



**Measure G1  
Grant Application  
2018-19- Charters  
Due: March 15, 2018**

School	Aspire ERES Academy	Contact *	Anne Okahara
School Address	1936 Courtland Ave. Oakland, CA 94601	Contact Email	Anne.Okahara@aspirepublicschools.org
Principal	Jenna Ogier-Marangella	Principal Email	Jenna.Ogier-Marangella@aspirepublicschools.org
School Phone	510-436-9760	Recommended Grant Amount**	\$14,112
Actual 2017-18 Enrollment (6-8) (20 day count)	72	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	68

*\*Measure G1 Communications will be sent to individual listed as the Contact for the organization. Please include principal's information as well, if they are not the same.*

*\*\*Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected tax revenue, and 20 day LCFF enrollment of Oakland residents. All recommended grant amounts are subject to Measure G1 Commission and School Board approval.*

**Summary of Board Approved Expenditures from 2017-18 ([link to 2017-18 full approved proposal](#))**

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Hire Student Support Manager*	\$9,500
2	Art teacher will attend the following STEAM professional development opportunities	\$1,150
3	Adopt 6-8 RULER Social Emotional Learning Curriculum	\$3,000
4	Teacher and Student Materials and Workbooks for Year 1 of RULER SEL Implementation	\$2,619
5		
Budget Total (must add up to Current Grant Amount)		<b>\$16,269</b>

*\*This expenditure was deprioritized due to the 50% allocation of Measure G1 funds for the 17-18 school year.*

**Summary of Proposed Expenditures for 2018-19 (listed in order of priority)**

2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Art teacher will attend STEAM professional development opportunities	\$1,620
2	STEAM Materials and Supplies	\$3,098

<b>3</b>	Teacher professional development opportunities for Year 2 of RULER SEL Implementation	\$4,000
<b>4</b>	Year 2 Ruler SEL Materials	\$5,350
<b>5</b>		
	<b>Budget Total (must add up to Anticipated Grant Amount of \$14,112)</b>	<b>\$14,068</b>

***School Demographics (grades 6-8)***

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
33	44	87%	0	16%	33%	97%

***Student Body Ethnic Composition (grades 6-8)***

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
4	0	0	72	0	0	0	1

**Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.**

Name	Role
Jenna Ogier-Marangella	Principal
Lindzey Tassano	Assistant Principal
Jessie Johnson	Dean of Culture
Zoe Henion	Middle School Lead Teacher
Shannon Persley	Integrals Lead & Art Teacher

**School Vision (insert here):**

*All ERES graduates are critically literate and empowered, ready to leverage college to create a more just world.*

***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. SSC, 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>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>	<b>Art (Visual Arts, Theater, and Dance)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>
<b>Access and Equitable Opportunity</b>	n/a (no existing program)	n/a (no existing program)	<b>Access and Equitable Opportunity</b>	Entry	Entry
<b>Instructional Program</b>	n/a	n/a	<b>Instructional Program</b>	Entry	Basic
<b>Staffing</b>	n/a	n/a	<b>Staffing</b>	Quality	Quality
<b>Facilities</b>	n/a	n/a	<b>Facilities</b>	Basic	Basic
<b>Equipment and Materials</b>	n/a	n/a	<b>Equipment and Materials</b>	Basic	Basic
<b>Teacher Professional Learning</b>	n/a	n/a	<b>Teacher Professional Learning</b>	Basic	Quality
<b>World Language (Rubric)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>			
<b>Content and Course Offerings</b>	n/a (no existing program)	n/a (no existing program)			
<b>Communication</b>	n/a	n/a			
<b>Real world learning and Global competence</b>	n/a	n/a			

