



**2019-20 Measure G1**

**Charter Grant Application**

**Due: April 17, 2019**

School	Aspire ERES Academy	Contact *	Anne Okahara
School Address	1936 Courtland Ave. Oakland, CA 94601	Contact Email	<a href="mailto:anne.okahara@aspirepublicschools.org">anne.okahara@aspirepublicschools.org</a>
Principal	Jenna Ogier-Marangella	Principal Email	jenna.ogier-marangella@aspirepublicschools.org
School Phone	510-436-9760	Recommended Grant Amount**	\$36,431.75
2018-19 LCFF Enrollment (6-8)	79	Actual 2018-19 (6-8) Enrollment (Oakland Resident)	82

*\*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 prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.*

**Summary of Approved Expenditures from 2018-19 (link to [2018-19 approved proposal](#))**

2018-19 Approved 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
3	Teacher professional development opportunities for Year 2 of RULER SEL Implementation	\$4,000
4	Year 2 Ruler SEL Materials	\$5,350
Budget Total (must add up to Current Grant Amount)		\$14,068

**Summary of Proposed Expenditures for 2019-20 (listed in order of priority)**

2019-20 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Art teacher will attend Art & STEAM professional development opportunities	\$3,085
2	Art & STEAM Materials and Supplies	\$6,677.44
3	Part Time Student Support Manager	\$26,500

	Budget Total (must add up to Anticipated Grant Amount)	\$36, 262.44
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### ***School Demographics***

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
47.7%	52.3%	94.1%	0% (full inclusion model- no RSP class)	18% (mild-severe)	51.1%	94.1%

### ***Student Body Ethnic Composition***

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
5.1%	0%	0%	90.7%	0.8%	0%	0%	1.3%

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

Name	Role
Jenna Ogier-Marangella	Principal
Jessie Johnson	Dean of Culture
Elvira Iniguez	Business Manager
Terry Kawi	Middle School Lead Teacher
Shannon Persley	Art Teacher & Integrals Lead

### **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><i><u>Music</u> (Rubric Score)</i></b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>	<b><i><u>Art</u> (<u>Visual Arts</u>, <u>Theater</u>, and <u>Dance</u>)</i></b>	<b>2017-187 (last yr)</b>	<b>2018-19 (this yr)</b>
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<b>Access and Equitable Opportunity</b>	n/a (no existing program)	n/a (no existing program)	<b>Access and Equitable Opportunity</b>	Entry	Basic
<b>Instructional Program</b>	n/a	n/a	<b>Instructional Program</b>	Basic	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	Quality
<b>Teacher Professional Learning</b>	n/a	n/a	<b>Teacher Professional Learning</b>	Quality	Quality
<b><u>World Language</u> (Rubric)</b>	<b>2017-18 (last yr)</b>	<b>2018-19 (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>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>	<b>Safe and Positive School Culture (SPSA)</b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>
<b>2017-18 Enrollment Data (20 day)</b>	28	27	<b>Suspension</b>	12.2%	2.1%
<b>ES Outreach Strategy Actions</b>	ERES Academy is TK-8, students transition to next grade automatically		<b>Chronic Absence</b>	11.7%	13.1%
<b>Programs to support ES students transition to MS</b>	Aspire ERES Academy provides an end-of-year 5th grade transition meeting with students and families to	Aspire ERES Academy provides an end-of-year 5th grade transition meeting with students and families to	<b>CHKS data (district only)</b>		

	prepare them for middle school	prepare them for middle school & this year MS orientation for students and families.			
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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	April 19, 2019

Staff Engagement Meeting(s)	
Staff Group	Date
Lead Meeting (Admin & Lead teacher reps)	April 15, 2019

## ***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 17-18 and 18-19 shows that we need to prioritize funds towards maintaining a positive and safe learning environment for our Middle School scholars. 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 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

## 2. Art Program

### Programmatic Narrative Based on Rubric

The Middle School art program of ERES academy greatly benefitted from Measure G1 funding in various ways throughout the 2018-2019 school year. We were able to purchase pottery wheels, furthering students understanding of ceramic techniques and 3-d design principles. Art students created a STEAM inspired ceramic cell phone amplifier, as well as traditional cups and bowls. We purchased a class set of IPADS with G1 carryover funds, which allowed students to photograph their art and create digital portfolios. Below are some photos of student work:



Measure G1 also helped pay for external professional development for our art teacher, enabling her to attend two inspiring and high quality art conferences. Both the California Art Education Association [CAEA] conference and the National Art Education Association [NAEA] conferences offered several STEAM

workshops. One of those workshops focused on radial designs and the connection to different cultural mandalas. For this final quarter of art, Middle School students will be creating their own Mandalas using materials purchased with Measure G1 funds.

