and value research that shows these programs support students' socio-emotional and instructional growth, recruiting, developing and sustaining such programs are not feasible at this time.

Our qualitative and quantitative school culture data from 16-17 shows that we need to prioritize the adoption of a new socio-emotional curriculum and increased supports for middle school to ensure a positive and safe learning environment. We also currently have an art program that is strong, and would like to us G1 funds to further develop the program in one of the areas identified as an area of growth (basic) based on the rubric.

4. *5th to 6th Grade Enrollment Retention*

Programmatic Narrative Based on Data Analysis

We currently have an 84% retention rate of 5th graders to 6th graders, so we elect to save all of our remaining limited budget for a safe and positive school culture.

5. *Safe and Positive School Culture*

Programmatic Narrative Based on Data Analysis

The proposed programmatic strategy will create a more positive and safe middle school learning environment. For the past three years, our school has included a safe and positive school culture goal. As of October 2016, 96% of staff report that they believe our school consistently maintains a safe and positive staff culture. A large reason for this is the hiring of two mental health counselors and an assistant principal of school culture. We introduced the Tier 1 curriculum Toolbox this past year as well as Restorative Practices. Finally, our school has a Behavioral Wellness team that is modeled off our Academic Rtl model to ensure students are receiving the interventions and supports they need to thrive and be successful in our school.

According to the self-assessment rubric, the two areas with the greatest need for growth are Instructional Program and Equipment and Materials. For this reason, we have prioritized G1 expenditures on the purchase of equipment and materials, and investment in professional development and leadership development aimed at improving the instructional program.

If we receive the 50% allocation , we will prioritize the safe and positive school culture expenditures based on parent, student, and teammate feedback in our engagement sessions.

Budget	2017-18 Activity	Anticipated Outcome
Priority 3 for funding \$1415	Bi-Weekly Town Hall Celebrations Equipment and Materials (Awards and Positive Culture Materials such as BMA and College Swag) of Middle School Students through the further development of our Positive Behavior Intervention System.	Equipment and Materials: Support a Positive and Safe Middle School Environment through the purchase of supplies that promote school pride and camaraderie in order to Increase in student survey data around feeling safe at school by 5%.
Priority 2 for funding \$6000 for 3 Educators for 2 Days = \$6,000	Adopt 6-8 RULER Social Emotional Learning Curriculum Through Training for 3 Staff Members who will then train and implement professional development for all 6 of our middle school educators.	Professional Development: Train the trainer model of professional development in order to create a more positive and safe middle school learning environment as measured by a decrease in office referrals/suspensions and an increase of time spent in class in order to Increase in student survey data around feeling safe at school by 5%.
Priority 1 for funding 6 Teacher Packages (\$70 each) + 180 student workbooks (\$60 each) = \$11,220	Teacher and Student Materials and Workbooks for Year 1 of RULER SEL Implementation for all teachers and students	Equipment and Materials: Support a Positive and Safe Middle School Environment through the RULER SEL teacher and student materials necessary for complete implementation as measured by an increase in student survey data around feeling safe at school by 5%.

Please submit this application by Friday, August 4 to Mark Triplett, at mark.triplett@ousd.org and Cc linda.pulido@ousd.org.

Community Agreements		
1.) One Mic (Self Monitor) 4.) Step Up, Step Back 2.) Timeliness 5.) Come prepared 3.) Stick to Purpose 6.) DWWSWWDWWSWWDI		
Meeting Objectives 1. Create a Survey to Poll the Stakeholders that We Serve 2. Learn about Most Up to Date Budget Information. 3. Reconsider Non-Negotiables	Roles	
	Process Checker	Mo
	Recorder	Gaelle
	Timekeeper	Sofia
	Facilitator	Jay
TIME	TOPIC	Goal & Guiding Questions
7:45 am	Check-in <i>Jay</i>	<ul style="list-style-type: none"> - What is the most memorable part of your middle school experience? - Assign Tasks and Review Norms
7:50am	ASC Initiatives 2016-2017 <i>Jay</i>	<ul style="list-style-type: none"> - Updates from ASC Initiatives <ul style="list-style-type: none"> o Family and Student Voice <ul style="list-style-type: none"> ▪ Creation of Survey for Stakeholders <p>Guiding Question: How could we garner stakeholders feedback on changes they would like to see in BMA's structure for next year?</p>
8:10 am	Budget Update <i>Jay</i>	<ul style="list-style-type: none"> - Budget from State & OUSD Implications - Enrollment and Budget Impact - Measure G1: Teacher Incentives & Music/Dance/Arts/World Language Programming <ul style="list-style-type: none"> - Decision Made: Approved funding formulas for teacher incentives, arts/music programming and most importantly SEL curriculum and training!
8:20 am	Budget Planning <i>Jay</i>	<ul style="list-style-type: none"> - Non-Negotiables vs. Further Discussions - Questions, Comments, Thoughts, or Concerns
8:35 am	Survey <i>Jay</i>	<ul style="list-style-type: none"> - Take the survey before leaving!



