



**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:	OAKLAND CHARTER ACADEMY	Principal	Joel L. Julien
School Address	4215 Foothill Blvd, Oakland, CA. 94601	Principal Email:	jjulien@amethodschools.org
School Phone	(510) 532-6751	Principal Phone:	(510) 962-1204
2017-18 Enrollment (6-8)	237	Possible Grant Allocation Amounts*.	100% Allocation: Total budget of this plan is based on approximately \$375 per student or \$88,875 50% Allocation: \$44,437

\*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
52%	48%	93%	5%	43%	96%

**Student Body Ethnic Composition**

African-American	American Indian/Alaska Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
4%	0.5%	8%	86%	0%	0%	1%	0%

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

Name	Role
Joel L. Julien	Site Director
Pieter Dolmans	Dean of Instruction
Eric Becker	Director of Instruction
Elvia Villa	Director of Talent

Dr. Richard Best	Chief Academic Officer
Jessyca Mitchell	Lead Teacher

**School Vision:**

Amethod Public Schools foster students' motivation and belief in academic achievement and goals. We are a free and public charter school that believes in the promise of hard working students from all perspectives, backgrounds, and talents. We challenge every student to strive towards a purpose larger than the self, and challenge all families to expect more from their schools, themselves, and their children for a prospective future for the next generation.

At Oakland Charter Academy we believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. Through fostering a culture based on honoring hard work and giving students the tools they need to succeed, we know that each of our students will be prepared for the demands of high school and be able to attend the college of their dreams.

**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.*

<b>Music (Rubric Score)</b>		<b>Art (Visual Arts, Theater, and Dance)</b>	
<b>Access and Equitable Opportunity</b>	Entry	<b>Access and Equitable Opportunity</b>	Entry
<b>Instructional Program</b>	Entry	<b>Instructional Program</b>	Entry
<b>Staffing</b>	Entry	<b>Staffing</b>	Entry
<b>Facilities</b>	Entry	<b>Facilities</b>	Entry
<b>Equipment and Materials</b>	Entry	<b>Equipment and Materials</b>	Entry
<b>Teacher Professional Learning</b>	Entry	<b>Teacher Professional Learning</b>	Entry
<b>World Language (Rubric)</b>			
<b>Content and Course Offerings</b>	Emerging		

<b>Communication</b>	Emerging	
<b>Real world learning and Global competence</b>	Emerging	

### **Measure G1 Data Analysis**

<b>5th - 6th Grade Enrollment/Retention (Culture Data/Site Plan Data/Enrollment )</b>		<b>Safe and Positive School Culture</b>	
<b>2016-17 Enrollment Data (projection vs. actual)</b>	215 versus 199	<b>Culture data - Suspension</b>	0.49%
<b>Elementary School (ES) Outreach Strategy Actions</b>	Enrollment Fairs Enrolloak.org AMPS Community Outreach Coordinator	<b>Culture data - Chronic Absence</b>	7%
<b>Programs to support ES students transition to MS</b>	Three week summer program serves as orientation for all new incoming students	<b>Survey data - families, students, teachers</b>	Students 90% Parents 95% Staff 100%

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

<b>Community Engagement Meeting(s)</b>	
<b>Community Group</b>	<b>Date</b>
Family Staff Team Meeting (FST with Camerana - Former Site Director)	3/15/17

<b>Staff Engagement Meeting(s)</b>	
<b>Staff Group</b>	<b>Date</b>
Staff Meeting (Camerana - Former Site Director)	3/23/17
ILT & Staff Meeting (Camarena - Former Site Director)	3/28/17

### **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%).

### **General Overview of Oakland Charter Academy's Measure G1 Plan**

Former Oakland Charter Academy Principal, David J. Camarena, consulted with members of the Family Success Team (parents' group), lead teachers, Amethod Public Schools' Instructional Leadership Team, and with the entire OCA staff to discuss possible uses of Measure G1 funds at OCA. The Measure G1 Team consists of members of all of the aforementioned groups.

