



**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:	Epic Charter School	Principal	Mike McCaffrey
School Address	1112 29th Ave, 94601	Principal Email:	MMcCaffrey@efcps.net
School Phone	(510) 536-9601	Principal Phone:	(916) 752-9899
2017-18 Enrollment (6-8)	440	Anticipated Grant Amount*	\$144,200 \$72,000 (50% allocation)

*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 RSP	% SPED Other	% English Learners	% Oakland Residents
251	167	75% (undup count)	8%	1%	32%	96%

Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/ Latino	Filipino	Pacific Islander	Caucasian	Multiracial
14%	1%	2%	79%	1%		2%	

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

Name	Role
Jen Nguyen	Chief of Leadership Development
Mike McCaffrey	Principal
Alyssa Munson	Asst Principal Instruction
Kamar O'Guinn	Asst Principal Culture
Andrew Gonzalez	Dean of Students
Jamie Marantz	Director of Middle Schools

School Vision:

At Epic Charter School, we will ensure our 8th graders leave prepared for success in the 21st century, able to leverage technology to both gain and apply knowledge to engineer innovative solutions to real world challenges. As tomorrow's creative leaders equipped with a powerful STEM/Design education, our students will develop the necessary technologies to transform their world. Epic's overarching goal is to develop innovators and engineers who have the skills and confidence to design and implement creative solutions to real world challenges.

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) - Epic has no formal music program.		Art (Visual Arts, Theater, and Dance) - This is a Design class in a Makerspace	
Access and Equitable Opportunity	N/A	Access and Equitable Opportunity	Quality
Instructional Program	N/A	Instructional Program	Quality
Staffing	N/A	Staffing	Basic
Facilities	N/A	Facilities	Quality
Equipment and Materials	N/A	Equipment and Materials	Quality
Teacher Professional Learning	N/A	Teacher Professional Learning	Basic
World Language (Rubric)			
Content and Course Offerings	Developing		
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)	431 vs 422	Culture data - Suspension	7%
Elementary School (ES) Outreach Strategy Actions	Presentations at elem schools; school tours, Makerspace activities	Culture data - Chronic Absence	14%

Programs to support ES students transition to MS	School tours and visits; intake processes for students with IEPs, transitional families and as needed. Also, we host the upper elementary Fruitvale summer program at Epic	Survey data - families, students, teachers	Epic administers the SCAI survey. On a scale of 0-5, students scored Epic 3.4, and parents scored Epic a 4.29.
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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
Family Leadership Council	April 20, 2017

Staff Engagement Meeting(s)	
Staff Group	Date
Staff Meeting	April 19, 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

At Epic, the Instructional Leadership Team has taken the lead on self-assessing their programming related to electives, school culture and 6th grade transition. They have generated the following plan for implementation during the 2017-18 school year.

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.

1. Music Program

Programmatic Narrative Based on Rubric		
Epic does not have a music program. However, the challenges with student culture as made evident by the number of office referrals and the 7% suspension rate push us to prioritize student culture over adding musical programming at this time. Moving forward, after the school culture investments facilitate a more rigorous academic student culture, it is the intention of the Epic team to add music to Epic's programmatic offerings.		
Budget	2017-18 Activities	Anticipated Outcome
0	None	N/A

2. Art Program

Programmatic Narrative Based on Rubric		
Instead of visual arts, Epic has a design class which students take over three years daily. These classes take place in Maker spaces, and students have the opportunity to learn CAD programming to create computerized models of prototypes they have created. They then are given the opportunity to use low and high tech tools to prototype and iterate on designs they have created themselves. Students learn woodworking, metalworking, electronics, textiles, 3D printing, laser cutting, and CNC cutting. We believe we have a relatively robust design program, well-equipped and staffed with teachers who have extensive experience teaching design and engineering. We therefore are not seeking resources for the visual arts.		
Budget	2017-18 Activities	Anticipated Outcome
0	None	N/A

3. World Language Program

Programmatic Narrative Based on Rubric		
At Epic, we have every student participate in Duolingo where they have opportunities to learn multiple languages. Students do this as part of their Sandbox activities. The program is overseen by Heads of Houses who are not trained to teach or support language instruction. Students do not have the opportunity to interact and apply the newly learned language in authentic settings. This is a significant shortcoming of the Epic world languages program. Also, in that our Heads of Houses, while strong, are not trained world		

languages teachers, the program is limited with respect to adult intervention when students are struggling. Epic has already incorporated an investment in training Heads of Houses in a stronger facilitation and implementation of this program for the 2017-18 school year, incorporating more opportunities for students learning the same languages to come together for practice and participate in discussion.