School:	Aspire Berkley Maynard Academy	Principal	Jay Stack
School Address	6200 San Pablo Ave, Oakland, CA 94608	Principal Email:	Jay.Stack@aspirepublicschools.org
School Phone	510-658-2900	Principal Phone:	215-880-4872
2017-18 Enrollment (6-8)	155 spots	Anticipated Grant Amount*	\$24,915

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 actual enrollment in fall (exact date TBD).

School Demographics (grades 6-8, 2016-2017)

Male	Female	% LCFF (grades 0-8)	% SPED Moderate-Severe*	% SPED Mild-Moderate*	% English Learners	% Oakland Residents
69	85	80.60%	2/154 = 1%	19/154 = 12%	23/154= 15%	84/154=54%

*Aspire doesn't have categorical placements. All students receive their IEP services in the least restrictive environment. Above, we have distinguished the mild-moderate vs moderate-severe populations, who receive services both in and out of general education classrooms.

Student Body Ethnic Composition (grades 6-8, 2016-2017)

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
84	0	3	56	0	0	4	5

Measure G1 Lead Team (can be a pre-existing team such as Instructional Leadership Team)

Name	Role
Jay Stack	Principal
Pamela Saberton	Assistant Principal
Jenna Ogier-Marangella	Assistant Principal
Austin Saddlemire	Instructional Dean
Rita Alway	Art Teacher & Integrals Lead
Kate Phillips	Lead Mental Health Counselor

School Vision:

All Aspire Bay Area graduates are critically literate and empowered, ready to leverage college to create a more just world.

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. School Governance Body, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

Music (Rubric Score)		Art (Visual Arts, Theater, and Dance)	
Access and Equitable Opportunity	Quality	Access and Equitable Opportunity	Quality
Instructional Program	Basic	Instructional Program	Quality
Staffing	Quality	Staffing	Quality
Facilities	Quality	Facilities	Basic
Equipment and Materials	Basic	Equipment and Materials	Basic
Teacher Professional Learning	Quality	Teacher Professional Learning	Quality
World Language (Rubric)			
Content and Course Offerings	n/a		
Communication	n/a		
Real world learning and Global competence	n/a		

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (Culture Data/Site Plan Data/Enrollment)		Safe and Positive School Culture	
2016-17 Enrollment Data (projection vs. actual)	56 projected (6th grade) 54 actual (6th grade)	Culture data - Suspension	5.6% (grades 6-8)
Elementary School (ES) Outreach Strategy Actions	School is K-8, students transition to next grade automatically	Culture Data - Chronic Absence	10/154= 6% (grades 6-8)
Programs to support ES students transition to MS	Rite of Passage Experience Justifying Middle School Readiness, Orientation	Survey data - families, students, teachers	<u>15/16 Families (6-8 gr data)</u> 98% My child is getting a good education

	& Transition Meetings		<p>100% The adults at the school truly care about my child</p> <p><u>Spring 2016 Student (MS)</u> 81% My teacher treats me with respect.</p> <p>82% My teacher gives us clear directions for our class activities.</p> <p>81% My teacher makes sure we understand the objective/goal for each lesson.</p> <p><u>Fall 2016 Teachers Overall:</u> 95% Positive</p>
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Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

Community Engagement Meeting(s)	
Community Group	Date
Advisory School Site Council	March 16, 2017 (see attached)

Staff Engagement Meeting(s)	
Staff Group	Date
Entire Staff including Teachers, Paraprofessionals, Office Staff, and Other Stakeholders	March 10, 2017 (see attached)

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Identify the team (i.e. ILT function, community; school governance body, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation 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

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative for which you are seeking resources - based on the Measure G1 Initial Self-assessment and data analysis. Please make sure you are achieving at least **ONE** of the stated goals of Measure G1.

3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
4. Add additional lines if you would like to add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric		
<p>The proposed programmatic strategy will increase access to high quality courses in music in grades 6-8. Our current music program includes comprehensive electives for middle school students to choose from. Our music instructor is a highly qualified educator with a music education from Yale. She attends yearly conferences out-of-pocket that enhance her K-8 teaching instruction and curriculum. Our students have learned to write music in the primary grades and choose electives including choir and rock band in middle school. Our music educator also purchases instruments through grants such as Donors Choose which has enabled her to purchase a class set of Ukuleles. Our priorities for the future of our music program include educator professional development and purchasing new equipment.</p>		
Budget	2017-18 Evidence-Based Strategies	Accountability Indicator
\$5000	Music Equipment including Electric Keyboards, Music Technology & Software	Equipment and Material: Increase the number of musical technologies and begin creation of a keyboard lab.
\$1500	Conferences - Yearly Attendance to the National Conference – Organization of American Kodály Educators & Required Curriculum	Professional Development: Opportunities to attend conferences, outside district PD sessions in order to expand curricular resources.
\$2500	Leadership Stipend - Opportunities to Represent Music Education on Leadership Team and ensure Discipline Professional Development and Coaching is Sufficient	Professional Development: Provides regular observations & feedback similar to other academic teachers. Ensure regular attendance of content specific PD and attendance of whole school planning meetings.
\$3000	Music Stands, Risers, Improve Sound and A/V System	Facilities: Exceed basic instructional needs to enhance elective programming and access for students.

