



**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	Principal	Maya Woods-Cadiz
School Address	171 12th St. Oakland, CA 94607	Principal Email:	maya.woods-cadiz@aimschools.org
School Phone	510-893-8701	Principal Phone:	510-893-8701
2017-18 Enrollment (6-8)	153	Possible Grant Allocation Amounts*	50% Allocation: \$26,684 100% Allocation: \$53,368

\*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
77	67	75%	3.3%	18%	89.58%

**Student Body Ethnic Composition**

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
33	0	80	21	0	1	8	0

**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 Charter 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 of 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.

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

**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>	Projected - 57 Actual - 46	<b>Culture data - Suspension</b>	For 2016-2017 we had 1 student suspended
<b>Elementary School (ES) Outreach Strategy Actions</b>	- Family Orientation - Present our school to Elementary Schools - School Tours	<b>Culture data - Chronic Absence</b>	1.38% or 2 out of 144 students
<b>Programs to support ES students transition to MS</b>	Extended School Year Math Camp for incoming 6th graders Tutoring	<b>Survey data - families, students, teachers</b>	85% 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.**

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

<b>Staff Engagement Meeting(s)</b>	
<b>Staff Group</b>	<b>Date</b>
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**

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 School 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.

With 50% funding we will purchase a number of electronic keyboards and guitars, and increase the number of violins. At this level of funding, we had 12 students participate in music before, but would be able to offer to more than 101 middle school students.

With 100% of funding will also partially compensate a part time music teacher. The music class will be offered twice a week and 100% of students will participate in music. We will have a three-year path where students can move towards mastery of an instrument.

Budget	2017-18 Activities	Anticipated Outcome
\$2,250	Purchase and maintain 12 acoustic guitars	Artistic Perception 1.6 describe larger music forms, Creative Expression 2.3 perform on an instrument (level of difficulty 1-2 (up to 6)), Connections & Applications 5.1 (6-7th grade) music connections to learning including common terms in various arts, and other subject areas
\$2,250	Purchase and maintain 12 additional violins	Artistic Perception 1.4 sight read melodies in treble clef, 1.6 describe larger music forms, Creative Expression 2.3 perform on an

		instrument (level of difficulty 1-2 (up to 6)), Connections & Applications 5.1 (6-7th grade) music connections to learning including common terms in various arts, and other subject areas
\$2500	Purchase and maintain to 10 keyboards	Artistic Perception 1.4 sight read melodies in treble or bass clef, 1.6 describe larger music forms, Creative Expression 2.3 perform on an instrument (level of difficulty 1-2 (up to 6)), Connections & Applications 5.1 (6-7th grade) music connections to learning including common terms in various arts, and other subject areas
\$12,342**	Part-time credentialed music teacher**	The students will be led (and assessed) in the California standards for music for their grade level
\$1000**	Professional Development for music teacher **	To increase student engagement and interest in music class, retention in music over the three years of middle school

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

## 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. We will purchase art supplies along with ipads 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. At this level of funding, the number of students participating in art will increase from 25 to 101.

With 100% of funding we will partially compensate a part time art teacher. Art program will be offered two days per week for one hour session. At this level of funding, 100% of middle school students will participate in and develop art skills.

Budget	2017-18 Activities	Anticipated Outcome
\$3,000	Purchase art supplies	Offer two art classes per week. Students will be able to use the supplies to draw, paint and create art works. (CA Art Stds. 2.1,3,4)
\$6,000	12 iPads+covers+SD card readers, and native iPad software application for producing pictures and videos	Secure dedicated equipment for these art activities will allow students to create

		their artwork (CA Art Stds. 2.4)
\$1000	Art exhibit/Photography Exhibit - quarterly printing of photos, and annual collaborative exhibit space rental	Students will make connections and applications selecting and presenting artwork for exhibition to other students and the community (CA Art Std. 5.5)
\$3000	Purchase and maintain 10 cameras for photography class	Students will learn photography, photo editing, creating increasingly complex works of art, being conscious of personal choices & increasing technical skill (CA Art Std. 2.4)
\$1500	Purchase materials for photography class - color printing of photographs, mattes, & framing	Students will progress in Visual and Performing Arts Stds. 2.1,3 & 2.4 (6-7 grade) & 5.5 (see above examples)
\$12,342**	PT Credentialed Art Teacher **	Teach students different types of arts and the types of materials that they can use.
\$1000**	Professional development for art teacher**	To increase student 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 students 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 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
\$1,934	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	Increase enrollment and retention 5th-8th grade.

throughout the school year and in multiple languages.

### 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 in 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	2017-18 Activity	Anticipated Outcome
\$1000	Restorative Justice - Purchase materials to teach students about life lessons \$200 - Restorative Justice - Guest speakers - \$400 - Professional Development - Guest speakers -\$400	All 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.  85% of middle school students would indicate that they feel physically and emotionally safe at school.
\$1250	Anti-bullying campaign - Anti-bullying curriculum - \$150 - Anti-bullying - Guest speakers \$850 - Anti-bullying - Professional Development - \$250 - Common Sense Education Digital Citizenship	Decrease bullying incidents and create a safe atmosphere for all students.  Middle school students will participate in a survey regarding bullying incidents at least twice a year. The survey should show a decrease in bullying incidents
\$1000	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](mailto:mark.triplett@ousd.org) and Cc Linda Pulido-Esquivel at [linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org).