



**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:	American Indian Public Charter School II	Principal	Maya Woods-Cadiz
School Address	171 12th Street Oakland, CA 94607	Principal Email:	maya.woods-cadiz@aimschools.org
School Phone	510-893-8701	Principal Phone:	510-893-8701 ext. 16
2017-18 Enrollment (6-8)	311	Possible Grant Allocation Amounts*.	50% Allocation: \$53,368 100% Allocation: \$106,736

*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
179	115	75%	4.8%	4.8%	25%	230

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
62	2	195	27	0	0	9	2

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

Name	Role
Maya Woods-Cadiz	Superintendent
Peter Holmquist	Middle School Dean
Tiffany Tung	Operations Coordinator

Marisol Magana	Operations Director
Christopher Ahmad	3rd-5th Dean

School Vision:

American Indian Public School II 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. 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	Entry
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	Developing		

Communication	Developing	
Real world learning and Global competence	Developing	

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)	Projected - 113 Actual - 96	Culture data - Suspension	For 2016-2017 we had two students suspended
Elementary School (ES) Outreach Strategy Actions	- Family Orientation - Present our school to Elementary Schools - School Tours	Culture data - Chronic Absence	1.7 or 5 out of 294 students
Programs to support ES students transition to MS	Tutoring Mandarin is taught in ES Extended School Year Math Camp for incoming 6th graders	Survey data - families, students, teachers	87% of our students, families and staff said that they feel safe at school

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

Community Engagement Meeting(s)	
Community Group	Date
Student Government Association	3/29/2017
Family Meeting	3/30/2017

Staff Engagement Meeting(s)	
Staff Group	Date
Teacher Meeting	3/31/2017

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		
<p>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.</p> <p>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.</p> <p>With 50% funding we will purchase a number of electronic keyboards and guitars, and increase the number of violins.</p> <p>With 100% will also partially compensate a part time music teacher. The music class will be offered twice a week w. We will have a three-year path where students can learn to master an instrument.</p>		
Budget	2017-18 Activities	Anticipated Outcome
\$6,000	Purchase 40 acoustic guitars	Offer music class to middle school students
\$6,000	Purchase 40 additional violins	Offer music class to middle school students
\$2,000	Purchase 13 keyboards	Offer music class to middle school students
\$25,684**	Part-time credentialed music teacher**	The students will be taught how to read music and will be taught how to play musical instruments
\$1000**	Professional development for music teacher**	To increase student interest in music class

Can only be done if we are funded at 100%**

2. Art Program

Programmatic Narrative Based on Rubric
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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.

Art program will have a mixture of classical and new-age design. The art program curriculum will consist of drawing, painting, graphic design, photoshop. We will purchase art supplies along with laptops for Computer Aided Design.

With a 50% funding level, we will not only purchase cameras and software for photographic work, we can begin to offer a more diverse and larger set of options for students. We will also purchase art supplies to continue to grow the possibilities, beyond entry level art.

With 100% we will partially compensate a part time art teacher. Art program will be offered two days per week for one-hour session.

Budget	2017-18 Activities	Anticipated Outcome
\$6,000	Purchase art supplies	Offer art class twice a week. Students will be able to use the supplies to draw, paint and create art works.
\$12,000	Computers and computer software for producing videos	Students will become comfortable with using computers to create art
\$2,000	Art exhibit/Photography Exhibit	Students will share their art projects and photography with other students and the community
\$6,000	Purchase 20 cameras for photography class	Students will learn about photography
\$6,000	Purchase materials for photography class	Students will learn about photography
\$25,684**	Part-time Credentialed Art Teacher**	Teach students different types of arts and the types of materials that they can use.
\$1,000**	**Professional development for art teacher**	Increase students interest in art class

Can only be done if we are funded at 100%**

3. World Language Program

Programmatic Narrative Based on Rubric

We currently are teaching Spanish and Mandarin as part of our core classes. Students take 1 semester Spanish and 1 semester in Mandarin. In total, they take 1.5 years in Spanish and 1.5 years in Mandarin during their years in middle school. Due to learning two languages students are not able to achieve a fluency to take AP test prior to entering high school. We rated our foreign language program as developing. We teach two world languages but we are unable to differentiate student's language proficiency level 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 Spanish/Mandarin to our middle school students.

Budget	2017-18 Activities	Anticipated Outcome

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	2017-18 Activity	Anticipated Outcome
\$1,368	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.

4. 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 the bullying incidents. Staff and students will be training to work on creating a safe and positive school culture.

Budget	2017-18 Activity	Anticipated Outcome
\$3,000	Restorative Justice - Purchase more equipment to clean up around the community - Purchase materials to teach students about life lessons - Restorative Justice - Guest speakers - Professional Development - Guest speakers	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.
\$1,000	Anti-bullying campaign - Anti-bullying curriculum - Anti-bullying - Guest speakers - Anti-bullying - Professional Development - Common Sense Education Digital Citizenship	Decrease bullying incidents and create a safe atmosphere for our students.
\$2,000	Cultural Awareness Event - Hosting a culminating potluck event - Art supplies and curriculum that supports students in expressing and describing their culture - Cultural Display	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 this application by Friday, August 4 to Mark Triplett, at mark.triplett@ousd.org and Cc Linda Pulido-Esquivel at linda.esquivel@ousd.org.