2. Art Program

Programmatic Narrative Based on Rubric		
<p>The proposed programmatic strategy will increase access to high quality courses in visual arts in grades 6-8. Our art program has created robust partnerships with community resources for the past 3 years. Our art teacher, in partnership with Expressions gallery and other community resources, has introduced the elective community art which focuses on beautifying our Oakland neighborhood through art projects. Our art teacher also attends a yearly conference out of pocket in which he learns about engaging middle school students and also presents his work. The current art room lacks a sink and other resources necessary for teaching robust arts education. Natural light and adequate floor space are also a barrier that we hope to work through with this arts funding opportunity.</p>		
Budget	2017-18 Evidence-Based Strategies	Accountability Indicator

\$5000	Develop robust materials & supplies list that can ensure more diverse course offerings beyond community art for next year. Materials will introduce students to a wide variety of medium including brushes, oils, pastels, etc.	Equipment and Materials/ Instructional Program: Increase money : student ratio that is currently being spent in order to increase access to other art mediums.
\$1500	Yearly Attendance to the NAEA Conference in Seattle, Washington including presentation materials and associated curriculum.	Professional Development: Opportunities to attend conferences, outside district PD sessions in order to expand curricular resources.
\$2000	Improve facilities to ensure adequate lighting, natural lighting, and tables that provide adequate space for transitions.	Facilities: Facilities provide adequate ventilation, lighting, and transitional floor space to limit congestion and improve conditions for creating art.

3. *World Language Program*

Programmatic Narrative Based on Rubric		
N/A		
Budget	2017-18 Evidence-Based Strategies	Accountability Indicator

4. *5th to 6th Grade Enrollment Retention (please put N/A if you are a K-8 or 6-8 charter school with no feeder pattern)*

Programmatic Narrative Based on Data Analysis		
N/A		
Budget	2017-18 Evidence-Based Strategies	Accountability Indicator

5. *Safe and Positive School Culture*

Programmatic Narrative Based on Data Analysis		
<p>The proposed programmatic strategy will create a more positive and safe middle school learning environment. For the past three years, our school has included a safe and positive school culture goal. As of October 2016, 96% of staff report that they believe our school consistently maintains a safe and positive staff culture. A large reason for this is the hiring of two mental health counselors and an assistant principal of school culture. We introduced the Tier 1 curriculum Toolbox this past year as well as Restorative Practices. Finally, our school has a Behavioral Wellness team that is modeled off our Academic RtI model to ensure students are receiving the interventions and supports they need to thrive and be successful in our school.</p>		
Budget	2017-18 Evidence-Based Strategies	Accountability Indicator
\$3000	Restorative Practices Training and Books that Further Practice after initial trainings and implementation form the International Restorative Practices Institute.	Professional Development: Develop whole school team in order to create a more positive and safe middle school learning environment as measured by a decrease in office referrals/suspensions and an increase of time

		<p>spent in class.</p> <p>Increase in student survey data around feeling safe at school</p>
\$1415	<p>Bi-Weekly Town Hall Celebrations Equipment and Materials (Awards and Positive Culture Materials such as BMA and College Swag) of Middle School Students through our further development of the</p>	<p>Equipment and Materials: Support a Positive and Safe Middle School Environment through the purchase of supplies that promote school pride and camaraderie.</p> <p>Increase in student survey data around feeling safe at school</p>



ASC Agenda

Thursday, March 16th
7:45-8:30 am in Hawaii



Community Agreements		
1.) One Mic (Self Monitor) 4.) Step Up, Step Back 2.) Timeliness 5.) Come prepared 3.) Stick to Purpose 6.) DWWSWWDWWSWWDI		
Meeting Objectives 1. Create a Survey to Poll the Stakeholders that We Serve 2. Learn about Most Up to Date Budget Information. 3. Reconsider Non-Negotiables	Roles	
	Process Checker	Mo
	Recorder	Gaelle
	Timekeeper	Sofia
	Facilitator	Jay
TIME	TOPIC	Goal & Guiding Questions
7:45 am	Check-in <i>Jay</i>	<ul style="list-style-type: none"> - What is the most memorable part of your middle school experience? - Assign Tasks and Review Norms
7:50am	ASC Initiatives 2016-2017 <i>Jay</i>	<ul style="list-style-type: none"> - Updates from ASC Initiatives <ul style="list-style-type: none"> o Family and Student Voice <ul style="list-style-type: none"> ▪ Creation of Survey for Stakeholders <p>Guiding Question: How could we garner parent feedback on changes they would like to see in BMA's structure for next year?</p>
8:10 am	Budget Update <i>Jay</i>	<ul style="list-style-type: none"> - Budget from State & OUSD Implications - Enrollment and Budget Impact - Measure G1: Teacher Incentives & Music/Dance/Arts/World Language Programming
8:20 am	Budget Planning <i>Jay</i>	<ul style="list-style-type: none"> - Non-Negotiables vs. Further Discussions - Questions, Comments, Thoughts, or Concerns
8:35 am	Survey <i>Jay</i>	<ul style="list-style-type: none"> - Take the survey before leaving!

DECISIONS MADE:

Who	Will Do What	By When?

DWWSWWDWWSWWDI! DWWSWWDWWSWWDI!



