



2019-20 Measure G1

Charter Grant Application

Due: April 17, 2019

Revised: May 7, 2019

School	EPIC Charter Middle School	Contact *	Hae-Sin Thomas
School Address	1112 29th Ave, 94601	Contact Email	hthomas@efcps.net
Principal	Mike McCaffrey	Principal Email	MMcCaffrey@efcps.net
School Phone	(510) 536-9601	Recommended Grant Amount**	\$131,578.79
2018-19 LCFF Enrollment (6-8)	285	Actual 2018-19 (6-8) Enrollment (Oakland Resident)	305

**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	Resource a .6 FTE school culture/new teacher coach to support new and struggling teachers around learning and implementing school culture rituals and routines in their classrooms - facilitating inclusive, safe and positive classroom culture and engaging learning experiences	\$68,852
2		
Budget Total (must add up to Current Grant Amount)		\$68,852

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	Resource .6 FTE of school culture/new teacher coaching to support new and second year teachers around learning and implementing school and classroom culture rituals and routines - student collaboration, building an academic culture, facilitating relationships	\$66,000
2	Resource 50% of 1 FTE of the Director of Student Support Services position for the 2019-20 school year	\$65,578.79

3		
4		
	Budget Total (must add up to Anticipated Grant Amount)	\$131,578.79

School Demographics

Male	Female	% LCFF	% SPED	% SPED ?	% English Learners	% Oakland Residents
176	134	95%	14%	14%	41%	97%

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
15%	3%	3%	76%	1%	1%	1%	1%

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

Name	Role
Michael McCaffrey	Principal
Jamie Marantz	Director of Middle Schools - EFC
Miranda Spang, Karen Salazar	New Teacher Coaches
Lucas Jackson	Assistant Principal of School Culture

School Vision (insert here):

At Epic Charter School, we will ensure our 8th graders leave prepared for success in the 21st century, able to leverage technology to both gain and apply knowledge to engineer innovative solutions to real world challenges. As tomorrow's creative leaders equipped with a powerful STEM/Design education, our students will develop the necessary technologies to transform their world. Epic's overarching goal is to develop innovators and engineers who have the skills and confidence to design and implement creative solutions to real world challenges.

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.

<u>Music</u> (Rubric Score)	2017-18 (last yr)	2018-19 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2017-18 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity	N/A	N/A	Access and Equitable Opportunity	Quality	Quality
Instructional Program	N/A	N/A	Instructional Program	Quality	Quality
Staffing	N/A	N/A	Staffing	Quality	Quality
Facilities	N/A	N/A	Facilities	Quality	Quality
Equipment and Materials	N/A	N/A	Equipment and Materials	Quality	Quality
Teacher Professional Learning	N/A	N/A	Teacher Professional Learning	Basic	Basic
<u>World Language</u> (Rubric)	2017-18 (last yr)	2018-19 (this yr)	Epic has no music program. While we are interested in pursuing resources for a music program, we continue to prioritize school culture and improving the rigor of the students' learning experiences. This year, we continue to provide Design/Art in Makerspaces to 6th, 7th, and 8th graders. World languages was not prioritized for students who required academic interventions in reading; however, those who were reading at or above grade level use Duolingo to access language instruction during Learning Lab. Next year, East Bay Agency for Asian Youth (EBAYC) will be coming in to lead our after school/extended day program. Epic was recommended to receive OFCY funds and is in strong position to receive 21st CCLC funds (announced later this month). We are engaging EBAYC in providing a range of theater, movement, music and digital arts options for Epic students as part of the extended day program.		
Content and Course Offerings	Developing	Emerging			
Communication	Emerging	Emerging			
Real world learning and Global competence	Emerging	Emerging			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
2017-18 Enrollment Data (20 day)	340	310	Suspension	7.5%	
ES Outreach Strategy Actions	Presentations at elem schools; school tours,	Presentations at elem schools; school tours,	Chronic Absence	19.9%	