As one of the highest performing public middle schools in the Fruitvale District, Oakland Charter Academy (OCA) prides itself on its commitment to providing students with a structured learning environment that is heavily focused on daily attendance, educator effectiveness, school culture and test-score data. Building off of this reputation for academics, the school is hoping to improve access to high-quality extracurricular programs in the arts (dance, choir and painting, specifically) and world languages (Spanish and Japanese) for the 2017-2018 school year, thereby meeting the demands of our community for such opportunities while simultaneously advancing a positive school culture centered on lifelong learning. OCA also plans to implement a problem solving, idea generating program named "Edgemakers" which facilitates students and teachers around the world to become highly skillful innovators and entrepreneurs so they can make a difference ahead of schedule. The Edgemaker program doubles as a teacher and student retention and recruitment tool.

At present, OCA's after-school program balances academic enrichment in reading and mathematics with extracurricular activities in sports (basketball and soccer), music (choir), publishing (newsletter and yearbook), martial arts (capoeira), cooking, and world languages (Japanese). Many of the activities are lead by teachers who extend their already long days in order to provide enrichment for students. Virtually all programs, (with the exception of the future implementation of the Edgemaker program), operate without formal materials or curriculum, except those created by staff. Measure G1 funds would allow a greater diversity of extracurricular activities provided by outside experts who are experienced and trained in providing specialized programs to diverse populations of middle school students. The Measure would also provide high quality materials, including curriculum and equipment that is not currently in use at OCA. Finally, Measure G1 would allow students to continue receiving academic support programs in reading and math without sacrificing participation in extracurricular activities. For these reasons, in addition to feedback from staff and former, present and future families, OCA is committed to expanding its extracurricular offerings to include offerings in world language (Spanish),

visual arts (painting and muralism) and to increasing the quality of its existing programs through the purchase of formalized curricula and high-quality materials. Thank you for your consideration, as well as for providing this opportunity to our school.

**\*\*\*SPECIAL NOTE: If we were to be awarded only 50% of the funding, we would utilize those funds for areas 1 through 3 below (after a 15% reduction. We would forgo areas 4 and 5.**

### **1. Music Program**

#### **Programmatic Narrative Based on Rubric**

##### **Choir**

Currently, OCA has a Choir Club that meets twice weekly after school. Two staff members who are also full-time teachers lead this club. At least two performances are scheduled throughout the year during school events. Funds allocated by way of Measure G1 would allow OCA to improve and expand this program by providing new staff in the extracurricular courses currently overseen by one the Choir instructors (e.g., Spanish language and visual art), thus granting that staff member more time to focus on Choir.

Additionally, Measure G1 funds would allow OCA to increase the quality of the program by supplying music folders and additional sheet music for all students who participate in the program. Finally, the funds would also supply a keyboard for rehearsals and performances.

By consulting with parents and students via surveys distributed at the beginning, midpoint and end of each year, observing instructors, tracking attendance rates and scheduling times for clubs to display their work and perform, OCA's Measure G1 Team will regularly evaluate the efficacy of the choir program, and in so doing, ensure a successful allocation of all Measure G1 funds.

<b>Budget</b>	<b>2017-18 Activities</b>	<b>Anticipated Outcome</b>
\$6,375	Music equipment (keyboard, music folders and music sheets)	Quality, currency and availability of instructional materials; curriculum submitted by instructor; attendance records. Scheduled exhibitions throughout the year

### **2. Art Program**

#### **Programmatic Narrative Based on Rubric**

##### **Visual Arts (Painting and Muralism)**

Currently, OCA has an Arts and Crafts club that meets twice weekly after school. Funds allocated by way of Measure G1 would allow OCA to hire an additional trained artist with experience working with middle school students to provide specialized instruction in painting and/ or muralism. Results on student surveys support the expansion of the art program which is, at present, minimal. Additionally,

staff felt that a well-qualified instructor with demonstrable success with a similar age group and population would be highly beneficial to school culture.