MARCH 10TH, 2016

PROFESSIONAL

DEVELOPMENT

12:40 PM - 3:35 PM

AGENDA

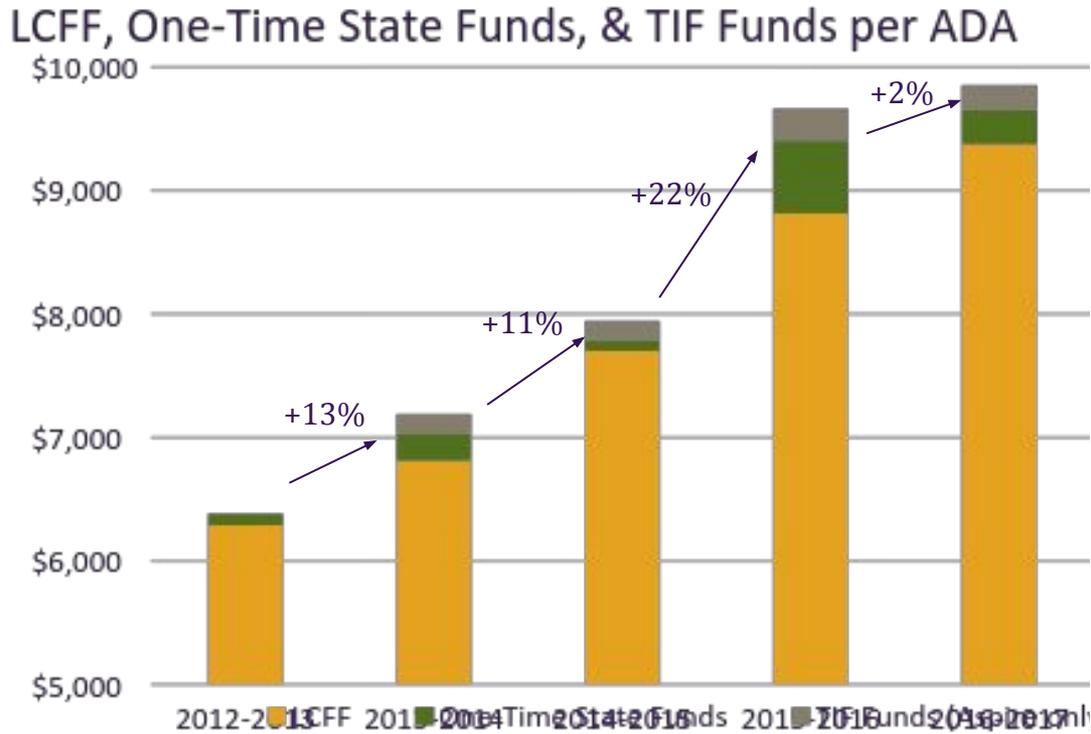
Location: Pacific		
12:40 - 1:00pm	1:00 - 2:00	2:00-3:30
Budget, Measure G1, Supervision & Kudos	<u>Behavior:</u> Restorative Response	<u>In Teams:</u> K-1: Foundational Skills Assessments and Conference Prep 2-8 Interim Testing Administration & Conference Prep

State of the Budget 2017-2018



UPDATES ON THE IMPACT AND IMPLICATIONS OF THE 2017-2018 SCHOOL YEAR BUDGET

CALIFORNIA SCHOOL FUNDING HAS INCREASED DRAMATICALLY OVER THE LAST FIVE YEARS



Note: This represents the Aspire CA average funding; LCFF funding varies depending on a school's FRL percentage.

THE INCREASED FUNDING HAS ALLOWED US TO MAKE MANY SUBSTANTIAL INVESTMENTS

Context: Dramatically Increased Funding

...has allowed us to make the following investments...