The proposed programmatic strategy for 19-20 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, access to technology and building skills for the 21st century, and Art elective equipment and materials.

For the 19-20 school year, we are hoping that we can push our Middle School STEAM elective even further by building upon the technology and art skills that our students have already learned. We have already purchased a class set of iPads and would like to add Adobe Photoshop, animation software, and a printer. Because students have already learned the skill of wheel throwing we would like to continue to keep ceramics a mainstay of the art curriculum and order more clay supplies. We would also like to begin teaching beginning welding, demonstrating basic techniques using welding plastic and embossing guns. Finally, both the CAEA conference and the NAEA conference provided a wealth of STEAM curriculum and project ideas; therefore, our art teacher would greatly benefit from attending both conferences again. This time she would like to focus on attending workshops that teach Photoshop and animation projects.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
<p><u>CAEA Conference:</u> (Registration \$475 + Ground Travel- \$100 + Lodging- \$250 + Meals- \$180)= <b>\$1,005</b></p> <p>+ <u>NAEA Conference:</u> (Registration \$245 + Round trip Flight to Minneapolis- \$1,000 + Ground Travel- \$100 + Lodging- \$600 + Meals- \$135) = <b>\$2,080</b></p> <p><b>Conferences</b></p>	<p>Art teacher will attend the following Art &amp; STEAM professional development:</p> <p><i>California Art Education Association State Conference.</i> <i>November 14-17, 2018</i> <i>Sacramento, CA</i></p> <p><i>NAEA National Convention</i> <i>March 26-28</i> <i>Minneapolis, Minnesota</i></p> <p>Art teacher will return to school site and lead STEAM PLC.</p>	<p>Increase enrollment retention by 10% from 5th to 6th grade due to elective offering requested by students and families</p> <p>10% increase on student engagement and interest (since STEAM courses were requested by middle school students and families) as measured by student survey responses</p>

<b>Total= \$3,085</b>		
<a href="#">Adobe Photoshop Software</a> (\$150x28 student accounts)= <b>\$4,200</b> + <a href="#">Animation Software</a> (\$60x28 student accounts)= <b>\$1,680</b> + <a href="#">Printer</a> <b>\$329.99</b> + <a href="#">Clay</a> <b>\$49.95</b> + <a href="#">welding plastic</a> (\$11.59 x5)= <b>\$57.95</b> + <a href="#">embossing guns</a> (\$23.97x15 )= <b>\$359.55</b>  <b>STEAM Materials Total</b> <b>= \$6,677.44</b>	Art & STEAM Equipment and Materials for MS 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		
<p>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.</p> <p>Our qualitative and quantitative school culture data from 17-18 and 18-19 shows that we need to prioritize funds towards maintaining a positive and safe learning environment for our Middle School scholars. 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.</p>		
Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

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

Programmatic Narrative Based on Data Analysis		
<p>As a tk-8 school we currently have an 80% 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 a sense of belonging 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.</p>		
Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

#### 5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis
<p>The 19-20 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 culture, and increased our retention of Middle School educators.</p> <p>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 <i>significantly</i> decreased, with more students in class learning at all times. For example- in 17-18 our suspension rate was 12.2%. As of now, our 18-19 suspension rate is 2.1%!</p> <p>Every month our Dean of Students leads a RULER staff PD and then provides protected teacher planning time for socio-emotional lessons. This ensures that lessons are developmentally appropriate, build community, and are addressing needs brought up by students and our Response to Intervention team (ex. bullying, social gender norms, anxiety about grades, immigration, etc). Lessons are taught 1x per week. Additionally, the Dean of students observes and provides RULER lesson observation feedback biweekly.</p> <p>In addition to creating a more safe and positive learning climate for students, we have shifted middle school staff culture and improved teacher retention. ERES' middle school teacher attrition rate was formerly very high. For over eight years, all but one of the middle school teachers left ERES for other employment opportunities. Upon leaving teachers expressed concern about the middle school climate and culture. In 17-18 (our first year dedicating Measure G1 funds to building a safe and positive school culture), we lost one middle school teacher member mid year; however, the remainder of the middle school team returned for the</p>



18-19 school year. This year the entire middle school team has indicated in their Intent to Return forms that they will be returning for the 19-20 school year. We know that retention has led to more consistency for students and families, alignment, and increased behavioral, socio-emotional, and academic rigor!