	Makerspace activities	Makerspace activities			
Programs to support ES students transition to MS	School tours and visits; intake processes for students with IEPs, transitional families and as needed.	School tours and visits; intake processes for students with IEPs, transitional families and as needed.	CHKS data (district only)		

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
Epic Family Leadership Council	2.9.18

Staff Engagement Meeting(s)	
Staff Group	Date
Epic Staff Meeting	2.12.18
Epic ILT Meeting	2.26.18

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

Epic does not currently have a music program, though they aspire to provide music to students in the future, through the after school/extended day program. We have significant resources coming in for after school/extended day programming, and we are working with EBAYC to plan a rich and robust program offering numerous music options. While Epic has made tremendous progress with respect to its school culture in the last two years, the progress remains fragile, and while student discipline metrics have improved, we continue to see students struggling socially and emotionally as evidenced by referrals for counseling and student truancy. And while we have seen tremendous improvement in student culture, student agency continues to lag. Moving forward, after the school culture investments facilitate a more rigorous academic student culture, it is the intention of the Epic team to add music to Epic's programmatic offerings. Measure G1 resources were not used in 2018-19 for music programming, and we are not seeking G1 resources for 2019-20.

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>
0	None	N/A

2. Art Program

Programmatic Narrative Based on Rubric

Instead of visual arts, Epic has a design class that takes place in an equipped Maker space, and students have the opportunity to learn CAD programming to create computerized models of prototypes they have created and they have the opportunity to use lathes to create beautiful wooden bowls. They are given the opportunity to use low and high tech tools to prototype and iterate on designs they have created themselves. Students learn woodworking, metalworking, electronics, textiles, 3D printing, laser cutting, and CNC cutting. We believe we have a relatively robust design program, well-equipped and staffed with teachers who have extensive experience teaching design and engineering. We therefore are not seeking resources for the visual arts. Measure G1 resources were not used in 2018-19 for arts programming, and we are not seeking resources for 2019-20 for arts programming.

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>
0	None	N/A

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3. World Language Program

Programmatic Narrative Based on Rubric

At Epic, we used to have every student participate in Duolingo where they have opportunities to learn multiple languages. Students did this as part of their Sandbox activities. The program was overseen by Heads of Houses who are not trained to teach or support language instruction. Students did not have the opportunity to interact and apply the newly learned language in authentic settings. This was a significant shortcoming of the Epic world languages program. Also, in that our Heads of Houses, while strong, were not trained world languages teachers, the program was limited with respect to adult intervention when students were struggling. Last year, we made a decision midyear to implement Reading Plus and Lexia in Sandbox for all students who were one or more years below grade level in reading. All students at or near grade level were and are still allowed to continue with Duolingo. However, because the majority of students are reading below grade level, most students are assigned reading intervention. This has resulted in dramatic increases in student reading levels; however, it also resulted in a reduction of world languages learning opportunities. We are likely to continue to prioritize reading intervention over world languages until the vast majority of Epic students are able to read near or at grade level. Measure G1 resources were not used in 2019-19 for world languages programming.

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>
0	None	N/A

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

To facilitate greater demand, we have dramatically strengthened the student culture and accelerated academic outcomes across the board. We are engaging our family leaders at Epic to reach out to families at their former elementary schools, partnering with EFC staff in conducting outreach events at elementary schools. They have also hosted field trips to rising 5th graders at Epic showcasing the Makerspaces, the Sandboxes, and the personalization program. We are not requesting any resources from Measure G1 for enrollment retention as ultimately, we believe that students will select Epic when we strengthen the educational program. Measure G1 resources were not used in 2018-19 for student retention, and we are not seeking Measure G1 resources for 2019-20.

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>
0	None	N/A

5. *Safe and Positive School Culture*

Programmatic Narrative Based on Data Analysis

This past year, Epic leveraged Measure G1 resources to fund new teacher coaching to support first and second year teachers around the implementation of Epic's school culture plan. To support new teachers in implementing this plan, we invested in new teacher/school culture coaching (.6FTE funded through Measure G1), two individuals who provided intensive coaching and professional development for their respective caseloads of new teachers.