Investment: Increased Teacher Compensation by ~25% over four years

Investment: Increased Non-Teacher FTEs and Compensation

Investment: Nearly Doubled Ed Specialists and Tripled SpEd IAs

Investment: Increased Regional Office Supports

Investment: Upgraded School Facilities

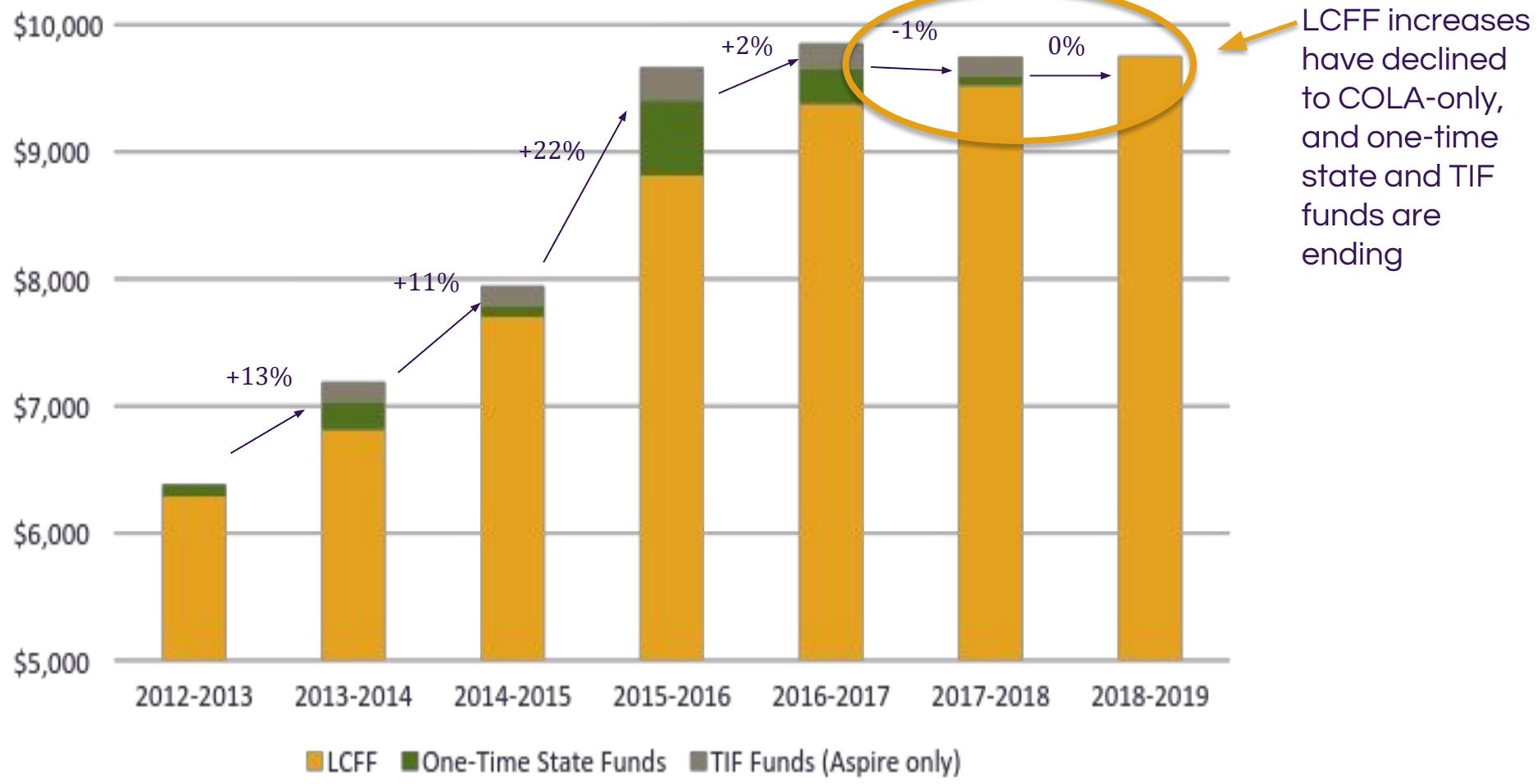
Investment: Built School Reserves

FROM WHERE WE'VE BEEN... ...TO WHERE WE'RE GOING

- **California school funding is cyclical**
 - We have experienced rapid funding growth over the last few years, and we are now returning to a more normal (and slower growth) funding environment.
- **Story consistent with last year's message**
 - During last year's budgeting cycle we expected that this slowdown would come, and we knew that 2016-2017 would be the last year of major new investments.
- **We will drive towards sustainability in thoughtful, creative ways over the next two years**
 - Using what we've learned from our investments over the last three years, let's work smarter to leverage our available resources.

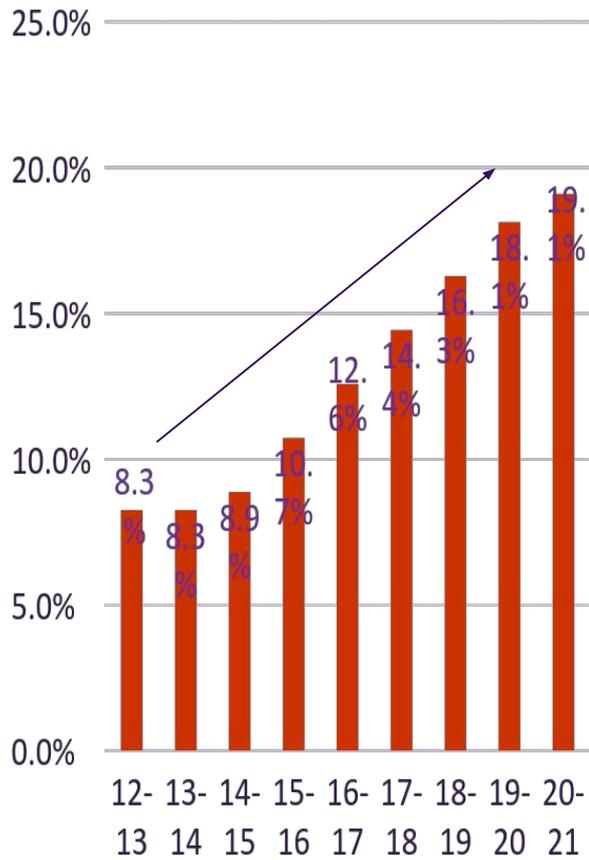
CALIFORNIA SCHOOL FUNDING WILL FLATTEN OUT IN THE COMING YEARS AS LCFF INCREASES SLOW AND ONE-TIME

