



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

Due Date: October 31, 2019

School:	Aspire ERES Academy	Contact/Principal	Jenna Ogier-Marangella
School Address:	1936 Courtland Avenue Oakland, CA 94601	Principal Email	jenna.ogier-marangel
		School Phone:	510-436-9760

Please fill out the information below for schoolwide carryover.

2018-19 Measure G1 Allocation	\$ 14,112.00
2018-19 Measure G1 Dollars Spent	\$ 0.00
Carryover Amount	\$ 14,112.00

Summary of Approved Expenditures and Actuals Spent from 2018-19

2018-19 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount	Actual Spent
1	Art teacher will attend STEAM professional development opportunities	\$1,620.00	0
2	STEAM Materials and Supplies	\$3,098.00	0
3	Teacher professional development opportunities for	\$4,000.00	0
4	Year 2 Ruler SEL Materials	\$5,350.00	0
Total		\$14,112.00	0

Summary of Proposed Use of Carryover for 2019-20 (listed in order of priority)

2019-20 Proposed Carryover Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Art & STEAM Field Trips (transportation and museum fees)	\$3,000
2	STEAM Materials & Supplies	\$6,350
3		
Budget Total (must add up to Anticipated Grant Amount)		\$9,350

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

The full Measure G1 allocation for 18-19 was not spent due to projections of cost of RULER training and materials were much higher than actual cost. Since so many ASPIRE schools opted to adopt RULER, our district was given a significant discount on professional development and materials. We had projected that it would cost \$4,000 to send teachers to the RULER socio-emotional curriculum training; however, we were able to attend for free. Additionally, we projected that it would cost \$5,350 to purchase the teacher guides and student materials, but we were able to use our materials from the previous school year.

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
SSC	November 4, 2019

Staff Engagement Meeting(s) to Address Carryover Funds	
Staff Group	Date
Lead Team	November 4, 2019

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 2018-19 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>ERES does not currently have a music or 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.</p> <p>Our qualitative and quantitative school culture data from 17-18 and 18-19 shows that we need to prioritize the adoption of a new socio-emotional curriculum and increased professional development 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 visual arts courses and electives that our middle school students have expressed interest towards.</p>		
Budget	Description of 2019-20 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 achievement for specific student group.)</i>

2. Art Program

Programmatic Narrative Based on Rubric		
<p>Our current Visual Arts Program has many strengths: We have a highly experienced, credentialed art teacher who works with middle school scholars on a variety of art topics. Our art teacher provides standards based instruction in an elective Art course for which students receive credit 4x/week for 1 hour of instruction/day. The elective class ranges from 24-48 students, and changes each semester based on student interest. Exhibition opportunities are provided for students to show their mastery of art content. Due to survey feedback that requested more advanced visual art opportunities that incorporate Science, Technology, Engineering, Art and Math (STEAM), we used our Measure G1 funding for our art teacher to develop STEAM expertise by attending a national conference. STEAM mirrors our school's belief in the integration of multiple content areas in order to enhance and better prepare students: "STEAM isn't just an inclusion of the arts- it's an educational approach to learning that uses the arts as an access point for guiding student inquiry, dialogue, and critical thinking. The practice of integrating the arts with STEM allows students to connect their learning in those critical areas with art practices, elements, design principles, and standards (EdWeek article)." We want to use the G1 Carryover funds to 1) provide field trips to our art elective students and 2) purchase additional STEAM elective materials and supplies.</p>		
Budget	Description of 2019-20 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 achievement for specific student group.)</i>
\$3,000	Art & STEAM Field Trips (includes bus transportation and fees for entry to museums)	10% increase on student engagement and interest as measured by Middle School student survey responses.
\$6,350	STEAM Materials & Supplies	Increase enrollment retention by 10% from

3. World Language Program

Programmatic Narrative Based on Rubric		
<p>ERES does not currently have a music or 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.</p>		
Budget	Description of 2019-20 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 achievement for specific student group.)</i>