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 and a rise in chronic absenteeism. Our advisory teachers, MS team, SSC, RtI and Lead teams have been working to problem solve around this data trend. Some initial ideas have included the Dean of Culture beginning a boys affinity group, facilitating male counseling groups, and tailoring our socio-emotional curriculum and lessons to better meet the needs of our boys. Additionally, we want our Dean of Culture to offer case management support to chronically absent students and their families. Case management would allow her to better manage attendance support plans, coordinate with external organizations, and offer resources to help families get students to school on time, everyday.

We think that this small group work and case management work will also improve our Middle School students' sense of belonging to the school community. Currently 51% of Middle school students reported feeling a sense of belonging to their school community, in comparison with 75% of Elementary school students. which will lead to an improvement in chronic absenteeism data and student survey responses.

In order for our Dean of Students to plan, case manage, and meet with these male student groups, we need to hire a part time Student Support Manager that will continue to hold behavior response and restoration for our Middle School scholars. This will ensure that we will be able to continue decreasing the number of Middle School referrals, incidents, and suspensions to maintain a safe and positive culture and climate.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
.5 Part Time Student Support Manager= <b>\$26,500</b>	Hire Part Time Student Support Manager to respond to middle school behavior.	Retain 100% highly qualified middle school educators to create a more positive and safe middle school learning environment.  Hiring staff member for SSM role will result in a continued decrease in office referrals/suspensions by 5% (and an increase in time spent in class) & result in decrease of chronic absenteeism by 5%  10% increase in Middle School student survey data around feeling a sense of belonging at school.

**Please submit your 2019-20 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)).**



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2018-19  
Due: April 4, 2019**

School:	Aspire ERES Academy	Principal	Jenna Ogier-Marangella
School Address	1936 Courtland Ave. Oakland, CA 94601	Principal Email:	jenna.ogier-marangella@aspirepublicschools.org
School Phone	510-436-9760	Grant Amount	\$14,112
2017-18 LCFF Enrollment (6-8)	68		

- Grant allocation is based on 2017-18 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

Programmatic Narrative Based on Rubric		
NA		
Budget	2018-19 Activities	Anticipated Outcome

**Mid-Year Reflection: Music Program**

**Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

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, 17-18, and 18-19 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.

## 2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric		
Budget	2018-19 Activities	Anticipated Outcome
Conference- \$450 + Round trip Flight to Long Beach- \$350 + Ground Travel- \$150 + Lodging- \$450 + Meals- \$220 = \$1,620	Art teacher will attend the following STEAM professional development:  California Art Education Association Fall Conference. Theme: Navigating New Horizons in Art Education. 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
3D printer and supplies - \$1,899.00 + 3D printing pen kit- \$1,199.00 =\$3,098	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

### Mid-Year Reflection: Art Program

#### Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

For the 18-19 school year, we have supported teacher professional development in S.T.E.A.M. by sending our Art teacher to more conferences. This year she has attended two multi-day conferences: The California Art Conference

in November, and the National Art Education Association Conference in March. It has supported her planning, collaboration with S.T.E.A.M. educators across the country, and instructional rigor within her elective. Our Art elective continues to be the #1 requested elective by middle school students, and has the longest waiting list. Intensive professional development has also benefited the S.T.E.A.M. PLC our art teacher is leading with our math and science teachers. She has reported that these conferences are an integral resource, and provide her with the development necessary to remain inspired and knowledgeable of the most current and up to date content.

In addition to professional development, we have used G1 funds to purchase STEAM equipment and materials for our Middle School elective class. 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. Although we were initially excited about purchasing a 3D printer, we have *not* yet purchased it due to its large size and our lack of a secure facility to house the technology. Our art elective course currently takes place in a shared building space with a church- and due to a tight general education budget and limited space, we are still determining the best way to ensure the printer can remain secure in the evenings and over the weekends. So far, we have only made smaller STEAM equipment and materials purchases that we know can fit in our current locking cabinets!