LCFF, One-Time State Funds, & TIF Funds per ADA

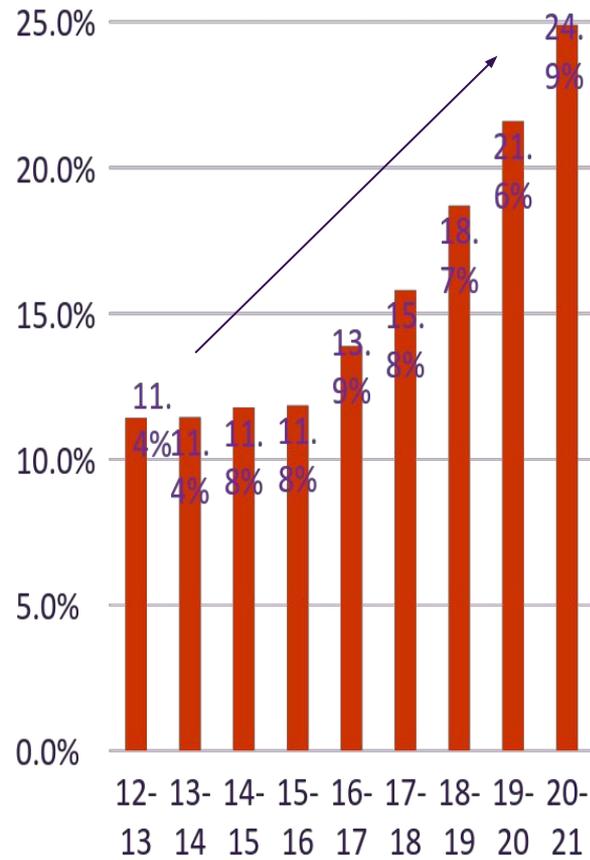


RETIREMENT AND HEALTHCARE BENEFITS COSTS WILL INCREASE FASTER THAN REVENUES; 2016-2017 STRS/PERS INCREASES ADDED \$2M IN COST.