The specific responsibilities for this role was as follows:

- Lead the Strong Start Initiative at Epic - ongoing data collection, management of coach resources, assignment of resources, lead coach-admin meetings to determine resources for targeted teachers, coach new teachers in the implementation of No Nonsense Nurture strategies, train coaches in NNN strategies
- Work in collaboration with the AP of Culture to develop a playbook that identifies schoolwide school culture rituals routines
- Train teachers in the playbook rituals and routines
- Work with site administration to develop walkthrough tools, data protocols and dashboards specific to classroom culture look-fors
- Observe assigned teachers as lessons are implemented, and provide teacher with strategic post-observation feedback to improve classroom culture practices.
- Demonstrate lessons in the classroom, and engage in "elbow-teaching".
- Provide teachers with research-based pedagogical resources to promote inquiry, improve instructional and classroom culture practices, and develop strong home-school communication practices.
- Support teachers in effective data analysis and lesson design.
- Support Induction Program participants in completing the required tasks and paperwork in an integrated and meaningful manner.

As a result of this position, we have observed a dramatic improvement in student culture and academic growth over the past two years. Epic last year achieved 93rd student growth percentile on the Core Dashboard, exceeded our Board-approved targets, and is currently on-track to meet its Board-approved target for a reduction in suspension rate and difference-from-met (DFM) on SBAC interim Math and ELA performance. As such, we are again requesting funding for .6 FTE of new teacher/school culture coaching to ensure newer and struggling teachers have the support they need to provide safe, inclusive and rigorous learning environments to students.

In the past two years, Lazear and ASCEND (EFC's other two middle school programs) have invested in a position that focused on school culture systems - managing multi-tiered systems of support, student culture and discipline systems, PBIS training and implementation, and addressing trauma-informed practices. As a result of this investment, ASCEND and Lazear's suspension rates have stayed less than 3% over two years, and chronic absenteeism has stayed steady under 10% the last two years. We believe that this investment has facilitated a strong lead and execution of a student support and culture plan that has yielded incredible results. Epic would like to use 2019-20 Measure G1 funds to resource a new position - .5 of a 1.0 FTE position that will coordinate the Multi-Tiered System of Supports at Epic, lead Positive Behavioral Interventions Systems (PBIS), train teachers in Restorative Justice and trauma-informed practice, and lead family support to ensure strong systems and procedures are developed to at tiers 1, 2 and 3 for middle school youth. This individual would also assume responsibility for the design and implementation of an advisory structure, enabling greater personal safety for students and a stronger sense of community and belonging. Specifically, the position would:

- Leads the development of a Coordination of Services Team (COST)
- Leads the team in creating a uniform, comprehensive referral form for use by teachers as well as

thresholds for initiation and termination of services with the use of multiple data systems to track service delivery and monitor student progress

- Addresses schoolwide academic, behavioral, and social-emotional data to determine priorities, establish thresholds for different levels of intervention, and align resources to needs
- Coordinates cross-system collaboration that streamlines services for these children and their families
- Leverages existing relationships with child welfare, county mental health, and probation
- Realigns resources to support trauma-informed schoolwide services that successfully address the academic, social-emotional, and behavioral needs of all students in the community, including students with disabilities
- Leads training and coaching on trauma-informed school-wide social emotional curriculum, conflict resolution strategies, and/or bullying prevention policies and procedures, Restorative Justice practices
- Monitors fidelity to the identified SEL curricula and assessments by regularly observing classrooms and helping to establish systems to track classroom data
- Implements universal screening procedures that identify students early who are struggling academically and/or facing non-academic barriers to school success.
- Facilitates the formation of an SWPBS team of approximately 6 to 10 key stakeholders who lead the PBIS implementation

Unlike Lazear and ASCEND, Epic continues to have very high chronic absenteeism and saw an increase this year, from 21% to 27%, and while it saw a decrease in its suspension rate from 11.1% to 7.9%, we still believe it is unacceptably high. We are looking to replicate what is clearly working at our other two middle school programs at Epic by resourcing a new position focused on supporting the development and implementation of strong tier 1 culture systems as well as strong tier 2 and 3 intervention systems.