Budget	2017-18 Activities	Anticipated Outcome
0	None	N/A

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

Epic was slightly under-enrolled at the beginning of the school year (actual versus budgeted). To facilitate greater outreach to 5th graders in the Fruitvale, EFC staff has conducted several outreach events at elementary schools where teachers and guides presented to rising 6th graders and their parents. They have also hosted field trips to rising 5th graders at Epic showcasing the Makerspaces, the Sandboxes, and the personalization program. At this juncture, over 150 placement offers have been made to rising 6th grade students, and we still have more outreach to conduct. For the 2017-2018 school year, we are planning on starting recruitment activities much earlier in the year, facilitating visits to Epic as early as October. Towards that goal, we hope to leverage G1 dollars to resource .25FTE of a Family Engagement Coordinator who will facilitate more partnership between the elementary feeder schools and Epic at the family level and generally increase family engagement and excitement about Epic to facilitate greater 5-6 retention.

Budget	2017-18 Activity	Anticipated Outcome
\$25,000	Resource .25FTE of a family engagement coordinator (currently, EFC Home Office funds a .5FTE coordinator for Home Office-level engagement who would then do the .25 at Epic)	Increase 5th-6th grade retention between Learning Without Limits and Achieve and Epic by 25%
\$0 (if 50% allocation)		

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

School culture has improved at Epic, particularly for 8th grade students who have been at Epic from 6th grade. However, because we are a new school that has added 120-150 students per year (this is the first year we have served all grades 6-8), school culture continues to be fragile and definitely not at the standard we have set, mostly because we have had to find middle school staff during some challenging teacher shortage years. This has led to a much larger proportion of newer teachers, both new to teaching and new to Epic. These teachers have often struggled to facilitate rigorous learning environments. At EFC, all new teachers receive induction and some level of new teacher coaching and support. However, this year we realized that the new teachers needed much more intensive support AND they needed more structure and systems to support faster development. This school year, we have funded someone to "script" a school culture plan for Epic - one that clearly outlines what we expect of children and adults from the moment they arrive on campus to the moment they leave, in every space and in every situation. We have visited several "strong" middle school programs that have rigorous and focused academic cultures, and in those schools, the leaders and staff are very intentional about culture and calibrated about what it should look like and how they

facilitate their vision. To support new teachers in implementing this plan, we seek to invest in a new teacher induction coach, someone who will provide intensive coaching and professional development for his/her caseload of new teachers, coach and support the site leadership in the implementation of the school culture plan and create accountability systems for staff implementation. Additionally, we seek to fund No Nonsense Nurturer training for all coaches and for all Epic teachers - to ensure they are all calibrate around strong school culture practices.

Budget	2017-18 Activity	Anticipated Outcome
\$118,000(if 100% allocation)	Resource a 1.0FTE school culture coach to support new and second year teachers around learning and implementing school culture rituals and routines; support Epic leadership team in calibrating and creating accountability towards implementation; facilitate new teachers developing strong classroom cultures by week 7 of school	<ol style="list-style-type: none"> 1. New and second year teachers will understand Epic vision around culture and the rituals and routines for realizing that vision 2. Classrooms of new and 2nd year teachers will have focused and engaged classroom cultures within the first 6 weeks of school as measured by an approaching or meets score in the culture section of the TNTP evaluation rubric 3. There will be consistency across the school with respect to school culture rituals and routines across classrooms and other spaces and throughout the day 4. All staff will be able articulate the rituals and routines with respect to school culture 5. Accountability systems will be in place
\$1,200 (if 100% allocation; 0 if 50% allocation)	No Nonsense Nurturer online course for all Epic coaches (3), administrators (3), the Dean of Students (1), and the Director of Middle Schools (1) - 8 courses at \$150 each	<ol style="list-style-type: none"> 6. Classrooms of new and 2nd year teachers will have focused and engaged classroom cultures within the first 6 weeks of school as measured by an approaching or meets score in the culture section of the TNTP evaluation rubric
\$72,000 (if 50% allocation)	Resource a .6FTE school culture coach to support new and second year teachers around learning and implementing school culture rituals and routines; support Epic leadership team in calibrating and creating accountability towards implementation; facilitate new teachers developing strong classroom cultures by week 7 of school	<ol style="list-style-type: none"> 7. New teachers will understand Epic vision around culture and the rituals and routines for realizing that vision 8. Classrooms of new teachers will have focused and engaged classroom cultures within the first 6 weeks of school as measured by an approaching or meets score in the culture section of the TNTP evaluation rubric 9. There will be consistency across the school with respect to school culture rituals and routines across classrooms and other spaces and throughout the day 10. All staff will be able articulate the rituals and routines with respect to school culture