## Dance

In addition to music, OCA plans to have a dance club that meets twice a week. A former staff member who is also a full-time teacher has led this club in the past and will be replaced as they are no longer a part of the staff. We plan to partner with a local dance troupe and these funds will allow for us to do this. At least two performances are scheduled throughout the year. Funds allocated by way of Measure G1 would allow OCA to increase access to this program by expanding class sizes by removing additional responsibilities from any staff member who helps coordinate (e.g., ASES programs). These funds would also provide high quality instructional materials, including a rolling Ballet barre and 1-2 additional rolling mirrors. G1 funds will also be used to supply costumes for student performances.

Measure G1 funding would allow OCA to expand two popular programs, art and dance, while increasingly formalizing the programs through enhanced instructional materials, additional well-qualified staff and/ or additional course offerings.

By consulting with parents and students via surveys distributed at the beginning, midpoint and end of each year, observing instructors, tracking attendance rates and scheduling times for clubs to display their work and perform, OCA's ILT will regularly evaluate the efficacy of each program, and in doing so, ensure a successful allocation of all Measure G1 funds.

Budget	2017-18 Activities	Anticipated Outcome
\$20000	Qualified staff, trained in arts and performing arts, with experience working with age group	B.F.A. in Art or similar degree (preferred); 2 years experience minimum working with grade 6-8 range
\$2500	Art materials and supplies (e.g., sketch pads, pencils, paint, canvas, easels, etc.)	Safety, cleanliness and adequacy of facilities; quality, currency and availability of instructional materials; curriculum submitted by instructor; attendance records; scheduled exhibitions throughout the year
\$2500	Dance equipment (e.g. ballet barres, mirrors, yoga mats, costumes)	Safety, cleanliness and adequacy of facilities; quality, currency and availability of instructional materials; curriculum submitted by instructor; attendance records

### 3. World Language Program

#### Programmatic Narrative Based on Rubric

#### World Languages - Spanish

Currently, OCA has a Japanese language club that is led by a staff member who is also a full-time teacher. Funds allocated by way of Measure G1 would allow OCA to formalize this program by providing rigorous instructional materials. Expanding OCA's world language program will positively impact students' interpersonal, interpretive and presentational skills.

Additionally, OCA would use funding to add a second world language course, Spanish. Although many of OCAs' students speak Spanish at home many will benefit from learning academic, written

Spanish in a formalized setting. Furthermore, learning academic Spanish will prepare our students for careers in various fields such as education, law, medicine, and public service. Spanish will also open up our student's world and enrich their spirit through its compelling literature, history, and culture. By adding a focused approach to learning Spanish, the school will also encourage students to read and respond to literature in Spanish thereby increasing language comprehension. The study of Spanish will enhance many students' native language skills while promoting an awareness of structure, vocabulary, and syntax of the English language. Current research shows that phonological awareness in the primary language of a student influences their progress in second language acquisition. By increasing access to world language instruction by offering multiple levels of Spanish language class at OCA, we hope to provide an extracurricular that is both academically rigorous and culturally relevant for students.

By consulting with parents and students via surveys distributed at the beginning, midpoint and end of each year, observing instructors, tracking attendance rates and scheduling times for clubs to display their work and perform, OCA's ILT will regularly evaluate the efficacy of each program, and in doing so, ensure a successful allocation of all Measure G1 funds. Thank you for your consideration, as well as for providing this opportunity to our school.

Budget	2017-18 Activities	Anticipated Outcome
\$5000	Curriculum (textbooks and workbooks)	Lesson plans submitted by instructor
\$20000	Qualified staff, trained in second language acquisition, (Spanish) with experience working with age group. Curriculum (textbooks and workbooks)	After school sign-in (attendance) and schedule. Lesson plans submitted by instructor

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

##### Programmatic Narrative Based on Data Analysis

[Required: Please reflect on school enrollment data here]

Budget	2017-18 Activity	Anticipated Outcome
None	N/A	N/A

#### 5. Safe and Positive School Culture

##### Programmatic Narrative Based on Data Analysis

##### Edgemakers

Funds from the measure will be used to adopt a comprehensive problem solving and idea generating program named Edgemakers. This program consists of several modules which are: 1) Creativity and Innovation, 2) Storytelling and Changemaking, 3) Design Edge, 4) Character and Collaboration and

