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

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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:	East Oakland Leadership Academy	Principal	Laura Armstrong
School Address	2614 Seminary Ave	Principal Email:	docarm@aol.com
School Phone	510-562-5238	Principal Phone:	510-562-5238
2017-18 Enrollment (6-8)	50	Possible Grant Allocation Amounts*.	50% Allocation: 11,250 100% Allocation: 22,500

*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
59	65	87	10	27	96

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
77	13	3	25	1	1	4	4

Measure G1 Lead Team (can be a pre-existing team such as Instructional Leadership Team)	
Name	**Role**
Tiasesha Williams	Admin Asst
Sylvia Thomas	Art Teacher
Kamara Wilson	Admin Asst
Laura Armstrong	Director
Brittany Moore	Teacher
Laura Rappa Shamekia Brooks	Teacher Parent

School Vision:

School Vision: Every Child Can Learn- Our vision for this grant is to provide engaging academic and non-academic opportunities for every learner and every learning style integrating the arts, music, and world languages to improve student retention and creating a more positive safe learning environment.

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	Entry	Access and Equitable Opportunity	Basic
Instructional Program	Entry	Instructional Program	Entry
Staffing	Entry	Staffing	Entry
Facilities	Entry	Facilities	Entry
Equipment and Materials	Entry	Equipment and Materials	Entry
Teacher Professional Learning	Entry	Teacher Professional Learning	Entry
World Language (Rubric)			
Content and Course Offerings	Emerging		
Communication	Entry		

Real world learning and Global competence	Entry	

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)	20vs16	**Culture data - Suspension**	0
Elementary School (ES) Outreach Strategy Actions	Flyer distribution to local schools: Enrollment fairs: School Presentations: Open House Events	**Culture data - Chronic Absence**	0
Programs to support ES students transition to MS	Parent and Student orientations. Parent and Student interviews.	**Survey data - families, students, teachers**	70% of students and families positively rate school safety. 70% of students and families positively rate academic instruction. 70% of students and families positively rate their voice in school decision making and/or opportunity for feedback.

Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

Community Engagement Meeting(s)	
Community Group	**Date**
EOLA Parent Group	March 20,2017

Staff Engagement Meeting(s)	
Staff Group	**Date**
EOLA Staff Meeting	March 17,2017

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

Our self-assessment indicated that we are t the entry level in all categories. We currently do not have a music program. Several years ago we partnered with Four Seasons Arts that exposed our students to classical music performed by young diverse musicians, assemblies and live concerts. The students really enjoyed this program. There are several other community programs that we will partner with to offer our students opportunities to be exposed to music in such a way as to develop an appreciation for various types of music. This will be accomplished by:

- Partnering with community music programs including DACA and Glover Technology Center
- Having assemblies with diverse local musicians
- Going on fieldtrips ie. symphony, opera, classical concerts
- Student performances

Equipment and materials:

Most of the cost will be on outside community programs. We do not have the space of funds to hire a music teacher or storage for instruments. We will purchase simple instruments for bucket drumming and small percussion instruments for easy storage.

The goal is to give all students access to music and develop music appreciation. Although we currently have a 80% retention rate for 5th and 6th grade students, a music program would have the potential to increase this rate. We currently offer art. We began to implement Culture day last year, however music is an area that students and parents have requested that we don't have. These funds will help fill a gap that will improve retention. ***This program is a priority.**

Budget	2017-18 Activities	Anticipated Outcome
2750	Same as stated in narrative above	Assemblies **PRIORITY**
2000	Same as stated in narrative above	Fieldtrips
2000	Same as stated in narrative above	Materials and supplies

2. *Art Program*

Programmatic Narrative Based on Rubric

Our self-assessment indicated that we are at the early entry level for art. We currently have an art teacher but have very limited supplies. Each grade has access to art twice a week for an hour. We would like more opportunities for our students to engage in visual arts. Our program currently does not include performing arts such as drama and dance.

We partnered with our councilperson two years ago to organize a Street Art festival in our community. It was quite successful. The councilperson paid all costs associated with the festival. We would like to have a street festival as one of our outcomes. Another outcome would be student exhibitions during the year and participation in local art contests and recycle Art Earth Day presentations (sponsored by the City). We are not able to participate in a lot of these events because of the cost/fees associated with them. This grant will allow students to participate and exhibit their accomplishments.

