



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools, Thriving Students

**Measure G1  
Grant Application  
2018-19- Charters  
Due: March 15, 2018**

School	American Indian Public Charter School	Contact *	Marisol Magana/Tiffany Tung
School Address	171 12th St. Oakland, CA 94607	Contact Email	<a href="mailto:marisol.magana@aimschools.org">marisol.magana@aimschools.org</a> / <a href="mailto:tiffany.tung@aimschools.org">tiffany.tung@aimschools.org</a>
Principal	Peter Holmquist	Principal Email	<a href="mailto:peter.holmquist@aimschools.org">peter.holmquist@aimschools.org</a>
School Phone	510-893-8701	Recommended Grant Amount**	\$21,114
Actual 2017-18 Enrollment (6-8) (20 day count)	132	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	106

*\*Measure G1 Communications will be sent to individual listed as the Contact for the organization. Please include principal's information as well, if they are not the same.*

*\*\*Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected tax revenue, and 20 day LCFF enrollment of Oakland residents. All recommended grant amounts are subject to Measure G1 Commission and School Board approval.*

**Summary of Approved Expenditures from 2017-18 ([link to 2017-18 full approved proposal](#))**

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Purchase and maintain 15 acoustic guitars	\$2,250
2	Purchase and maintain 15 additional violins	\$2,250
3	Purchase and maintain to 6 keyboards	\$1,000
4	Purchase art supplies art classes per week.	\$2,500
5	Computers and computer software for producing videos	\$6,000
6	Art exhibit/Photography Exhibit - quarterly printing of photos, and annual collaborative exhibit space rental	\$1,000
7	Purchase and maintain 10 cameras for photography class	\$2,500
8	Purchase materials for photography class - color printing of photographs, mattes, & framing	\$2,500
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	\$1,031
10	Restorative Justice	\$1,000

	<ul style="list-style-type: none"> <li>- Purchase materials to teach students about life lessons \$200</li> <li>- Restorative Justice - Guest speakers - \$400</li> <li>- Professional Development - Guest speakers - \$400</li> </ul>	
<b>11</b>	Anti-bullying campaign <ul style="list-style-type: none"> <li>- Anti-bullying curriculum - \$150</li> <li>- Anti-bullying - Guest speakers \$850</li> <li>- Anti-bullying - Professional Development -\$250</li> <li>- Common Sense Education Digital Citizenship</li> </ul>	\$1,250
<b>12</b>	Cultural Awareness Event <ul style="list-style-type: none"> <li>- Hosting a culminating potluck event</li> <li>- Art supplies and curriculum that supports students in expressing and describing their culture</li> <li>- Cultural Display</li> </ul>	\$1,000
	<b>Budget Total (must add up to Current Grant Amount)</b>	<b>\$24,271</b>

**Summary of Proposed Expenditures for 2018-19** (listed in order of priority)

2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
<b>1</b>	Purchase and maintain 15 acoustic guitars	\$2,250
<b>2</b>	Purchase and maintain 15 additional violins	\$2,250
<b>3</b>	Purchase and maintain to 6 keyboards	\$1,000
<b>4</b>	Purchase art supplies	\$2,500
<b>5</b>	Purchase and maintain 10 cameras for photography class	\$2,500
<b>6</b>	Purchase materials for photography class - color printing of photographs, mattes, & framing	\$2,500
<b>7</b>	Restorative Justice	\$1,500
<b>8</b>	Anti-bullying campaign	\$1,750
<b>9</b>	Cultural Awareness Event	\$2,000
<b>10</b>	Recruitment materials for 6th grade families	\$1,364
<b>11</b>	Art exhibit/Photography Exhibit	\$1,500
	<b>Budget Total (must add up to Anticipated Grant Amount)</b>	<b>\$21,114</b>

### School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
68	80	78.76%	3.45%	3.3%	22.07%	90.1%

### Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
35	0	82	19	0	0	8	0

### Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.

Name	Role
Peter Holmquist	Division Head
Marisol Magana	Operations Director
Tiffany Tung	Operations Manager

### School Vision (insert here):

American Indian Public School offers a rigorous program designed for academic excellence with the goal of closing the achievement gap while raising the bar. Our ultimate mission is to have all of our students be accepted to a four-year college or university.