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
<p>As a tk-8 school we currently have a 75% retention rate of 5th graders to 6th graders. Based on student and family feedback survey data from the past 2 years, we have found that our students and families desire more elective choices in Middle School. Additionally, our student survey results still show higher numbers of middle school students do not feel safe at school in comparison with our elementary students. Therefore, we want to use G1 funds to prioritize socio-emotional curriculum materials and increased professional development for middle school teachers to ensure a positive and safe learning environment. We also currently have an art program that is strong, and would like to use G1 funds to further develop STEAM visual arts electives and classes that our middle school students have expressed interest towards.</p>		
Budget	Description of 2019-20 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 achievement for specific student group.)</i>

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
<p>Our middle school is becoming a more safe and positive learning environment for ALL students. We have made great improvements in establishing a safe and positive middle school school culture. Through a strategic Positive Behavioral Intervention Systems (PBIS) plan, coupled with Restorative Practices, and G1 funds to adopt a socio-emotional curriculum (RULER), middle school student and family survey rates have improved, and our rate of incidents and referrals has decreased, with more students in class learning at all times. In addition to creating a more safe and positive learning climate for students, we hoped that by shifting middle school culture we would be able to improve</p>		

teacher retention. ERES' middle school teacher attrition rate has been exceptionally high. For the first eight years of ERES, all but one of the middle school teachers has left ERES for other employment opportunities. Upon leaving teachers expressed concern about the middle school climate and culture. We sadly lost one middle school teacher in October of the 17-18 school year; however, the entire middle school teaching team returned for both the 18-19 and 19-20 school years! Due to the growth in Middle School student culture and improved teacher retention, and the current use of approved Measure G1 19-20 funds to support continued RULER work, we do not think any additional carry over funds are needed to support this work.

Budget	Description of 2019-20 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 achievement for specific student group.)</i>

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



SCHOOL SITE COUNCIL (SSC) MEETING

Date: 11/4/2019

Time: 5-5:30pm

Location: Admin Office

AGENDA:

1. Call to Order
2. Welcome and Introductions
3. Agenda Overview & Norms Review
4. Public Input
5. New Business
 - a. Measure G1 Carry Over Funds
6. Next Meeting - December TBD
7. Adjournment

Members in attendance:

Jenna Ogier-Marangella- Principal

Ernie DuQue- Teacher

Leticia Molina- Parent

Angel Moncada- Parent

Minutes:

Public Input

1. Request for ELAC Parent Inventory to be made electronic and available at Saturday school event
2. Request family volunteer hours are made public via chart and emphasized at Saturday school event

Measure G1 Carry Over Funds

1. Jenna Ogier, Principal, presented Measure G1 carry over proposal from Lead team and Art teacher.
2. Funds to be spent on 1) STEAM Field trip(s) and 2) STEAM materials and supplies (ex. Additional consumable art materials, more software for iPads, etc) to support MS elective course.
3. Question from SSC member regarding if funds can be spent on PE elective or sports teams. Principal Ogier explains that unfortunately, due to [Guidelines for Measure G1 eligible expenses](#), we cannot use these funds to support PE or sports teams at this time.
4. Confirmed- All Members approved Measure G1 18-19 carry over proposal to fund STEAM field trips and more materials for the elective.

ERES Lead Team Meeting Agenda 11.4.19

<p>Procedural Norms:</p> <ol style="list-style-type: none"> 1. Start and end on time. 2. Conduct yourself as a responsible adult. Manage needs and technology appropriately. 	<p>Behavioral Norms:</p> <ol style="list-style-type: none"> 1. We do this work with JOY. 2. Keep kids at the center & consider all stakeholders. 3. Listen to learn. Don't interrupt. 4. Be fully present. 5. Assume positive intent & take responsibility for impact. 6. Responsibly manage conflict. 7. Model behaviors as leaders (adaptability, risk taking, professionalism, follow through, & growth mindset.)
<p>Jobs:</p> <p>Facilitator- Jenna Note taker- Ale Process Checker- Miko Snackster- Terry Time Keeper- Terry</p>	<p>Materials Needed:</p> <p>Post-its & Chart paper Copies of sample norms Laptops</p>