### Measure G1 Data Analysis

<b>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment )</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>	<b>Safe and Positive School Culture (SPSA)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>
<b>2017-18 Enrollment Data (20 day)</b>	26	28	<b>Suspension</b>	9% (6-8)	8% (6-8)
<b>ES Outreach Strategy Actions</b>	ERES Academy is K-8, students transition to next grade automatically	ERES Academy is K-8, students transition to next grade automatically	<b>Chronic Absence</b>	10.6% (6-8)	9.1% (6-8)
<b>Programs to support ES</b>	Aspire ERES	Aspire ERES	<b>CHKS data (district only)</b>		

<b>students transition to MS</b>	Academy provides an end-of-year 5th grade transition meeting with students and families to prepare them for middle school	Academy provides an end-of-year 5th grade transition meeting with students and families to prepare them for middle school			
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**REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without this documentation of engagements.**

Community Engagement Meeting(s)	
Community Group	Date
SSC Meeting	March 2, 2018

Staff Engagement Meeting(s)	
Staff Group	Date
Middle School Team & Advisers Meeting	February 21, 2018

## ***Budget Justification and Narrative***

In the following sections, please review the self-assessment and discuss your team's 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

1. 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. Please highlight what G1 specifically supported in the 2017-18 school year.
2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the

goals of the measure and that will lead to improved student outcomes.

3. Add additional lines if you would like to add additional budget items.
4. 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

ERES does not currently have a music or world language program. Although we recognize and value research that shows these programs support students' socio-emotional and instructional growth, recruiting, developing and sustaining such programs are not feasible at this time.

Our qualitative and quantitative school culture data from 16-17 and 17-18 shows that we need to prioritize the adoption of a new socio-emotional curriculum and increased professional development for middle school to ensure a positive and safe learning environment. We also currently have an art program that is strong, and would like to us G1 funds to further develop visual arts courses and electives that our middle school students have expressed interest towards.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

## 2. Art Program

### Programmatic Narrative Based on Rubric

The proposed programmatic strategy for 18-19 will continue to increase access to high quality electives in visual arts in grades 6-8. It will also increase the quality of our instructional program, and equipment and materials.

Our current Visual Arts Program has many strengths: We have a highly experienced, credentialed art teacher who works with all middle school scholars on a variety of art topics. Our art teacher provides standards based instruction in courses for which students receive credit. Exhibition opportunities are provided for students to show their mastery of art content.

Due to student and family survey feedback that requested more advanced visual art opportunities that incorporate Science, Technology, Engineering, and Math (S.T.E.A.M.), we used our Measure G1 funding for our art teacher to develop S.T.E.A.M. expertise by attending a S.T.E.A.M. conference (National Arts Education Association Conference).

Her learnings from that training included incorporating visual arts standards and STEAM into her lesson plans for her art elective, and STEAM projects for middle school youth. Her elective was one of the top two voted most highly desired electives by middle school students this year. Additionally, she is contributing to school-wide planning and professional learning by leading a S.T.E.A.M. PLC with interested math and science teachers at our school site.

For the 18-19 school year, we want to continue supporting teacher professional development in S.T.E.A.M. by sending our Art teacher to more conferences. This will support her planning and instruction within her elective, and will also benefit the S.T.E.A.M. PLC she is leading with our math and science teachers.

In addition to PD, we want to use G1 funds to purchase STEAM equipment and materials. Increasing access to required technology, tools, and equipment needed for STEAM lessons and projects is necessary to ensure student access to a high quality program.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
Conference- \$450 + Round trip Flight to Long Beach- \$350 + Ground Travel- \$150 + Lodging- \$450 + Meals- \$220 = <b>\$1,620</b>	Art teacher will attend the following STEAM professional development:  California Art Education Association Fall Conference. Theme: <i>Navigating New Horizons in Art Education</i> . November 9-12, 2018 Long Beach, CA  Art teacher will return to school site and lead STEAM PLC.	Increase enrollment retention by 10% from 5th to 6th grade due to elective offering requested by students and families  10% increase on student engagement and interest (since STEAM courses were requested by middle school students and families) as measured by student survey responses
<a href="#">3D printer and supplies</a> - \$1,899.00 + <a href="#">3D printing pen kit</a> - \$1,199.00  = <b>\$3,098</b>	STEAM Equipment and Materials for STEAM elective class	10% increase on student engagement and interest (since STEAM courses were requested by middle school students and families) as measured by student survey responses

### 3. World Language Program

#### Programmatic Narrative Based on Rubric

ERES does not currently have a music or world language program. Although we recognize and value research that shows these programs support students' socio-emotional and instructional growth, recruiting, developing and sustaining such programs are not feasible at this time.