This grant will allow our school to have the opportunity to excel academically but to also have the access to musical and artistic enrichment. We envision a program that will offer a unique combination rigorous curriculum and artistic immersion.

AIM Schools Credo

The Family: We are a family at AIM Schools.

The Goal: We are always working for academic and social excellence.

The Faith: We will prosper by focusing and working toward our goals.

The Journey: We will go forward, continue working, and remember we will always be a part of AIM Schools Family.

**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. SSC, 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.

<b>Music (Rubric Score)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>	<b>Art (Visual Arts, Theater, and Dance)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>
<b>Access and Equitable Opportunity</b>	Entry	Entry	<b>Access and Equitable Opportunity</b>	Entry	Entry
<b>Instructional Program</b>	Entry	Entry	<b>Instructional Program</b>	Entry	Entry
<b>Staffing</b>	Entry	Entry	<b>Staffing</b>	Entry	Entry
<b>Facilities</b>	Entry	Entry	<b>Facilities</b>	Entry	Entry
<b>Equipment and Materials</b>	Entry	Entry	<b>Equipment and Materials</b>	Entry	Entry
<b>Teacher Professional Learning</b>	Entry	Entry	<b>Teacher Professional Learning</b>	Entry	Entry
<b>World Language (Rubric)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>			
<b>Content and Course Offerings</b>	Developing	Entry			
<b>Communication</b>	Developing	Entry			
<b>Real world learning and Global competence</b>	Developing	Entry			

**Measure G1 Data Analysis**

<b>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment )</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>	<b>Safe and Positive School Culture (SPSA)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>
<b>2017-18 Enrollment Data (20 day)</b>	46	46	<b>Suspension</b>	For 2016-2017 we had 1 student suspended	1 Student
<b>ES Outreach Strategy Actions</b>	- Family Orientation - Present our school to Elementary Schools	- Family Orientation - Present our school to Elementary Schools	<b>Chronic Absence</b>	1.38% or 2 out of 144 students	.70% or 1 in 144 students

	- School Tours	School Tours			
<b>Programs to support ES students transition to MS</b>	Tutoring Mandarin is taught in ES Extended School Year	Tutoring Mandarin is taught in ES Extended School Year	<b>CHKS data (district only)</b>		

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

Community Engagement Meeting(s)	
Community Group	Date
Student Government Association	3/9/2018

Staff Engagement Meeting(s)	
Staff Group	Date
Teacher Meeting	3/9/2018

## ***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 plan to use the Measure G1 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 grant amount based on projected enrollment for 2017-18.

### 1. Music Program

#### Programmatic Narrative Based on Rubric

We have a very limited music program. We rated our program as entry level. We have 20 violins and students can only take the class during elective time on Fridays for 90 minutes. The class is limited to 20 students between American Indian Public Charter and American Indian Public Charter School II. Only a few students can participate and it is based on self-selection. Only one level of music is taught by a core classroom teacher.

With the Measure G1 grant funds we want to provide all students an opportunity to learn how to play a musical instrument. We want to increase our number of instruments of violins, guitars and keyboard. With this funding, our goal of educating our students holistically can be reached. We plan to have a music program with options for the students.

Budget	Description of 2018-19 Proposed Expenditures	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>
\$2,250	Purchase 15 acoustic guitars	Offer music class to 40 students in middle school
\$2,250	Purchase 15 additional violins	Offer music class to 40 students in middle school
\$1,000	Purchase 6 keyboards	Offer music class to 40 students in middle school

### 2. Art Program

#### Programmatic Narrative Based on Rubric

We have a small art program for our middle school students. We rated our program as entry level. The art class is offered during elective time, which is on Fridays for a period of 90 minutes. There is only one art class during elective therefore, only a few students can participate and it is based on self-selection. Only one level of art is taught by a core classroom teacher. We are unable to offer an advanced art class.

The art program will have a mixture of classical and new-age design. The art program curriculum will consist of drawing, painting, graphic design, Photoshop.