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\$66,000	Resource .6 FTE of school culture/new teacher coaching to support new and second year teachers around learning and implementing school culture rituals and routines	<ol style="list-style-type: none"> 1. There will be a 10% reduction in student referrals in 2019-20 vs 2018-19. 2. Classrooms of new/struggling teachers will have focused and engaged classroom cultures within the first 6 weeks of school as measured by an approaching or meets score in the culture section of the TNTP evaluation rubric in 90% of classrooms 3. 80% of students will be focused and on-task in classrooms observations across the school in week 6
\$65,578.79	Resource 50% of 1 FTE of the Director of Student Support Services position for the 2019-20 school year	<ol style="list-style-type: none"> 1. Epic students will rate the school's culture at 3.75 on the School Climate Assessment Survey (SCAI) survey 2. Suspension rate of <8% and a chronic absenteeism rate <15%

Please submit your 2019-20 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).



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1. Music Program

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created and they have the opportunity to use lathes to create beautiful wooden bowls. They are given the opportunity to use low and high tech tools to prototype and iterate on designs they have created themselves. Students learn woodworking, metalworking, electronics, textiles, 3D printing, laser cutting, and CNC cutting. We believe we have a relatively robust design program, well-equipped and staffed with teachers who have extensive experience teaching design and engineering. We therefore are not seeking resources for the visual arts. Measure G1 resources were not used in 2018-19 for arts programming, and we are not seeking resources for 2019-20 for arts programming.

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Programmatic Narrative Based on Data Analysis

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5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

This past year, Epic leveraged Measure G1 resources to fund new teacher coaching to support first and second year teachers around the implementation of Epic's school culture plan. To support new teachers in implementing this plan, we invested in new teacher/school culture coaching (.6FTE funded through Measure G1), two individuals who provided intensive coaching and professional development for their respective caseloads of new teachers.

The specific responsibilities for this role was as follows:

- Lead the Strong Start Initiative at Epic - ongoing data collection, management of coach resources, assignment of resources, lead coach-admin meetings to determine resources for targeted teachers, coach new teachers in the implementation of No Nonsense Nurture strategies, train coaches in NNN strategies
- Work in collaboration with the AP of Culture to develop a playbook that identifies schoolwide school culture rituals routines
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- Observe assigned teachers as lessons are implemented, and provide teacher with strategic post-observation feedback to improve instructional and classroom culture practices.
- Demonstrate lessons in the classroom, and engage in "elbow-teaching".
- Provide teachers with research-based pedagogical resources to promote inquiry, improve instructional and classroom culture practices, and develop strong home-school communication practices.
- Support teachers in effective data analysis and lesson design.
- Support teachers in implementing strategies and modifications in their lessons that provide access to

- grade level content for all students - specifically English Learners and Special Populations.
- Support Induction Program participants in completing the required tasks and paperwork in an integrated and meaningful manner.

As a result of this position, we have observed a dramatic improvement in student culture and academic growth over the past two years. Epic last year achieved 93rd student growth percentile on the Core Dashboard, exceeded our Board-approved targets, and is currently on-track to meet its Board-approved target for a reduction in suspension rate and difference-from-met (DFM) on SBAC interim Math and ELA performance. As such, we are again requesting funding for .6 FTE of new teacher/school culture coaching to ensure newer and struggling teachers have the support they need to provide safe, inclusive and rigorous learning environments to students.

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- Leads the development of a Coordination of Services Team (COST)
- Leads the team in creating a uniform, comprehensive referral form for use by teachers as well as thresholds for initiation and termination of services with the use of multiple data systems to track service delivery and monitor student progress
- Addresses schoolwide academic, behavioral, and social-emotional data to determine priorities, establish thresholds for different levels of intervention, and align resources to needs
- Coordinates cross-system collaboration that streamlines services for these children and their families
- Leverages existing relationships with child welfare, county mental health, and probation
- Realigns resources to support trauma-informed schoolwide services that successfully address the academic, social-emotional, and behavioral needs of all students in the community, including students with disabilities
- Leads training and coaching on trauma-informed school-wide social emotional curriculum, conflict resolution strategies, and/or bullying prevention policies and procedures, Restorative Justice practices
- Monitors fidelity to the identified SEL curricula and assessments by regularly observing classrooms and helping to establish systems to track classroom data
- Implements universal screening procedures that identify students early who are struggling academically and/or facing non-academic barriers to school success.
- Facilitates the formation of an SWPBS team of approximately 6 to 10 key stakeholders who lead the PBIS implementation