1 STRS Employer Contribution Rates



2 PERS Employer Contribution Rates

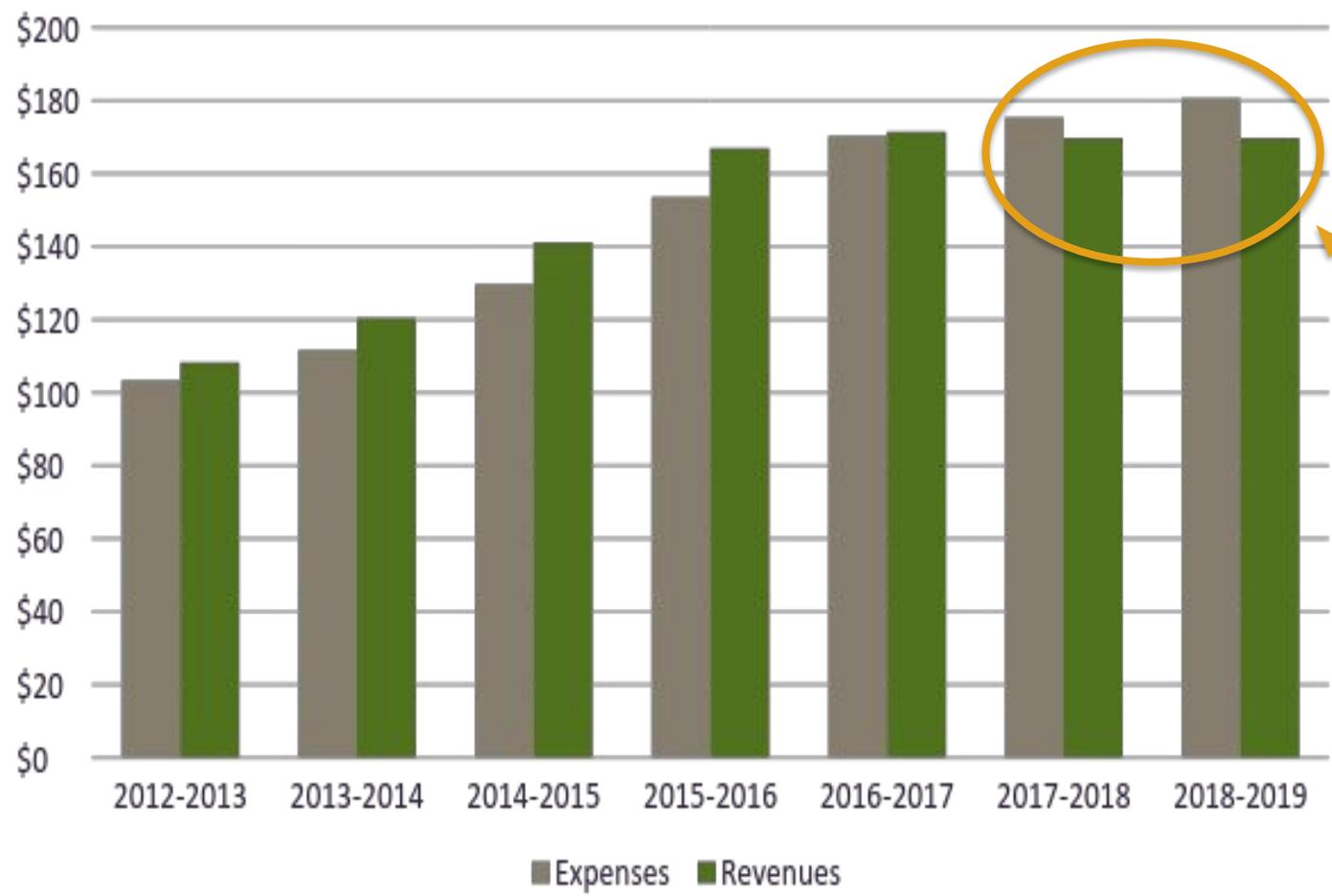


3 Healthcare Costs

Healthcare benefits costs are expected to increase by close to 10% per year

SLOWING REVENUES AND INCREASING EXPENSES WILL RESULT IN SCHOOL DEFICITS STARTING NEXT YEAR

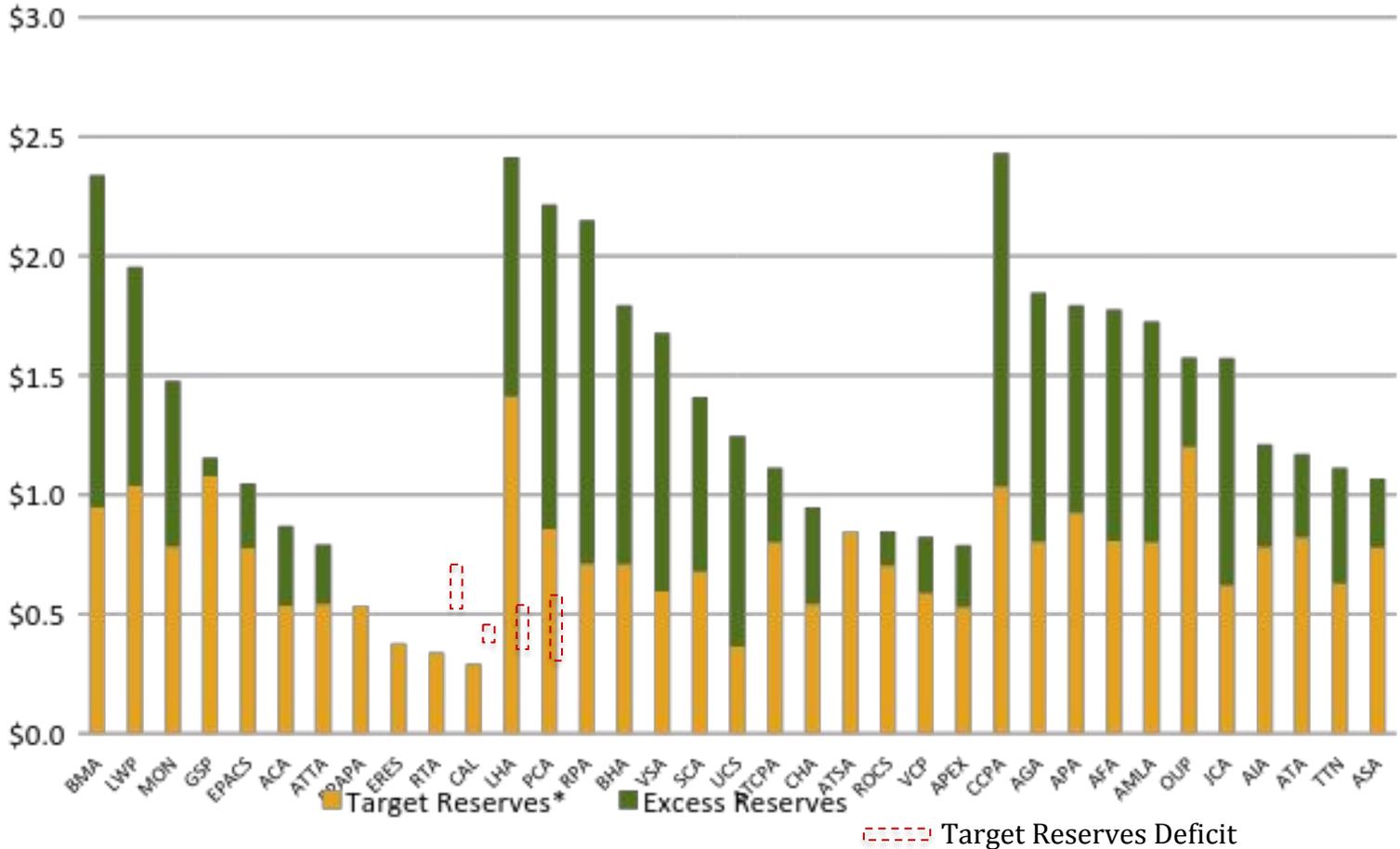
Historical and Projected CA School Revenues & Expenses



California school expenses will outpace revenues starting next year, resulting in **average gaps of \$150k per school in 2017-2018 and \$300k per school in 2018-2019** (assuming we keep class size the same, keep the salary schedule and non-teacher bonus structure as-is, and increase non-teacher pay by inflation)

SCHOOLS MAY BE ABLE TO SOFTEN THE BUDGET GAP BY LEVERAGING THE RESERVES THEY HAVE BUILT UP THE LAST FEW YEARS

Estimated 2016-2017 Ending School Reserves Levels



- Schools can use the lesser of 25% or \$100k of Excess Reserves toward their 2017-2018 budget without CFO approval;
- Using amounts of Excess Reserves beyond the amounts listed above or using Target Reserves requires CFO approval

*Target Reserves are the minimum acceptable level of reserves to afford a school adequate protection against financial uncertainties.