These additions to our current program will not only appeal to our students and improve retention, but will also address the multiple learning styles (multiple intelligences) of our students and improve their academic performance. Learning dances and songs from all over the world will be a part of our Culture day and develop an appreciation and tolerance for World Languages and Cultures. We would use professional development opportunities to learn how to integrate performing arts in the classroom (ie. Shakespeare/Hamilton) in an interactive way.

These funds would be used to:

- purchase supplies to create an inventory that represents the various mediums and genres of art including additional storage for these supplies
- purchase tables that are more conducive to art and take up less space but serve more students
- purchase some ipads (technology) for incorporating literacy and math in art classes

Some of the activities will include:

- Street Art festival
- Local artists assemblies/classroom visits
- Art, drama, dance assemblies
- Fieldtrips to galleries, museums, The Mission etc.
- Makers Lab
- Drama performances
- Professional development
- **Robots- engineering**
- **Dance Performances**
- **Gallery walks- exhibitions**
- **Recylce art in conjunction with earth day**
- **Literacy in *art*–ipads animoto, storyboard that chatter pics**
- **After school/spring break/ summer programs- will bridge retention**
- **Culture day incorporation of these programs**
- **Shakespeare in the classroom**
- **Art in math- a community walk- geometry- ipads**

Budget	2017-18 Activities	Anticipated Outcome
3000	Same as stated in narrative above	Local artists, assemblies and professional development
3000	Same as stated in narrative above	Materials and supplies **PRIORITY**

3000	Same as stated in narrative above	Fieldtrips, local street festival

3. World Language Program

Programmatic Narrative Based on Rubric

We currently do not have a world language program so our self-assessment level was emerging. However, this year our EPO (EOLA Parent Organization) sponsored a Culture Day where students picked a country representative of our student population and shared cultural aspects of that country. We would like to spend funds on researching and attending world language professional development opportunities and expand our Culture Day to include World Language. We have found through this experience that World Language is connected to the Arts and Music. As a result, with these funds we will be able to have a more inclusive, in depth, representation of World Language and its cultural impact to share with our student population.

Since this will be a new area, we think it is vital that teachers receive professional development in World Languages. Our goal is to find the right program to meet our needs and budget. We are currently slightly familiar with Rosetta Stone, but will need more research. The second language that is represented by our student population is Spanish. As a result, Spanish will be our first choice. Our goal would be to represent all languages of our students and make it a major part of Culture Day.

Implementing a World Language program and incorporating it into our Culture Day will give all students access to World Languages. We have several newcomers each year. Recognizing their language will help develop a sense of community and safety and increase motivation to learn.

While researching and attending professional development, one of our goals will be to identify ways to use World Languages in real-world settings and increase global awareness. We believe that a World Language program will lead to an appreciation of cultural diversity and increase tolerance. Appreciation of cultural diversity leads to a more positive and safe environment. When all students feel safe it will improve overall retention.

Budget	2017-18 Activities	Anticipated Outcome
2500	Same as stated in narrative above	Professional Development
2000	Same as stated in narrative above	Supplies and Materials **PRIORITY**

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

We are a K-8 school. We would use the implementation previously described as the most effective way of increasing retention. Offering music, art, world languages and improving safety will create an environment that parents and student will want to come to and remain. We offer art. We began to implement Culture day last year, however music is an area that students and parents have requested that we don't have. These funds will help fill a gap that will improve retention.

Budget	2017-18 Activity	Anticipated Outcome
	See narratives on art music and world languages	

5. *Safe and Positive School Culture*

Programmatic Narrative Based on Data Analysis

Providing a safe and positive school culture is vital for the learning environment. We currently are located on a commercial thoroughfare that receives a high volume of traffic. The main concerns for safety are crossing the street and improved lighting. We need to repaint the crosswalk and improve lighting in a more energy efficient way. (The city has refused to paint the crosswalk.) We also have an alarm system that needs yearly maintenance to improve its performance. We would also like to use funds for a maintenance program for the alarm system.

We believe that early education promotes early prevention. We would contact our local police and fire departments to present safety tips during an assembly. We would educate students on safety at home, safety at school, and general public safety mostly through assemblies. Most of our students walk to school at very young ages. We will also research local opportunities to provide safety patrols as they walk to and from school. Some police departments provide fingerprint services for children in case of an emergency at no cost to families.

