



**Measure G1
Charter Pilot Grant
Application 2017-18
SUMMER REVISE #2
Submitted August 17, 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*.	Total budget of this plan is based upon a 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/Alaskan 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
Evelia Villa	Director of Leadership
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.

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	Emerging		
Communication	Emerging		

Real world learning and Global competence	Emerging	
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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)	215 versus 199	Culture data - Suspension	0.49%
Elementary School (ES) Outreach Strategy Actions	Enrollment Fairs Enrolloak.org AMPS Community Outreach Coordinator	Culture data - Chronic Absence	7%
Programs to support ES students transition to MS	Three week summer program serves as orientation for all new incoming students	Survey data - families, students, teachers	Students 90% Parents 95% Staff 100%

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

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

Staff Engagement Meeting(s)	
Staff Group	Date
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

Music Instruction

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 materials to Choir instructors (e.g., keyboard and sheet music), thus improving the quality of instruction.

Additionally, if granted funding through measure G1, OCA will hire an Instrumental Music Instructor to work with a group of students two or more times per week on learning basic concepts in music and performance. The music instruction will have the purpose of teaching students competency in specific instruments and working on performing one or more times per year.

By consulting with parents and students via surveys distributed each year, observing instructors, tracking after school 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 music program, and in so doing, ensure a successful allocation of all Measure G1 funds.

Budget	2017-18 Activities	Anticipated Outcome
\$3,000	<p>Music Equipment-Keyboard, Music Folders and Sheet Music</p> <p>The purpose of this expenditure is to help enhance (supplement) the existing choral program and provide basic materials for a new instrumental program.</p>	<p>Our expectation of this program is to help students develop basic skills in singing and in the use of specific instruments to be determined by the instructors. One outcome will be seasonal recitals and concerts for the school community.</p> <p>Achievement of outcomes stipulated in Instrumental Music Instruction (see below)</p> <p>Increase the number of students reporting positively on school culture (as reported by school survey) by at least 10% - from 33.1% to 43.1% in the first year of implementation.</p> <p>Increase the number of students participating in at least one extracurricular activity (as reported by school survey) by at least 10% from 58.9% to 68.9% in the first year of implementation.</p>
\$15,000	<p>Instrumental Music Instruction-Instructor Compensation</p>	<p>Our expectation of this program is to help students develop basic skills in the use of specific instruments to be determined by the</p>

	<p>After school for approximately three 90-minute blocks per week, M-F (approximately 4.5 hours total), variable upon availability and after school schedule.</p>	<p>instructor(s), and aligned to the following outcomes:</p> <ol style="list-style-type: none"> 1. The ability to hear, identify and work with elements of music (melody, harmony, rhythm, form, texture and timbre) is sound and basic notation. 2. Performance skills appropriate to student's needs and interests, including competence in sight reading and realizing a variety of musical styles. 3. The ability to collaborate effectively in a variety of situations and settings. 4. The ability to think, speak, and write clearly and effectively about music and other related fields. <p>Increase the number of students reporting positively on school culture (as reported by school survey) by at least 10% - from 33.1% to 43.1% in the first year of implementation.</p> <p>Increase the number of students participating in at least one extracurricular activity (as reported by school survey) by at least 10% from 58.9% to 68.9% in the first year of implementation.</p>
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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.

Budget	2017-18 Activities	Anticipated Outcome
\$5,000	<p>Visual Arts Instruction-Instructor Compensation</p> <p>After school for approximately two 90-minute blocks per week, M-F (approximately 3 hours total) for 34 weeks, variable upon availability and after school schedule.</p>	<p>Students will produce meaningful works of art for display in the school and/ or community settings and demonstrate proficiency in the following outcomes:</p> <ol style="list-style-type: none"> 1. Understanding and application of various media, techniques, and processes in visual arts 2. Knowledge of structures and