### 3. *World Language Program (PRELOADED)*

Programmatic Narrative Based on Rubric		
NA		
Budget	2018-19 Activities	Anticipated Outcome

#### *Mid-Year Reflection: World Language Program*

##### **Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

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, 17-18, and 18-19 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.

### 2. *Safe and Positive School Culture (PRELOADED)*

#### **Programmatic Narrative Based on Data Analysis**

[Required: Please reflect on school enrollment data here]

Budget	2018-19 Activities	Anticipated Outcome
\$2000 for 2 days of Ruler training x2 Educators = \$4,000	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) = \$5,350	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.

### **Mid-Year Reflection: Safe and Positive School Culture**

#### **Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

The proposed programmatic strategy has continued 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 *significantly* decreased, with more students in class learning at all times. For example- in 17-18 our suspension rate was 12.2%. As of now, our 18-19 suspension rate is 2.1%!

Every month our Dean of Students leads a RULER staff PD and then provides protected teacher planning time for socio-emotional lessons. This ensures that lessons are developmentally appropriate, build community, and are addressing needs brought up by students and our Response to Intervention team (ex. bullying, social gender norms, anxiety about grades, immigration, etc). Lessons are taught 1x per week.

In addition to creating a more safe and positive learning climate for students, we have shifted middle school staff culture and improved teacher retention. ERES' middle school teacher attrition rate was formerly very high. For over eight years, all but one of the middle school teachers left ERES for other employment opportunities. Upon leaving teachers expressed concern about the middle school climate and culture. In 17-18 (our first year dedicating Measure G1 funds to building a safe and positive school culture), we lost one middle school teacher member mid year; however, the remainder of the middle school team returned for the 18-19 school year. As of today, the entire middle school team has indicated in their Intent to Return forms that they will be returning for the 19-20 school year. We know that retention has led to more consistency for students and families, alignment, and increased behavioral, socio-emotional, and academic rigor!

One challenge that remains is we are still seeing a disproportionate number of referrals for our male students. We would love to hold an male affinity group and more male counseling groups- but we currently do not have the staff to support this work. We are doing our best to tailor our socio-emotional lessons to address this disproportionality, but fear that it is not enough.

### 3. 5th to 6th Grade Retention (PRELOADED)

#### Programmatic Narrative Based on Data Analysis

[Required: Please reflect on school culture data here)

Budget	2018-19 Activities	Anticipated Outcome

#### Mid-Year Reflection: 5th to 6th Grade Retention

##### Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

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.



**Date:** 4.19.2019 **Time:** 11:30 am **Location:** Conference Room

### AGENDA

Introductio ns & Check In (5 min)	
Norms (2 min)	<p>Be on time</p> <p>Come prepared</p> <p>Keep it student and outcome centered</p> <p>Adhere to the mission statement</p> <p>Monitor air time</p>
Role Call	<p><b>Name, Role, Attendance</b></p> <p>Angel Guandique - Parent - Present</p> <p>Ada Sosa - Parent - Absent</p> <p>Leticia Molina - Parent - Calling in at 12:00 PM</p> <p>Jenna Ogier - Principal - Present</p> <p>Ernie Duque - Teacher - Present</p> <p>Sheryll Holmes - Teacher - Present</p> <p>Elvira Iniguez - Staff member - Present</p>
Assign Jobs (3 min)	<ul style="list-style-type: none"> <li>● Note taker = Elvira</li> <li>● Process Checker = Angel</li> <li>● Time Keeper = Sher</li> </ul>
Review: SSC & ELAC Purpose (3min)	<p>The <b>SSC's</b> main purpose is to ensure school goals, strategies, and expenditures are in place to improve student success.</p> <p>The purpose of <b>ELAC</b> is to advise the principal, school staff, and School Site Council (SSC) on programs and services for English learners (ELs).</p>
New Facility Update (10min)	<p><b>Plan A- New Building Project</b></p> <p>ASPIRE Facilities team is no longer pursuing the Derby Project.</p> <p><b>Plan B- Oakland's Proposition 39</b></p> <p><b>Plan C- Other OUSD Property from school closures (rental or purchase)</b></p> <p><b>Notes:</b></p>