Agenda Item	Time/Facilitator	Purpose	Notes
Team Builder	3:45-3:55 (10min) Mark	<i>What should our theme song be?</i>	
Objectives	3:55-3:56 Jenna (1 min)	What are we accomplishing in this meeting?	
Assign Meeting Jobs	3:56-4:00 Jenna (4 min)	<ol style="list-style-type: none"> 1. Assign process checker, note taker, & timekeeper <ol style="list-style-type: none"> a. <i>Process Checker</i>- Reviews norms at the beginning of the meeting, holds team accountable for adhering to norms throughout the meeting, and leads process check at the end of the meeting. The process checker is <i>expected to interrupt</i> and hold the team to norms. <ol style="list-style-type: none"> i. <i>I'm noticing we have heard from some voices, but not</i> 	



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		<p><i>all. Can we hear from someone who hasn't shared?</i></p> <p><i>ii. _____ was interrupted. Can _____ finish his/her thought?</i></p> <p><i>iii. We are getting off topic. We need to return to problem solving about _____.</i></p> <p>b. <u>Note taker</u>- Takes notes in google doc. Keeps student names confidential by using the first two initials in the first and last name.</p> <p>c. <u>Timekeeper</u>- Uses timer on phone to ensure that we START on time and END on time.</p>	
Burning Issues	4-4:10 (10min) Jenna	<ol style="list-style-type: none"> 1. Bookmarks for HHM 2. Clarification for the students that are split up in classes during fire drills 3. Walkie last minute cancellation for fire drill 	<ol style="list-style-type: none"> 1. Template is in the Express. Jenna will send an update in the mid-week update. 2. Specific protocol for classes that are split up. Specific protocol for 4th and 5th graders
Rtl & BWT Update	4:10-4:20 (10min) Jessie & Jenna	<p>Academic Rtl & Behavior Wellness Team split</p> <ul style="list-style-type: none"> • Why • Purpose <p>Responsibility of Lead Teammates</p> <ul style="list-style-type: none"> • Calendar consultancies & SSTs • Make sure RyeCatcher is being used to document • Invite Jessie for culture, and Jenna for instruction 	<p>Why: Culture is at a place that we can separate the two.</p> <p>Behavior and Wellness: Most of the students with higher needs are students with IEPs so it makes sense to have Behavior and Wellness as part of RTI. (bi-weekly)</p> <p>Academic RTI will be facilitated by Jenna (bi-weekly)</p> <p>This allows us to dig deeper into what students need.</p> <p>Responsibilities of Lead Teammates: When we have academic or behavior concerns about a student, invite both.</p>
Measure G1 Carryover Funds from 18-19	4:20-4:35	<p>Proposal:</p> <ol style="list-style-type: none"> 1. Art & STEAM elective Field Trip funds (\$3,000) 2. More STEAM materials & supplies (\$6,350) 	<p>Carryover funds from Measure G1 18-19 allocation</p> <p>Proposal to use funds for field trip for Art elective students and purchase more STEAM materials and supplies (examples: consumables and software)</p>



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			<p>Question: why can't funds be used to improve school facility? Principal Ogier reviews G1 eligible expense guidelines.</p> <p>Lead team approves proposal for carryover funds.</p>
Team Meeting Planning Time	4:35-4:50	Planning time to create team meeting agenda for the week.	
Deliverables Review	4:50-4:52 Note Taker (2min)	<ol style="list-style-type: none"> 1. Review deliverables 2. Who wants to be snackster for next meeting? 3. Who wants to lead team builder for next lead? 	<i>Snackster- Terry Team Builder- Mark</i>
Process Check & Appreciations	4:52-4:55 Process Checker (3min)	<ol style="list-style-type: none"> 1. Process Check: Fist to five. <i>How well did we uphold our norms? Do we need to shift our norms, process, practice, etc?</i> 2. Appreciations. 	

Deliverables

Who?	Does What?	By When?
Leads	<p>Responsibilities of Lead Team:</p> <ol style="list-style-type: none"> 1. Were consultancies held? Was a calendar invite sent to HoldSST? 2. Are the consultancy notes getting captured on RyeCatcher 3. Moving forward invite Jessie and Jenna to the SST. 	
Team Meetings	Revisit the Tier 2 and 3 intervention documents in next team meeting	
Miko	Add agenda item about protocol for 4/5 split (emergency absences)	