Our qualitative and quantitative school culture data from 16-17 and 17-18 shows that we need to prioritize the adoption of a new socio-emotional curriculum and increased professional development for middle school to ensure a positive and safe learning environment. We also currently have an art program that is strong, and would like to use G1 funds to further develop visual arts courses and electives that our middle school students have expressed interest towards.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each</i>
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		<i>proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

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

##### Programmatic Narrative Based on Data Analysis

As a tk-8 school we currently have an 75% retention rate of 5th graders to 6th graders. Based on student and family feedback survey data from the past 2 years, we have found that our students and families desire more elective choices in Middle School. Additionally, our student survey results still show higher numbers of middle school students do not feel safe at school in comparison with our elementary students. Therefore, we want to use G1 funds to prioritize socio-emotional curriculum materials and increased professional development for middle school teachers to ensure a positive and safe learning environment. We also currently have an art program that is strong, and would like to us G1 funds to further develop STEAM visual arts electives and classes that our middle school students have expressed interest towards.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

#### 5. Safe and Positive School Culture

##### Programmatic Narrative Based on Data Analysis

The proposed programmatic strategy will continue to create a more positive and safe middle school learning environment. We have made great improvements in establishing a safe and positive middle school school culture. Through a strategic Positive Behavioral Intervention Systems (PBIS) plan, coupled with Restorative Practices, and G1 funds to adopt a socio-emotional curriculum (RULER), our rate of incidents, referrals, and suspension rate has decreased, with more students in class learning at all times. For example- in Semester 1, we saw a reduction in the number of office referrals and suspensions in comparison with 16-17 culture data. Specifically, in 16-17 our annual suspension rate was 7%. For our first semester of the 17-18 school year our suspension rate was 3.8%.

While we were able to reduce the overall number of student referrals and suspensions, we are still seeing a disproportionate number of referrals for our male students. Our advisory teachers, MS team, MTSS and Lead teams have been working to problem solve around this data trend. Some initial ideas have included beginning a boys affinity group, more male counseling groups, and tailoring our socio-emotional curriculum and lessons to better meet the needs of our boys.

Due to the disproportionate number of incidents and referrals for boys, the Middle School team strongly believes it is important for us to continue investing in professional development and materials around our socio-emotional curriculum, Ruler. We believe that by deepening our knowledge and familiarity of our socio-emotional curriculum, and using data to inform our socio-emotional instruction, we will be better able to meet the needs of every sub group. This year the Principal, Dean of Culture, and Mental Health Counselor have been attending Ruler PD- and then taking back learnings to the Middle School team. Together all middle school advisors then plan socio-emotional lessons that are developmentally appropriate, build community, and are addressing needs brought up by students (ex. bullying, social gender norms, anxiety about grades, immigration, etc). Lessons are taught 1x per week during advisory. We plan to continue this practice next year and will be sending two middle school teachers to the training in order to return learnings to the entire team.