AIPCS/AIPCS II Measure G1 Meeting

March 30, 2017

3rd Floor Common Area/5:00 p.m.

- I. Welcome and Introduction; call the meeting to order**

- II. Approval of Agenda**
 - A. Overview
 - B. Requests for Additional Items

- III. New Business**
 - A. Explain Measure G1
 - B. Discuss our current Music/Art and Foreign Language program for middle school
 - C. Discuss ideas on how we can expand our program
 - D. Discuss how we can improve our 5th grade retention

- IV. Upcoming Events/Announcements**
 - A. Measure G1 application submission - March 31, 2017
 - B. Measure G1 Review
 - C. Additional meeting will be schedule to review Measure G1 Application

- V. Public Comments**

- VI. Adjournment**

AIPCS/AIPCS II Measure G1 Meeting

March 30, 2017

3rd Floor Common Area/5:00 p.m.

I. Welcome and Introduction; call the meeting to order

Meeting called to order at 5:05pm

II. Approval of Agenda

- A. Overview
- B. Requests for Additional Items (none)

III. New Business

A. Explain Measure G1

Staff explained the reason for the meeting. Explained Measure G1 to the parents. Went over print out from FAQ from OUSD regarding Measure G1.

B. Discuss our current Music/Art and Foreign Language program for middle school

Staff explained to the parents that students are only receiving 1 art and 1 music class. Explained that students switch every 9 weeks.

Parents – they indicated that it is too short of a time for students to get mastery of art or instrument.

C. Discuss ideas on how we can expand our program

Staff prompted parents to give ideas on how we could improve our program.

-Parents: Want more time to be allocated for art and music.

-Parents: Could be done the days that the students do not have foreign language class

-Parents: want for their children to have more exposure to art/music.

-Parents: unable to afford music/art classes for their children and if it could be offered in middle school it would be great

-Parents: Asked for credentialed teachers to be hired to teach the classes

-Parents: Discussed adding capoeira/dance class/theater

-Staff – might be best to teach 2-3 classes and do it well instead of teaching multiple classes

-Parents: Would like to focus the funds in art and music

D. Discuss how we can improve our 5th grade retention enrollment to go on to 6th grade

-Parents: create unique programs that would attract families

-Parents: Have orientation and art/music shows where students can show their work

-Parents: Have outreach programs with elementary schools.

IV. Upcoming Events/Announcements

A. Measure G1 application submission - March 31, 2017

B. Measure G1 Review

C. Additional meetings will be schedule to review Measure G1 Application

V. Public Comments

None

VI. Adjournment- 5:45 pm



AIPCS / AIPCS II

Title of Meeting: Dean/SGA meeting - G1 app

Date: 2017 - March 29

Time: 3:10 pm

Location: Dean's office - 2nd floor

<p align="center">GOALS FOR THIS MEETING:</p> <p>Introduce G1 program Brainstorm ideas from students for G1 funding</p>	<p align="center">NORMS:</p> <p align="center">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 (PDquestions@aimschools.org)</p>
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Time	What are we doing?	Who	Why are we doing this?
3:10	explain reason for meeting	Dean Holmquist	To pursue better programs, equipment, resources for arts, music and world language at AIMS
3:15	come up with ideas about our current programming - review	SGA members	To recall where we are on this issue/topic: design, computer design, drawing, violin, music theater, cultural arts, Western Music; Mandarin, Spanish
3:20	Come up with ideas about what we could do based on some formula	SGA and Dean	Get new teachers, supplies, rent a venue, field trips to theater, speech and debate (training, class), audio library and equipment, violin expert, flute teacher, choir teacher, band teacher/leader
3:30	review process of funding. close meeting	Dean	give closure and expectations for next steps, other audiences for input



AIPCS/AIPCS II

Title of Meeting: MS Teachers and G1

Date: 31 March 2017

Time: 1:00 pm

Location: 2nd floor East lounge

<p>GOALS FOR THIS MEETING:</p> <p>Introduce G1</p> <p>Brainstorm G1 programs and improvements at AIMS</p>	<p>NORMS:</p> <p>Step up, step back</p> <p>Respect varying perspectives</p> <p>Align our time and technology to learning purposes</p> <p>Be willing to explore edges of our comfort zone</p> <p>Stick to the agenda and the time indicated</p> <p>Honor the question protocol (PDquestions@aimschools.org)</p>
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Time	What are we doing?	Who	Why are we doing this?
1:00	Meeting with M.S. Teachers		
	Present G1 program	Dean	To understand G1 at (or for) our school
	Current art, music, and World Language	teachers	To better understand our current situation
	Dream about art, music, and World Language	teachers	To imagine a different way that is better for arts, music and world language
	summarize	teachers	To collect responses
1:25	close	Dean	close

Notes

Now we have...

Spanish/Mandarin - twice weekly, 1 hour each for ½ a year.

We once had a Latin class

Electives have included: Musical Theater, Violin, Drawing, Storytelling, Architecture, Film, Step Dance, Rap/Poetry/History of R & B, Western Music

It would be wonderful to have...

drums, pianos, violins, brass instruments

faculty: art teacher, language teacher, music teacher

robotics workshop, makers-space

Gallery / venue for performance art

theater arts department for drama more than once a week

Enrichment for ELA/History - outside plays, musicals

a stage area with lights

computer/music/language lab

art room with sinks, brushes, paper, paint

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