	<p>Will ASPIRE provide transportation to another site if it is located far from current site? Ogier will ask ASPIRE Facilities.</p> <p>Will the Prop 39 Offer be a co-location? Yes.</p>
Math Night (15min)	<p><b>Math Night- Wednesday, April 24 @ 5pm</b></p> <ul style="list-style-type: none"> <li>• <b>What parent workshop opportunities should be available?</b></li> <li>• <b>What parent leadership opportunities should be available?</b></li> <li>• <b>Anything else to boost family attendance?</b></li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>- 5:00 PM families requested this time per survey</li> <li>- Math night will start with food. Potluck? Fundraising?</li> <li>- Previously it was shared that we need more opportunities where families can socialize and build community with each other</li> <li>- Like the fundraiser idea - works well for working families. What will be offered and cost? Fundraiser for smaller things like drinks, chips, and main meals are more like potlucks. Send communication in advance.</li> <li>- Wondering: who is math night? Are they centers for students or workshop for families? Lit night was unclear. Clarify. Families rotate together? Students go to certain classrooms?</li> <li>- Younger siblings - are we offering childcare or do they stay with family</li> <li>- Boost family attendance: raffles, passport for free dress. Encourage kids to want to come and bring families.</li> <li>- For Lit night liked to hand free dress pass as exit ticket and in exchange for passport.</li> <li>- For family events have performance or some kind of competition. Final prize GA tickets. Tie it to classroom performance/work - different rounds. Pump it up at TH and morning call out. Differentiated for whole-school.</li> </ul>
Measure G1 Funds for 19-20	<p><a href="#">18-19 Application</a></p> <p><b>Priorities: STEAM Elective &amp; RULER SEL Adoption</b></p> <p><a href="#">19-20 Proposal</a></p> <p><b>New Suggested Priorities: STEAM Elective &amp; Student Support Manager</b></p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>-Appreciate STEAM projects and new technology for Middle School students this year. Excited to see even more next year.</li> <li>-Ogier shares impact of external Professional development for STEAM/Art teacher</li> <li>-Dean of Students, Jessie Johnson, shares current behavioral data for Middle School</li> <li>-Parent asks for hours for part time Student Support Manager. Dean shares that we would prioritize 11am-3:30pm, because that is when the majority of our incidents and referrals occur</li> <li>-Parent asks if RULER would still be used. Dean confirms that MS team will continue to use SEL curriculum RULER for the following school year.</li> <li>-Parent comments that there is a lack of male teachers on the MS team, so it would be nice if Student Support Manager was a male.</li> <li>-SSC approves proposal of Measure G1 funds for 19-20</li> </ul>



Public Comment (5min)	<p><i>Any celebrations, concerns, or feedback from public?</i></p> <p><b>Notes:</b></p> <p><i>Parent Suggestion: possibly having a "Spring Day" similar to field day but to celebrate students after state testing.</i></p> <p><i>Parent Suggestion: Up the "Caught being Extraordinary" carnival to what does it mean to look like an ERES scholar in Quarter 4 and for next school year</i></p> <p><i>Sher: New family asked about ways to be involved. Will encourage family to attend SSC and ELAC meetings since they are open to public.</i></p>
Next Meeting (5 minutes)	ELAC- May 10, 2019 @ 11:35am
Appreciations (5 minutes)	



## ERES Lead Team Meeting Agenda 4.15.19

<p><b>Procedural Norms:</b></p> <ol style="list-style-type: none"> <li>1. Start and end on time.</li> <li>2. Appropriate use of technology to be actively present and participate.</li> </ol>	<p><b>Behavioral Norms:</b></p> <ol style="list-style-type: none"> <li>1. Keep students at center.</li> <li>2. Look at and listen fully to multiple perspectives to acknowledge all ideas and contributions without interrupting.</li> <li>3. Speak your truth without blame or judgment promptly either in a meeting or one on one.</li> <li>4. Hold an assets-based growth mindset for adults, as well as students.</li> </ol>
<p><b>Jobs:</b></p> <p>Facilitator- Jenna  Note Taker- Miko  Process Checker- Maribeth  Snackster- Jessie  Time Keeper- Jessie</p>	<p><b>Materials Needed:</b></p> <p>Laptops</p>