In addition to creating a more safe and positive learning climate for students, we hoped that by shifting middle school culture we would be able to improve teacher retention. ERES' middle school teacher attrition rate has been exceptionally high. For the past eight years, all but one of the middle school teachers has left ERES for other employment opportunities. Upon leaving teachers expressed concern about the middle school climate and culture. We sadly lost one middle school teacher member in October of this school year; however, the remainder of our middle school team has recently reported in their Intent to Return forms that they plan to return next year. We hope that by honoring their request to continue Ruler professional development and continue our school's commitment and focus to improving student culture, we will retain our current middle school team of educators.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$2000 for 2 days of Ruler training x 2 Educators = <b>\$4,000</b>	Continue adoption and ongoing professional development of 6-8 RULER Social Emotional Learning Curriculum. Training for 2 Staff Members who will then train and implement professional development for all 6 of our middle school educators and advisors.	Retain 100% highly qualified middle school educators to create a more positive and safe middle school learning environment.  4% decrease in office referrals/suspensions and an increase of time spent in class engaged in learning.  10% increase in student survey data around feeling safe at school.
1 Teacher Package (\$70) + 88 student workbooks (\$60 each) = <b>\$5,350</b>	Teacher and Student Materials and Workbooks for Year 2 of RULER SEL Implementation for all middle school teachers, advisors, and students	10% increase in student survey data around feeling safe at school.

**Please submit your 2018-19 Measure G1 application to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).**



## ERES MS Team Meeting Agenda 2.21.18

<p><b>Procedural Norms:</b></p> <ol style="list-style-type: none"> <li>1. Be fully present in mind and body (<i>includes putting technology away and using them at appropriate times</i>).</li> <li>2. Start and end on time.</li> </ol>	<p><b>Behavioral Norms:</b></p> <ol style="list-style-type: none"> <li>1. Keep students at center AND advocate for students, families, and staff.</li> <li>2. Respect and honor multiple perspectives and different learning styles.</li> <li>3. Be solutions-oriented AND maintain a growth mindset.</li> <li>4. Agree to disagree while assuming positive intent.</li> <li>5. Speak and listen directly and openly to people, with an open heart.</li> <li>6. Follow through on agreements AND communicate with all stakeholders.</li> </ol>
<p><b>Jobs:</b></p> <p>Facilitator- Lindzey  Note taker- Zoe  Process Checker-Ha-Yo  Snackster- Chloe  Time Keeper- Jose Luis</p>	<p><b>Materials Needed:</b></p> <p>Laptops</p>
<p><b>Attendance:</b></p> <p>Jenna Ogier-Marangella- Principal &amp; advisor  Lindzey Tassano- Assistant Principal  Jessie Johnson- Dean &amp; advisor  Maribeth Chao- After School Director &amp; advisor  Shana Barchas- Mental Health counselor &amp; advisor  Zoe Henion- MS Lead &amp; advisor  Ha-Yovel Israel- MS teacher  Jose Luis Martinez- MS teacher  Chloe Chico- MS teacher &amp; advisor  Shannon Persley- Lead &amp; art teacher</p>	

Agenda Item	Time/Facilitator	Purpose	Notes
<b>Team Builder Check In</b>	3:45-3:55pm  Chloe	Check In Question	
<b>Objectives</b>	3:55- 3:57pm	What are we accomplishing in this meeting?	

	Lindzey	Review deliverables: 1. Analyze data to determine Measure G spending & proposal	
<b>Assign Meeting Jobs</b>	3:57-4:00pm  Ha-Yo	1. Assign process checker, note taker, & timekeeper a. <u>Process Checker</u> - Reviews norms at the beginning of the meeting, holds team accountable for adhering to norms throughout the meeting, and leads process check at the end of the meeting. The process checker is <i>expected to interrupt</i> and hold the team to norms. i. <i>I'm noticing we have heard from some voices, but not all. Can we hear from someone who hasn't shared?</i> ii. <i>_____ was interrupted. Can _____ finish his/her thought?</i> iii. <i>We are getting off topic. We need to return to problem solving about _____.</i> b. <u>Note taker</u> - Takes notes in google doc. Keeps student names confidential by using the first two initials in the first and last name. c. <u>Timekeeper</u> - Uses timer on phone to ensure that we START on time and END on time.	
<b>Measure G</b>	Lindzey 4:00-4:30pm	-Review proposal for 17-18 -Teammates complete Measure G1 Self Assessment & Discuss -Examine culture and survey data from Semester 1 -Propose 18-19 Funding	*Look in Measure G application for self assessment results  MS Student culture data- much improved Student Survey data- also improved in categories where students report feeling safe at school Family Survey data- not yet administered for 17-18 school year  Proposed 18-19 funding: -more socio-emotional curriculum PD -continued investment in Ruler -more Ruler training -more advisory days in master calendar -sub coverage for even more planning for Ruler planning -continue STEAM elective but with better resources/materials -need a 3d printer -grow STEAM PLC to more teachers in the elementary grades -sub coverage for STEAM PLC planning  Zoe and Lindzey will work on Measure G proposal for MS Student Safety and Culture. Shannon will work on Measure G proposal for STEAM materials/equipment. Team will provide feedback via google doc. Lindzey will present Measure G proposal to SSC meeting.