		<p>functions in visual arts</p> <ol style="list-style-type: none"> 3. Connection between visual arts and other disciplines 4. Reflecting upon and assessing the characteristics and merits of their work and the work of others <p>Increase the number of students reporting positively on school culture (as reported by school survey) by at least 10% from 33.1% to 43.1% in the first year of implementation.</p> <p>Increase the number of students participating in at least one extracurricular activity (as reported by school survey) by at least 10% from 58.9% to 68.9% in the first year of implementation.</p>
\$2,000	<p>Visual Arts Instruction-Art Materials and Supplies</p> <p>Example items to be purchased: sketch pads, pencils, paint, canvas, easels, etc.</p> <p>Funding will help ensure materials purchased are of high quality and meet high standards for safety, cleanliness and functionality.</p>	<p>Help achieve visual art outcomes (see above)</p> <p>Increase the number of students reporting positively on school culture (as reported by school survey) by at least 10% - from 33.1% to 43.1% in the first year of implementation.</p> <p>Increase the number of students participating in at least one extracurricular activity (as reported by school survey) by at least 10% from 58.9% to 68.9% in the first year of implementation.</p>

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
\$3,000	Curriculum (textbooks and workbooks)	<p>To ensure all students enrolled in the program have materials that are aligned to the standards for high level Spanish acquisition. The goal will be to acquire "Academic Spanish" and increase students Spanish proficiency in both reading and writing.</p> <p>Help achieve Foreign Language Outcomes (see below)</p>
\$9,000	<p>Foreign Language Instruction (Spanish)-Instructor Compensation</p> <p>Funding will ensure hire of qualified staff, trained in second language acquisition (Spanish) with experience working with age group.</p> <p>After school for approximately two 90-minute blocks per week, M-F (approximately 3 hours total) for 34 weeks, variable upon availability and after school schedule.</p>	<p>Recruitment of a highly qualified instructor to deliver Spanish curriculum with fidelity. Instructor will be responsible for student achievement of the following outcomes:</p> <ol style="list-style-type: none"> 1. Communicate effectively in the foreign language in a variety of speaking situations. 2. Communicate effectively in the foreign language via proficient, articulate, and well-organized writing. 3. Demonstrate comprehension of the spoken foreign language in a variety of listening situations. 4. Demonstrate a clear understanding of the culture(s) of the foreign language studied. <p>Increase the number of students reporting positively on school culture (as reported by school survey) by at least 10% - from 33.1% to 43.1% in the first year of implementation.</p> <p>Increase the number of students</p>

		participating in at least one extracurricular activity (as reported by school survey) by at least 10% from 58.9% to 68.9% in the first year of implementation.
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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 ongoing support for their products including built in PD sessions for teachers and sample lessons with students for teachers to observe.

\$7,437	Purchase of Edgemaker Materials	For students enrolled in the program to work through program modules and learn how to manifest creativity in order to innovate around a “wicked problem” in the world.

	<p>Edgemakers is a course that teaches innovation as a process. Throughout the course students will discover that creativity and innovation can be learned and mastered through the EdgeMaking capacities of creativity, storytelling, design, collaboration and entrepreneurship. Students will participate in collaborative group-work, real-world projects culminating in peer-reviewed presentations and regular journaling and reflection.</p> <p>After school for approximately two 90-minute blocks per week, M-F (approximately 3 hours total) for 34 weeks, variable upon availability of instructor and after school schedule.</p>	<p>Edgemakers outcomes include for students to...</p> <ol style="list-style-type: none"> 1. Become idea generators who execute on new initiatives and who are highly employable 2. Birth-solutions to 21st century challenges we haven't even thought of yet 3. Live curiously, think critically, and blend knowledge from a constantly changing mix of disciplines and cultures 4. Address the "wicked problems" – the global challenges that affect all of us. <p>Increase the number of students reporting positively on school culture (as reported by school survey) by at least 10% - from 33.1% to 43.1% in the first year of implementation.</p> <p>Increase the number of students participating in at least one extracurricular activity (as reported by school survey) by at least 10% from 58.9% to 68.9% in the first year of implementation.</p>
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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.