Agenda Item	Time/Facilitator	Purpose	Notes
<b>Team Builder</b>	3:45-3:55 (10min) Elvira	<p><i>What view would you love to have from your bedroom?</i></p> <p>Terry- Montparnasse, France  Mark- rain  Maribeth- riverboats  Elvira- palm trees &amp; ocean  Jessie- birds, palm trees, ocean  Miko- stacks of money  Shannon- Daly city apartment view w/ ocean</p>	
<b>Objectives</b>	3:55-3:57 Jenna (2 min)	<p><i>What are we accomplishing in this meeting?</i></p>	
<b>Assign Meeting Jobs</b>	3:57-4:00 Jenna (3 min)	<ol style="list-style-type: none"> <li>Assign process checker, note taker, &amp; timekeeper <ol style="list-style-type: none"> <li><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. <ol style="list-style-type: none"> <li><i>I'm noticing we have heard from some voices, but not all. Can we hear from someone who hasn't shared?</i></li> <li><i>_____ was interrupted. Can _____ finish his/her thought?</i></li> <li><i>We are getting off topic. We need to return to problem solving about _____.</i></li> </ol> </li> <li><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.</li> <li><u>Timekeeper</u>- Uses timer on phone to ensure that we START on time and END on time.</li> </ol> </li> </ol>	
<b>Burning Issues</b>	4:00-4:05 (5min)		MS: application process for high school for 8th graders (round 2 for open enrollment; waitlisted automatically-- Enroll Oak)
<a href="#">Q4 PD Calendar &amp; 19-20 Master Schedule</a> <b>Feedback</b>	4:05-4:10 (5min)	<p><i>Celebrations?</i>  <i>Anything needed or missing?</i></p>	<p>Celebrations:  -rationale is helpful  -we can try some of these shifts after SBAC testing this school year</p> <p>Next Steps:  -determine recess duty coverage  -MS team meeting to determine elective choices and teachers for 19-20  -Jenna share FINAL draft in Express this week</p>
<a href="#">Math Night</a>	4:10-4:20	<i>April 24 (Wed) 5-6pm</i>	Next Steps:

	(10min)	<i>Assign staff roles &amp; responsibilities</i>	<ul style="list-style-type: none"> <li>-Elvira post agenda on ParentSquare</li> <li>-Jenna purchase raffle prizes</li> <li>-Miko present to staff on Friday at PD</li> </ul>
<b>Measure G1 Proposal for 19-20</b>	4:20-4:40 (20min)	<p><b><u>19-20 Proposal</u></b></p> <p>New Suggested Priorities: STEAM Elective &amp; Student Support Manager</p> <p><i>Feedback? Suggestions? Next Steps?</i></p>	<p>Feedback:</p> <ul style="list-style-type: none"> <li>-aligns with our data and shows the growth we have made as a school</li> <li>-hooray for STEAM in Middle School!</li> <li>-equity: access to technology &amp; rigorous content in electives</li> <li>-excited about Dean prioritizing preventative culture moves: small group instruction, affinity groups, more time spent coaching teachers, etc</li> <li>-team approves Measure G1 19-20 proposal</li> </ul> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>-Admin will also share proposal for SSC approval</li> <li>-Admin post Student Support Manager position &amp; determine interview and hiring timeline when get Measure G1 approval</li> </ul>
<b>Team Data Meetings</b>	4:40-4:50	<i>How do we maintain instructional focus in Q4? What should my team's scope &amp; sequence for Data Meetings look like?</i>	*Leads holding instructional priorities please stay*
<b>Deliverables Review</b>	4:50-4:51 Note Taker (1min)	<ol style="list-style-type: none"> <li>1. Review deliverables</li> <li>2. Who wants to be snackster for next meeting?</li> <li>3. Who wants to lead team builder for next lead?</li> </ol>	<p><b>Next Lead Team:</b></p> <p><b><i>Snackster-</i></b> Maribeth</p> <p><b><i>Team Builder-</i></b> Shannon</p>
<b>Process Check &amp; Appreciations</b>	4:51-4:55 Process Checker (4min)	<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? Did we consider the big picture (EAST)?</i></li> <li>2. Appreciations.</li> </ol>	