Epic Staff Meeting Agenda and Notes

Wednesday, April 19, 2017

ef1:30-4:00 pm

Team Agreements

We will demonstrate:

1. High Expectations - We go all in all of the time. We are focused and present:
2. Personal Responsibility - We start on time. We find the third way:
3. Intentionality - We ask and answer questions. We plan for the smallest details:
4. Continually Increasing Effectiveness - We give and seek honest and frank feedback. We continuously collaborate in all of our work:
5. Respect and Humility - We actively listen. We take risks and own our challenges:

Objectives:

- Sages will be able to describe site planning progress and priorities
- Sages will receive and provide peer feedback on Quest Performance Tasks
- Sages will provide admin team feedback via 360 survey completion

1:30-1:40	Check In <ul style="list-style-type: none">• Meta Moment (no tech)• Turn & talk: Which of our team agreements will you commit to today? Why?• 2-3 Share outs-
1:40-2:10	Site Planning Update/HPIP Engagement - Use of Measure G1 <ul style="list-style-type: none">• What does this culture data tell us? - ROOT CAUSE ANALYSIS• What would address the needs based on this RCA• What does Measure G1 fund specific to school culture and can it be leveraged?

A BRIEF OVERVIEW OF

EPIC CULTURE DATA

Below are a few data points that will be used to help guide Epic culture priorities for 2017.



16%

Of Epic students have missed at least 10 % of enrolled days for the year



30%

Of African American students have missed at least 10% of enrolled days for the year



13%

Of Latino students have missed at least 10% of enrolled days for the year



94%

Of students have attended school on average for the entire school day



86

Days of suspension



29

Students have been suspended



47

Incidents have led to suspension



9

Family Leadership Council meetings



523

Major student referrals



37%

Of major referrals started as minor class incidents (Escalated Minors)



Referrals by Ethnicity

Latino students represent 80% of Epic student population and account for 64% of all referrals



Referrals by Ethnicity

African American students represent 15% of Epic student population and account for 32% of all referrals

	<p><i>In this discussion, Epic staff discussed the root cause of the challenges presented in this data. Using a protocol provided by EFC, we determined that the data tells us that there is significant work to do around -</i></p> <ul style="list-style-type: none"> • <i>Engaging African American youth in the culture and learning at Epic</i> • <i>Supporting Tier 1 behavior systems - PBIS - in classrooms to ensure that students feel safe and minor incidences are redirected at the classroom level</i> • <i>Chronic absenteeism for all kids - but particularly for AfAm students - leveraging a stronger Multi-Tiered System of Supports</i> • <i>Restorative Justice that reinvests the youth in the learning process</i> <p><i>We learned that Measure G1 specifically resources electives and student culture. Of the two, while we definitely need a more robust music and visual arts program, we definitely have some work to do around our school culture, and school culture is foundational to success in electives and core subjects. It's a prerequisite for success in all other courses. Also, the academic data, office referral data, and suspension data point to weak tier 1 behavior in classrooms, and classroom teachers at the meeting reported needing more coaching and support in managing student behavior.</i></p> <p><i>EFC has identified school culture at Epic as a priority. Towards that, we will prioritize using Measure G1 funds on as much coaching support of new teachers as possible. We will look at various models and approaches to coaching culture and PBIS - to facilitate teachers getting stronger faster.</i></p> <p><i>We also need a playbook - one that clearly articulates the culture moves at Epic and facilitates consistency across adults.</i></p>
2:10-2:20	<p>Quest Update</p> <ul style="list-style-type: none"> • Meeting Notes • Quest Week: June 7-9 • Schedule: Monday and Tuesday-onboard students? Wednesday: 30 min periods Thursday and Friday-performance task Total time with each group of kids: 2.5 hours (1-1.5 on board, 1.5 for performance task)
2:20-3:20	<p>Quest Feedback/Planning Time</p> <ul style="list-style-type: none"> • Share out planning progress in Grade Levels (10 minutes) • Feedback rounds and/or planning time <ul style="list-style-type: none"> • PLANNING RESOURCES: <ul style="list-style-type: none"> ○ Quest Performance Task Criteria ○ Quest Rubric ○ Performance Task Template

