OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Measure G1 Carryover Justification
Long Form (Complete if carryover is more than $5000)

Please do not type on this form, make a copy and save

Due Date: October 31, 2018

Revised: November 27, 2018

School:	ASPIRE ERES Academy	Contact/Principal	Jenna Ogier-Marangella
School Address:		Principal Email	jenna.ogier-marangella@aspirepublicschools.org
		School Phone:	510-436-9760

Please fill out the information below for school-wide carryover.

2017-18 Measure G1 Allocation	$16762
2017-18 Measure G1 Dollars Spent	$599
Carryover Amount	$16163

Summary of Approved Expenditures and Actual Spent from 2017-18

2017-18 Approved Expenditures from *Budget Justification and Narrative Section*		Budget Amount	Actual Spent
1	Safe & Positive School Culture (5): RULER Professional Development	4000	0
2	Safe & Positive School Culture (5): RULER Materials	5610	249
3	Art Program (2): National Arts Education Conference & Travel Expenses	2300	350
4			
5			
6			
	Total	11,910	599

Summary of Proposed Use of Carryover for 2018-19 (listed in order of priority)

2018-19 Proposed Carryover Expenditures from *Budget Justification and Narrative Section*		Budget
1	Art Program (2): Purchase STEAM technology (class set of iPads)	16163
2		
3		
	Budget Total (must add up to Anticipated Grant Amount)	16163

Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.

The full Measure G1 allocation for 17-18 was not spent due to 1)projections of cost of RULER training and materials were much higher than actual cost, and 2) our Middle School STEAM teacher attended a local STEAM PD with a lower tuition rate and travel expense. Since so many ASPIRE schools opted to adopt RULER, our district was given a significant discount on professional development and materials. We had projected that it would cost $4,000 to send 3 teammates to the RULER socio-emotional curriculum training; however, we were able to attend for free. Additionally, we projected that it would cost $5,610 to purchase the teacher guides and student materials, but it only cost $249.

Finally, during the 17-18 school year our Art teacher got pregnant and then went out on maternity leave. Due to her pregnancy, she wanted to attend a different STEAM professional development conference that was local and did not require airplane travel. The initial conference and travel costs were projected to cost $2,300. The actual cost spent on her local STEAM training was only $350.

REQUIRED: Please provide all meeting <u>agendas, minutes, flyers, and sign-in sheets </u>of the engagement meetings which addressed carryover funds with this application. The application will NOT be considered without this documentation of engagements.

Community Engagement Meeting(s) to Address Carryover Funds	
Community Group	**Date**
SSC	10/26/18

Staff Engagement Meeting(s) to Address Carryover Funds	
Staff Group	**Date**
Lead Team Meeting	10/23/18

Budget Justification and Narrative

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

T**he 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 plans to use the Measure G1 carry-over 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 carry-over amount.

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 of Carryover Funds	Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)*

2. Art Program

Programmatic Narrative Based on Rubric

Our current Visual Arts Program has many strengths: We have a highly experienced, credentialed art teacher who works with middle school scholars on a variety of art topics. Our art teacher provides standards based instruction in an elective Art course for which students receive credit 4x/week for 1 hour of instruction/day. The elective class size ranges from 24-28 students, and changes each semester based on student interest. 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, Art, 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) in 17-18. S.T.E.A.M. mirrors our school's belief in the integration of multiple content areas in order to enhance and better prepare students: "S.T.E.A.M. isn't just an inclusion of the arts—it's an educational approach to learning that uses the arts as an access point for guiding student inquiry, dialogue, and critical thinking. The practice of integrating the arts with STEM allows students to connect their learning in those critical areas with arts practices, elements, design principles, and standards (EdWeek Article)"

Our art teacher's learnings from that training included incorporating visual arts standards and STEAM into her scope

and sequence, lesson plans and incorporating projects for her middle school youth. The art 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.

We want to use the G1 Carry Over Funds to purchase materials that will support more integration of S.T.E.A.M. into the art elective. The materials include a class set of iPads and a locking cart for iPad storage . One challenge that the art teacher faced was the expensive cost of S.T.E.A.M. equipment and materials, and limited access to laptops at our school site. Increasing access to required technology, tools, and equipment needed for S.T.E.A.M. lessons and projects is necessary to ensure student access to a high quality program. We did not have additional money in our general fund to support the purchase of S.T.E.A.M. classroom resources, which limited the S.T.E.A.M. projects she was able to conduct with her middle school students.

A class set of iPads would allow all Middle School Art students to have access to technology and programs that will support S.T.E.A.M.! Here are some examples of how iPads in the elective would enhance student art learning:

1. *Online Portfolios*- Students will use the iPad to create an online portfolio by taking pictures of their work and documenting growth. At ERES, we will use *Artsonia* as a digital portfolio. In the next few years, we will be graduating students who will have their artwork from sixth through eighth grade stored in one place. *Artsonia* does a great job of "moving" our students from one grade to another and from one school to another, keeping all their artwork in one place. *Artsonia* also has a tool that helps students write artist statements.
2. *Art Research*- Students will use the iPad as virtual museums. There are varieties of museum exhibits that exist online and provide an additional resource for students who cannot go to museums.
3. *Animation/Claymation*- In the scope and sequence for the MS elective, our art teacher plans to teach several projects on beginning animation. Animation is a great medium for students to tell stories through their work. Many college art programs are focusing exclusively on digital art media and beginning animation programs to further prepare students with 21st century skills.