Budget	2017-18 Activity	Anticipated Outcome
1000	Same as stated in narrative above	Improved lighting Alarm system maintenance
1000	Same as stated in narrative above	Crosswalk materials **PRIORITY**
250	Same as stated in narrative above	Safety assemblies Children fingerprint services

Please submit this application by Friday, August 4 to Mark Triplett, at mark.triplett@ousd.org and Cc Linda Pulido-Esquivel at linda.esquivel@ousd.org.

EPO Meeting
Monday, March 20, 2017
6:00-7:00pm

AGENDA
Ice Breaker
School Updates- G1 Funding
Culture day

MINUTES
Board Members:
Present: Ms. Wilson, Ms. Williams
Absent: Ms. Moore

Others Present:
Ms. Muhammad, Ms. Shamekia, The Lopez Family Sheila Swanson

Proceedings:
· *Meeting called to order* at 6:00 p.m. by Ms. Wilson
· (Last week's) meeting minutes were amended and approved

Board Member's Report:
- After the self assessment discussion and review of G1 rubrics for art, music and world languages, recommendations for G1 funding spending were that 40% of the G1grant is distributed to the art program, 30% to the music program, 20% to World Language/ Professional Development, and the remaining 10% to safety
- We discussed and thanked parents/students for their support at the District meeting
-Final planning for Culture Day (budget& rotation)
-Next Meeting (March 27th, 2017)
- Campus clean up discussed, location and a possible t-shirt design

Ea   akland Leadership Academy
"Educating Children Today to Become Leaders of Tomorrow"

School Faculty/Staff Meeting Minutes
March 17, 2017

Attendees:
Dr. Laura Armstrong, Director
Ms. Kamara Wilson, Site Coordinator
Ms. Tiaesha Williams, Test Coordinator
Ms. Sylvia (Atiba) Thomas, Art Director/Administrator
Ms. Tomasa Quezada, Office Manager
Ms. Tammy Enjain, Grade K
Ms. Anna Guerleyen Grade ½
Dr. Armstrong, Grade 3
Ms. Brittany Moore, 4/5
Ms. Laura Rappa, Grade 6
Ms. Aleta Plummer, Grades 7/8

Agenda (K-8)
*Staff Appreciations
March 15 OUSD Site Visit
G1 grant – self assessment; rubric discussion and planning
SBAC Testing next week- homework
Culture Day
Staff Check-In/Concerns

*Next Staff Meetings
April- after spring Break

Minutes
After staff appreciations, Dr. Armstrong discussed the site visit. Only 3 classrooms were observed. There was little feedback but we will get a written report soon. Dr. A then presented the background for G1 funds. It was passed by voters to give teachers a raise and provide funds for music, art, world language and school safety. These programs are for middle school grades only. We are projecting 50 students next year so approximately $22,500. After self assessment and staff discussion of rubrics, we decided we could expand our Culture Day to include World Language and allocate funds to increase art supplies, bring music programs/assemblies to the school, paint the crosswalk and improve lighting at the school. After the G1 discussion, staff were reminded that SBAC testing will begin next week.
Ms Wilson then presented guidelines for Culture Day.
The next staff meeting will be after spring break.

Measure G1 Commission Middle School Proposal Rubric

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School Name: **Commissioner:**

	Area of Focus	Score	Notes
1.	Proposal keeps equity at the forefront		
2.	Includes all required components		
3.	Proposed use of funds is aligned to the intent of the measure		
4.	Supplementing existing program, not supplanting		
5.	Proposal accurately assesses strengths and growth areas in the domains		
6.	Clear alignment between self-assessments and proposed actions		
7.	Clear, measurable outcomes are articulated for each use of funds		
8.	Clear documentation of staff engagement in the planning process (agenda & notes from meetings)		
9.	Clear documentation of community engagement in the planning process (agenda & notes from community meetings)		
For the five lines below, only score the components that apply to a given proposal.			
10.	Plan for providing quality art programming is clearly articulated		
11.	Plan for providing quality music programming to students is clearly articulated.		
12.	Plan for providing quality world language programming is clearly articulated.		
13.	Plan for supporting 5th to 6th grade recruitment and retention of students is clearly articulated		
14.	Plan for promoting positive school culture and safety is clearly articulated		
	Final Score (sum total /number of scored line items)		

1= Far below the requirement, 2=Did not meet requirement,   3= Nearly met requirement, 4= Met requirement,   5= Exceeded requirement