- Standards
 - [Common Core Standards](#)
 - [NGSS Standards](#)
- Exemplar Performance Tasks
 - [7th grade ELA:](#)
 - [7th grade math:](#)
 - [6-8 math tasks:](#)
 - [SBAC Sample items:](#)
 - English - [Freedom Walkers](#) [Road Not Taken](#) [Words We Live By](#) [Eleven](#)
 - Science: [NGSS Performance Task](#)
 - History: [OUSD HWT](#)
 - Design: [The Tech Challenge](#)

Performance Tasks go [HERE](#) :) Meeting notes [HERE!](#)

3:20-4PM

Admin Team 360 Surveys

- [Ruth 360 Survey Link](#)
- [Kamar 360 Survey Link](#)
- [Alyssa 360 Survey Link](#)
- [Andrew 360 Survey link](#)

Review Quest Next Steps:

- **Wednesday 4/26:**
 - Time to fine tune EOY plan (backwards planned from Performance Task)

Housekeeping:

- Principal candidates visiting this Friday & next Tuesday
- Black Family Night (BFN) 4/27 @ 5:30-7:00pm
 - Dinner/games/bonding time
- [T2 Report Cards](#)

Appreciations

[PD SURVEY](#)

EPIC FAMILY LEADERSHIP COUNCIL

Agenda/Minutes

April 20, 2017

5:30-7:00pm

OBJECTIVES:

- Build connections as Family Leadership Council
- Share what is happening at Epic and across EFC
- Review data to inform priorities
- Understand the budget challenges and opportunities and prioritize expenses

5:30pm - OPEN/CONNECTOR

Share what kind of middle school student were you!

5:40pm - Report from EFC FLC

Mr. Garcia was unable to attend the EFC FLC last month, so there is no report out.

5:45pm - Review of Data to inform Site Plan priorities

Ms. Negash re-presented school culture, student grades, and student academic achievement data from Trimester 2. Using a protocol similar to the protocol used for trimester 1, FLC reps analyzed the data to identify root causes for the data. What was perceived as strong and effective was the role of Heads of House, Guides, and there was celebration of the work Mr. Gonzalez was doing. Sports teams have also had a positive impact on student culture and engagement. Classrooms are still struggling even in April. There are still new teachers who do not have control over their classrooms. Parents are worried about physical and emotional safety because the teachers need way more support if they are going to teach. Office referral data also shows the newer the teacher, the greater the referral. Also, there are more suspension of AfAm students, and we need to do some intentional work around AfAm boys in particular. Mr. O'Guinn points out that in an RTI model, you start with Tier 1 - classroom level - and ensure that is strong before you start adding additional programming. He is worried about the classrooms and the new teachers not getting better fast enough. There is clearly a need around supporting new teachers to have stronger classroom cultures.

6:15pm - The 2017-18 Budget

Ms. Negash presented the 17-18 budget projection, and there is less money next year because the state revenues are flattening, the one-time dollars have decreased, and costs for health care and retirement are going way up. Measure G1 passed and it will allow ⅔ of the dollars to be spent on salaries (which will hopefully help fund stronger teachers) and ⅓ is specific to middle school. This is great. The ⅓ specific to middle schools is for art, world languages and school culture. While parent reps feel strongly about more art and world languages, they are worried about Mr. O'Guinn's comment that you have to fix basic culture before you add new programs. And they think sports seems to have a stronger effect on student engagement. Ms. Negash proposes using Measure G1 middle school dollars to coach new teachers to get stronger faster - as the need is clearly reinforced by our data protocol. FLC reps agree that school culture is foundational and until we have a strong student culture in the classrooms, we should pause on supplemental programming. They agree that Measure G1 should be prioritized for coaching new teachers around classroom culture and positive behavior systems. Can Measure G1 be used to fund the guide position we can no longer afford? Maybe, but getting new teachers stronger faster seems a bigger priority than the guide right now. EFC is finalizing the enrollment projection for next year. Recruitment efforts are strong, and we are on track to 6th grade enrollment this year.

6:45pm - Close/Appreciation

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		
	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