The Hard Questions

(1) Increasing revenues

- Could you increase the number of students you serve in your existing classrooms
 - Example: 2 more students per class * 16 classes = 32 students = ~\$250,000 additional revenue.
 - Could you increase your attendance percentage? **95.5% goal next year!**

(2) Decreasing expenses

- Of the investments you have made at your school, what has been most impactful?
- Do current positions, roles, responsibilities, and staff structures effectively serve the needs of students and the school?
- What are your regional priorities and how can you align your resources to those priorities?

(3) **Using school reserves:** How much of your school reserves do you want to use to fill a budget gap?

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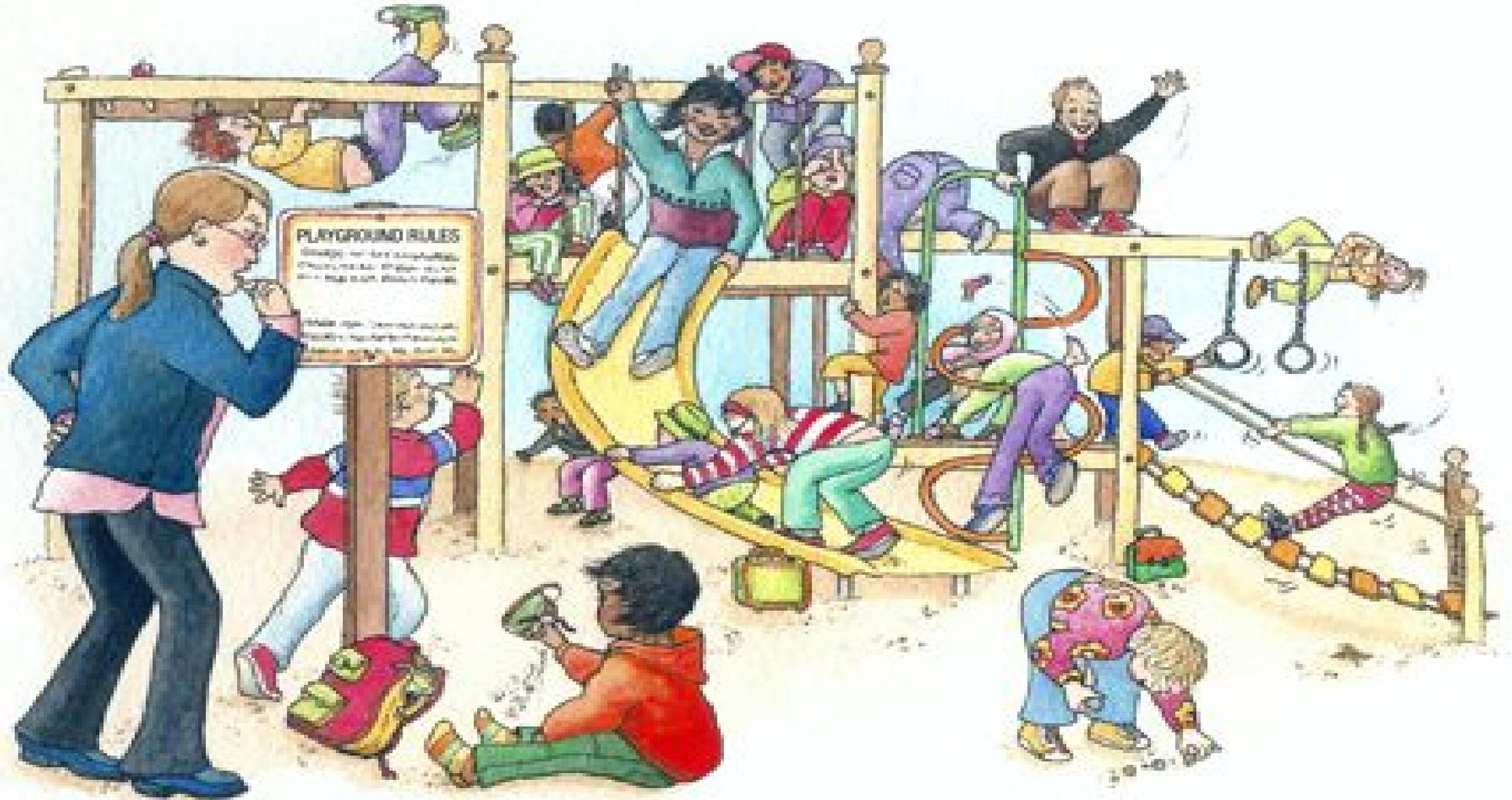
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State of the Budget 2017-2018



MEASURE G1:
APPROXIMATELY
\$20-25,000 FOR
EXPANDING OUR ARTS,
MUSIC, AND DANCE.

Safety Same Page



KUDOS & CARES BEAR: SHARE THE LOVE



Team Breakout Rooms



K-1:



Tufts
UNIVERSITY

2-3:

4-5:

6-8:

UC DAVIS
UNIVERSITY OF CALIFORNIA