Budget	Description of 2018-19 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)*
$509.95 iPad x 28 (class set) = *$14,278.60- iPads* + *$394.25- Locking Cart* =$14,672.85- *Subtotal* x9.25% tax ($1,357.24) = $**16,030.09** *Total*	Art Program (2): Purchase STEAM technology ● class set of iPads (64GB,WiFi) (28 total) ● Locking Cart to hold & charge iPads	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

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 us G1 funds to further develop visual arts courses and electives that our middle school students have expressed interest towards.

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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 of Carryover Funds	Anticipated Student Outcome

5. *Safe and Positive School Culture*

Programmatic Narrative Based on Data Analysis

Our middle school is becoming a more safe and positive learning environment for ALL students. 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), middle school student and family survey rates have improved, and our rate of incidents and referrals has decreased, with more students in class learning at all times. For example- in Semester 1, we saw a reduction in the number of middle school office referrals and suspensions in comparison with 16-17 and 17-18 culture data.

Due to the disproportionate number of incidents and referrals for boys in 17-18 culture data, the Middle School team has continued to invest in professional development and materials around our socio-emotional curriculum, Ruler, with our 18-19 Measure G1 funds. 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. Last year the Principal, Dean of Culture, and Mental Health Counselor attended Ruler PD- and then took 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.

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 in October of the 17-18 school year; however, the remainder of the team returned for the 18-19 school year!

Due to the growth in Middle School student culture and improved teacher retention, and the current use of approved Measure G1 18-19 funds to support continued RULER work, we do not think any additional carry over funds are needed to support this work.

Budget	Description of 2018-19 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome

Please submit your 2018-19 Measure G1 Carryover Justification Form to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

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SCHOOL SITE COUNCIL (SSC) MEETING

Date: 10/26/2018
Time: 11:30am
Location: Art Room

AGENDA:
1. Call to Order
2. Welcome and Introductions
3. Agenda Overview & Norms Review
4. Public Input
5. New Business
   a. Overview of Family Survey Results
   b. Measure G1 Carry Over Funds
6. Announcements
   a. Charter Renewal
   b. City Council Hearings for New Facility
7. Next Meeting - November TBD
8. Adjournment

Members in attendance:
Jenna Ogier-Marangella- Principal
Elvira Iniguez- Business Manager (and parent)
Ernie DuQue- Teacher
Sher Holmes- Teacher
Leticia Molina- Parent
Ada Sosa- Parent
Angel Moncada- Parent

Minutes:
Public Input
1. Request that ParentSquare reminders be sent day of, in addition to week prior to event
2. Request that flyers be handed out by Safety Patrol to remind families of event at drop off and dismissal

Overview of Family Survey Results
1. Overwhelmingly positive
2. Small group of families that reported they do not feel welcome (What would it take for them to feel welcome? Staff PD will focus around this inquiry question)
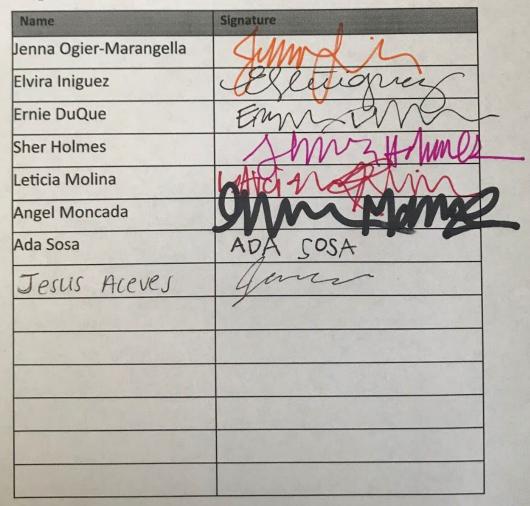3. Need to take attendance at all family events, post results, and ensure positive incentives are attached for students

Measure G1 Carry Over Funds
1. Jenna Ogier, Principal, presented Measure G1 carry over proposal from Middle School team and Art teacher.
2. Funds to be spent on STEAM equipment to support MS elective course
3. Confirmed- All Members voted to approve Measure G1 carry over proposal

Date of Meeting: October 26, 2018

ERES

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Sign-In

Name	Signature
Jenna Ogier-Marangella	*(signature)*
Elvira Iniguez	*(signature)*
Ernie DuQue	*(signature)*
Sher Holmes	*(signature)*
Leticia Molina	*(signature)*
Angel Moncada	*(signature)*
Ada Sosa	ADA SOSA
Jesus Aceves	*(signature)*

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ERES Lead Team Meeting Agenda 10.23.18