Budget	Description of 2018-19 Proposed Expenditures	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>
\$2,500	Purchase art supplies	Offer art to 50 students at least once per week. Students will be able to use the supplies to draw, paint and create art

		works.
\$2500	Art exhibit/Photography Exhibit	Students will be able to share their art projects with other students and the community.
\$2,500	Purchase 10 cameras for photography class	Students will learn about photography
\$2,500	Purchase materials for photography class	Students will learn about photography

### 3. World Language Program

#### Programmatic Narrative Based on Rubric

We currently are teaching Mandarin as part of our core classes. We rated our foreign language program as entry. We teach one world languages but we are unable to differentiate student's language proficiency levels due to the number of staff we have.

With the funds that we receive from Measure G1 we want to prioritize our Art and Music Program. We will continue to offer Mandarin to our middle school students.

Budget	Description of 2018-19 Proposed Expenditures	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>

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

#### Programmatic Narrative Based on Data Analysis

Data shows that about 10-15% of students that accept admission for 6th grade do not remain in the school. One of the reasons is due to the lack of music and art programs at our school. With this grant, we will be able to reach out to more families and to create a better transition period from elementary to middle school.

Budget	Description of 2018-19 Proposed Expenditures	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>
\$1,364	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.	Increase enrollment and retention 5th-8th grade.

### 5. Safe and Positive School Culture

## Programmatic Narrative Based on Data Analysis

With the Measure G1 funding, we plan to develop an extensive art and music program that will serve all students from grades 6-8. Our school has always focused on academics. We are a school known for top scores. However, we have always lacked art and music. With this funding, our goal of educating our students holistically can be reached. We will work with staff to receive training in restorative justice practices to be implemented in the classroom. In addition, we will create an anti-bullying campaign to reduce bullying incidents. Staff and students will be trained to create a safe and positive school culture.

Budget	Description of 2018-19 Proposed Expenditures	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>
\$1,500	Restorative Justice <ul style="list-style-type: none"><li>- Purchase more equipment to clean up around the community</li><li>- Purchase materials to teach students about life lessons</li><li>- Restorative Justice - Guest speakers</li><li>- Professional Development - Guest speakers</li></ul>	The students and staff will be able to understand the practices of restorative justice and will use those practices in the classrooms, in interactions around the school, and have them as tools to use in other parts of their lives.
\$1,750	Anti-bullying campaign <ul style="list-style-type: none"><li>- Anti-bullying curriculum</li><li>- Anti-bullying - Guest speakers</li><li>- Anti-bullying - Professional Development</li><li>- Common Sense Education Digital Citizenship</li></ul>	Decrease bullying incidents and create a safe atmosphere for our students.
\$2,000	Cultural Awareness Event <ul style="list-style-type: none"><li>- Hosting a culminating potluck event</li><li>- Art supplies and curriculum that supports students in expressing and describing their culture</li><li>- Cultural Display</li></ul>	Students will be comfortable sharing their culture with other students, parents and staff. At AIMS we are a family. During the potluck, we will be able to share food which is a family practice.

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





Title of Meeting: Professional Development

Date: Friday, March 9, 2018

Time: 2:00-3:00 PM

Location: 3rd floor, 171st 12th st

<p><b>GOALS FOR THIS MEETING:</b>            Complete Teacher Surveys            Inform faculty about policy, testing, and staffing            answer questions about changes</p>	<p><b>NORMS:</b>            Step up, step back            Respect varying perspectives            Align our time and technology to learning purposes            Be willing to explore edges of our comfort zone            Stick to the agenda and the time indicated            Honor the question protocol ( <a href="mailto:PDquestions@aimschools.org">PDquestions@aimschools.org</a> )</p>
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Time	What are we doing?	Who	Why are we doing this?
2:00	Welcome, Agenda	Holmquist	agenda
	Surveys <a href="http://tinyurl.com/2018scienceref">tinyurl.com/2018scienceref</a> <a href="http://tinyurl.com/2018historyref">tinyurl.com/2018historyref</a>	staff	data gathering
	Measure G1	Holmquist	inform
	Science and History discussion	staff	prepare
3:00	Closing	Holmquist	

AIMS Feedback Form

Date:



## AIMS Sign In Form

-Date:

**Title of Meeting:**

Student  
Government  
Association

[illegible]