<b>Burning Issues &amp; Parking Lot</b>	Lindzey 4:30-4:40pm	-Review Parent Survey to be given out at SLCs -Transition to electives	
<b>Deliverables Review</b>	4:40-4:41pm  Note Taker (5min)	<ol style="list-style-type: none"> <li>1. Review deliverables.</li> <li>2. Who wants to be <i>snackster</i> for next meeting?</li> <li>3. Who wants to lead <i>team builder</i> for next lead?</li> </ol>	<ol style="list-style-type: none"> <li>1. Zoe, Lindzey and Shannon word finesse proposal.</li> <li>2. Team provides feedback via google doc.</li> <li>3. Lindzey presents Measure G proposal to SSC on 3/2</li> </ol>
<b>Process Check &amp; Appreciations</b>	4:41- 4:50pm  Process Checker (5min)	<ol style="list-style-type: none"> <li>1. Process Check: Fist to five. <i>How well did we uphold our norms? Do we need to shift our norms, process, practice, etc?</i></li> <li>2. Appreciations.</li> </ol>	

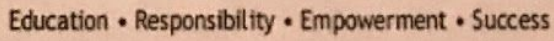


**Reminder: School Site Council (SSC)  
Meeting  
March 2, 2018 @ 5pm  
Great Hall**

The SSC's main purpose is to ensure school goals, strategies, and expenditures are in place to improve student success.

***Recordatorio: Reunión del Consejo Escolar  
(SSC)  
2 de marzo de 2018 @ 5 p.m.  
Great Hall***

*El objetivo principal del SSC es garantizar las metas de la escuela, estrategias y gastos están en su lugar para mejorar el éxito estudiantil.*



## Sign-In

[illegible]





## **SCHOOL SITE COUNCIL (SSC) MEETING**

Date: 3/2/2018

Time: 5:00pm

Location: Great Room

### **AGENDA:**

1. Call to Order
2. Welcome and Introductions
3. Agenda Overview & Norms Review
4. Public Input
5. New Business
  - a. Measure G
6. Announcements
7. Next Meeting - April 13 at 12:15pm
8. Adjournment

### **Members in attendance:**

Jenna Ogier-Marangella- Principal  
Elvira Iniguez- Business Manager (and parent)  
Ernie DuQue- Teacher  
Sher Holmes- Teacher  
Leticia Molina- Parent  
Nallely Medina- Parent  
Maria Sotelo- Parent  
Bertha Garibay- Parent

### **Minutes:**

#### *Public Input*

1. Request that next meeting include agenda item regarding teacher retention and related data due to concerns brought up in Admin-Parent chat meeting last month
2. Request that next SSC meeting be held in morning and another day to accommodate other families

### *Measure G*

1. Lindzey Tassano, Assistant Principal, presented Measure G proposal from Middle School team and Art teacher.
2. Funds to be spent on 1) STEAM professional development and equipment and 2) RULER professional development and materials.
3. All Members voted to approve Middle School team proposal