Procedural Norms:	Behavioral Norms:
1. Start and end on time. 2. Appropriate use of technology to be actively present and participate.	1. Keep students at center. 2. Look at and listen fully to multiple perspectives to acknowledge all ideas and contributions without interrupting. 3. Speak your truth without blame or judgment promptly either in a meeting or one on one. 4. Hold an assets-based growth mindset for adults, as well as students.
Jobs: Facilitator- Jenna Note Taker- Mark Process Checker- Jessie Snackster- Miko Time Keeper- Elvira	**Materials Needed:** Laptops

Agenda Item	Time/Facilitator	Purpose	Notes
Team Builder	3:45-3:55 (10min) Shannon		
Objectives	3:55-3:57 Jenna (2 min)	*What are we accomplishing in this meeting?*	

Assign Meeting Jobs	3:57-4:00 Jenna (3 min)	1. Assign process checker, note taker, & timekeeper
		   a. *Process Checker*- 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 *expected to interrupt* and hold the team to norms.
		      i. *I'm noticing we have heard from some voices, but not all. Can we hear from someone who hasn't shared?*
		      ii. *_____ was interrupted. Can ____ finish his/her thought?*
		      iii. *We are getting off topic. We need to return to problem solving about ____.*	

		b. *Note taker*- Takes notes in google doc. Keeps student names confidential by using the first two initials in the first and last name. c. *Timekeeper*- Uses timer on phone to ensure that we START on time and END on time.	
Burning Issues	4:00-4:10 (10min)	Caught Being ExtraOrdinary [Math Interim Schedule](#) & SpEd Team Coverage Change	-Leads check w/ team during carnival -Miko says that math interim can be done in 2 days. -Kids come in late, plan for late comers and make up tests needed. Be prepared!
Q2 Instructional Lead Focus	4:10-4:20 (10min)	*Digging into Instructional Data Meetings* ● Consultancies ● Sharing Best Practices ● Videotaping	-Teachers have been observing each other -Re-prioritizing data analysis using protocol -How do we support leadership of leads in facilitating these data meetings? -Leads leading Friday PDs? **-Consultancies**: -Team Issues/problem/growth area (academic or SEL) -**Share out best practice**s (to spread out across the school) **-Videotaping**: Watch each other's data talk during Friday PDs -**Other ideas**: 1. Miko likes ideas of consultancies, a bit apprehensive about videotaping 2. Bring research about data talks - what is a data talk? consultancy? 3. Mark likes consultancies and share outs for conferring. 4. Alternate Academic, SEL, and/or addressing team dynamics consultancies
Upcoming STAR Test	4:20-4:30 (10min)	● Testing Schedule (follow math interim schedule?) ● Analysis to occur during Data Team Meeting ● Incorporate ELPAC analysis?	STAR test will be Wednesday and Thursday (Nov. 14-15). 15th will be the make up day. -2nd/3rd will do it in the second half of the morning because of morning preps -Analyze STAR data in that Friday data meetings

			-Incorporate ELPAC analysis -Cross-reference with ELPAC data and STAR data (highlight every ELL and note where they fall).
Measure G1 Carry Over Funds	4:30-4:45 (15min)	● Team reviews 17-18 Measure G1 Application ● Carry Over Funds from 17-18 school year: *$16,163* ● Proposal from Art teacher (Shannon) and MS team: iPads for STEAM elective	-Measure G1 funds granted in 17-18, and 18-19 -leftover funds from G1 for 17-18 -MS team and Shannon want to purchase more STEAM technology -No access to laptop carts during MS elective time -iPads would make more, cooler STEAM projects possible! -Leads agree -Jenna will share announcement in Express with all staff and will bring proposal to SSC family meeting this Friday
Deliverables Review	4:45-4:46 Note Taker (1min)	1. Review deliverables 2. Who wants to be snackster for next meeting? 3. Who wants to lead team builder for next lead?	**Next Lead Team:** ***Snackster-*** *Mark* ***Team Builder****- Terry*
Process Check & Appreciations	4:46-4:50 Process Checker (4min)	1. Process Check: Fist to five. *How well did we uphold our norms? Do we need to shift our norms, process, practice, etc? Did we consider the big picture (EAST)?* 2. Appreciations.	

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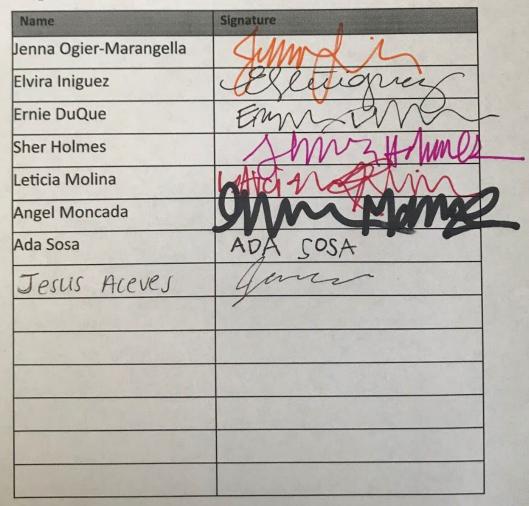
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