## 5) Entrepreneurship and Startups.

The Edgemaker philosophy is: This is the age of innovation. Innovation and entrepreneurship are valued today, whether to sustain competitive advantage or to drive economic development. Yet for most of us, these capacities are difficult to define, let alone put into practice. Innovation needs people who know how to engage in it. Therefore, they need to learn how to do it. Edgemakers was founded to bring clarity to innovation and to bridge three important gaps:

- 1.) The gap between what schools typically teach and what students need to learn to become employable, fulfilled innovators;
- 2.) The gap between the wish for innovation and the ability to realize it;
- 3.) The gap between the challenges that society faces and the resources available to address them.

As a part of their platform, the Edgemaker trainers provide on-going support for their products including built in PD sessions for teachers and sample lessons with students for teachers to observe.

### **Literacy Program (Panther Book Club)**

The focus on social-emotional learning, the recognition of positive student performance in assemblies and the school's emphasis on high expectations have nurtured a very positive culture at OCA. We hope that the additional funding provided by Measure G1 through the increase in access to high quality extracurricular courses will help to strengthen the school's culture and increase academic achievement.

Despite progress made in some areas of school culture (suspension rate and parent and family surveys), the number of students at OCA reading at grade level remains low; According to the California Assessment of Student Progress and Performance (CAASPP), over 60% of OCA's students are not meeting standards in reading. These stark statistics combined with the fact that there is no school library at OCA, led the Measure G1 Team to include in its plan provisions for classroom libraries. Furthermore, as part of the discussion between site staff and the Amethod Instructional Leadership team, one group was identified at OCA that could benefit from more specific strategies and programs: high achieving students. However, the school staff understand the need to provide strong literacy component that reaches all students. Therefore, in order to best provide differentiated reading resources for all students and to help promote a culture of academic achievement and reading at OCA, we propose using a portion of the funds to create a book club and to purchase classroom libraries with differentiated reading materials.

All students will be able to participate in the OCA Book club after school and in school-wide incentive programs for reading throughout the year and over the summer. The program will be designed by lead teachers and the Instructional Leadership Team with a plan to recognize both quantity read and progress made by students (increases in lexile level). Additionally, G1 funds will allow the school to purchase licenses for each student for a differentiated and interactive online reading library. The cloud based library would provide students with access to a large number of both fiction and non-fiction texts that will supplement classroom libraries, allowing students to select high interest readings that match their lexile level. The cloud-based library also tracks student progress in reading (both quantity and increases in lexiles) over the course of the year, thus making the creation of incentive systems and recognition programs even easier. A part-time paraprofessional would assist students after school in selecting readings that match their lexile from the classroom library or cloud-based library.



Classroom and cloud-based libraries would be purchased with the approval of the Amethod Public Schools Instructional leadership team that would ensure appropriate, high interest reading materials are purchased with a range of lexiles that reflect the reading levels of Oakland Charter Academy students. Success of the OCA book club and reading incentive program will be tracked through the interim assessment system already in use at the school: Northwest Education Association's Measures of Academic Progress test in reading (NWEA MAP).

Budget	2017-18 Activity	Anticipated Outcome
\$10000	Classroom libraries with differentiated materials based off lexile levels	Book inventories and receipts; classroom sign-out systems; reading log and inventories for students; NWEA reading results (fall, winter, and spring interim assessments)
\$20000	Cloud-based library licenses (for students who are Oakland residents only; professional learning	NWEA reading results (fall, winter, and spring interim assessments)
\$2500	Part-time staff member or paraprofessional to oversee book club and competitions (may be used as stipend)	Recognition ceremonies throughout the year; NWEA reading results (fall, winter, and spring interim assessments)

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

## Measure G1 Commission Middle School Proposal Rubric



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)		
<i>For the five lines below, only score the components that apply to a given proposal.</i>			
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		
	<b>Final Score (sum total /number of scored line items)</b>		

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