## Survey Results for Student Government Association

Timestamp	Music is the elective that we need to focus on improving at AIMS.	Art is the elective that we need to focus on improving at AIMS.	I would give up other electives to have more art and music	We need to have more music. More music means adding...	We need to have more art. More art means adding...	My best idea for improving art is...	My best idea for improving music is...	We need to have more than one foreign language to study.	We should have a class to study (Language.)	We need to have (another) anti-bullying programs at our school.
3/9/2018 9:48:27	10	7	9	Piano choir guitar	More photography	New campus.	Band room. Just one whole group- band	7	All. Latin, Italian	6
3/9/2018 14:07:37	10	10	10	More choir	More drawing	Having 30 minutes every day for music and 30 minutes every day for drawing	Having community performances, perhaps for retirement homes or children in hospitals		Spanish	10
3/9/2018 14:07:52	8	8	6	More piano	More drama			4	Spanish	10
3/9/2018 14:09:02	5	5	10	More choir	More photography	Hiring teachers with expertise specific to this area.	Hiring teachers with expertise specific to this area.	4	Spanish	10
3/9/2018 14:09:03	9	8	10	More choir	More photography		Hiring a music teacher.	6	Spanish	8
3/9/2018 14:09:50	10	10	10	More violins	More drama			7	Arabic	10
3/9/2018 14:09:53	5	10	10	More choir	More painting	studio space with materials set up	recorders	2	Spanish	7
3/9/2018 14:10:11	5	5	1	More choir	all/any of the above		Students love music and love to sing. Students would love a choir or singing class, and I believe that school spirit would also be raised as students get to come together and display their talents!	4	Spanish	10
3/9/2018 14:10:12	8	9	10	More guitar	More photography	Have photo elective equipment	Visiting local musicians	3	Spanish	5
3/9/2018 14:10:44	7	7	7	More violins	More drama			7	Spanish	10
3/9/2018 14:11:10	8	8	2	More violins	More photography	hire a teacher who specializes in this area	hire a teacher who specializes in this area	7	Spanish	8
3/9/2018 14:11:36	1	10	1	Maybe just making what we have better	we do not have anything but performing art and any kind of hands on would be nice	Have art materials and qualified teachers to teach it.	Having qualified teachers, having material, and having time.	7	Spanish	10
3/9/2018 14:12:34	8	8	8	dance, creative movement		providing a budget to teachers who are willing to teach it OR hire a specialized teacher from outside school	providing a space and budget to teachers who are willing to teach OR hire a specialized teacher from outside school		Spanish	10
3/9/2018 14:14:03	1	1	10	Qualified music teachers who are credentialed in their subject.	Qualified art teachers who are credentialed in their subject	Create a dedicated art space, which can be used by all classes—not just art.	Create a dedicated practice space for students and their teacher(s).	7	Spanish	1
3/9/2018 14:14:52	10	7	7	Electronic/Mixing/Production/Theory	Drawing, painting, photography, woodworking	Basic sketching class: low budget, low skill barrier	How to listen to music, exposure and analysis. But NOT pop culture music —	1	Mandarin	1
3/9/2018 14:15:18	10	10	6			A trained individual/group who comes in once, twice, a few times a week to teach students.	Having a music room!	1		4

## Survey Results for Student Government Association

Timestamp	Music is the elective that we need to focus on improving at AIMS.	Art is the elective that we need to focus on improving at AIMS.	I would give up other electives to have more art and music	We need to have more music. More music means adding...	We need to have more art. More art means adding...	My best idea for improving art is...	My best idea for improving music is...	We need to have more than one foreign language to study.	We should have a class to study (Language.)	We need to have (another) anti-bullying programs at our school.
3/9/2018 14:17:04	5	6	10	More choir	drawing as communication	Drawing as communication.. the science of visual language. To express ideas graphically —isn't this the prevalent form of communication already with middle schoolers? Meet them where they are and teach them how they are affected by this and how they can use it well to communicate effectively.	Voice training and singing, even oratory or forensics. I don't know what else for the moment...	5	Arabic	3
3/9/2018 14:27:04	7	8	10	More guitar	varied aspects of art and appreciation	I teach art appreciation and style	Guitar or Chior I can do both	5	Arabic	4