Unlike Lazear and ASCEND, Epic continues to have very high chronic absenteeism and saw an increase this year, from 21% to 27%, and while it saw a decrease in its suspension rate from 11.1% to 7.9%, we still believe it is unacceptably high. We are looking to replicate what is clearly working at our other two middle school programs at Epic by resourcing a new position focused on supporting the development and implementation of strong tier 1 culture systems as well as strong tier 2 and 3 intervention systems.

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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\$66,000	Resource .6 FTE of school culture/new teacher coaching to support new and second year teachers around learning and implementing school culture rituals and routines and implementing Common Core instruction	<ol style="list-style-type: none"> 1. There will be a 10% reduction in student referrals in 2019-20 vs 2018-19. 2. Classrooms of new/struggling teachers will have focused and engaged classroom cultures within the first 6 weeks of school as measured by an approaching or meets score in the culture section of the TNTP evaluation rubric in 90% of classrooms 3. 80% of students will be focused and on-task in classrooms observations across the school in week 6
\$65,578.79	Resource 50% of 1 FTE of the Director of Student Support Services position for the 2019-20 school year	<ol style="list-style-type: none"> 1. Epic students will rate the school's culture at 3.75 on the School Climate Assessment Survey (SCAI) survey 2. Suspension rate of <8% and a chronic absenteeism rate <15%

Please submit your 2019-20 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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

School:	EPIC Middle School	Principal	Michael McCaffrey
School Address	1112 29th Ave, 94601	Principal Email:	mmccaffrey@efcps.net
School Phone	510-536-9601	Grant Amount	\$68,852
2017-18 LCFF Enrollment (6-8)	312		

- 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		
N/A		
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.
N/A

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric
--

N/A		
Budget	2018-19 Activities	Anticipated Outcome

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.

N/A

3. *World Language Program (PRELOADED)*

Programmatic Narrative Based on Rubric		
N/A		
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.

N/A

2. *5th to 6th Grade Enrollment Retention (PRELOADED)*

Programmatic Narrative Based on Data Analysis		
[Required: Please reflect on school enrollment data here]		
Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: 5th to 6th Grade Enrollment 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.

N/A

3. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on school culture data here)

Budget	2018-19 Activities	Anticipated Outcome
\$68,852	Resource a .6 FTE school culture/new teacher coach to support new and struggling teachers around learning and implementing school culture rituals and routines in their classrooms - facilitating inclusive, safe and positive classroom culture and engaging learning experiences	1. There will be a 25% reduction in student referrals in 2018-19 vs 2017-18. 2. Classrooms of new/struggling teachers will have focused and engaged classroom cultures within the first 6 weeks of school as measured by an approaching or meets score in the culture section of the TNTP evaluation rubric 3. There will be consistency across classrooms with respect to school culture rituals and routines across classrooms and other spaces and throughout the day - as measured by classroom observation protocols 4. Epic students will rate the school's culture at 3.75 on the School Climate Assessment Survey (SCAI) survey
Up to \$114,737	Resource up to 1.0 FTE school culture/new teacher coach should there be an increase in Measure G1 resources	Same as above

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.

Epic staffed 1.0 FTE teacher coaching - .5 FTE for humanities teachers and .5 FTE for math/science teachers. Epic used G1 funds to resource .6 FTE and leveraged grant dollars from the Rogers Family Foundation to resource the remaining .4FTE.

The two .5 FTE coaches supported one new math teacher and two second year math teachers, two new ELA teachers and one second year ELA teacher. Both coaches focused on supporting first and second years teachers in establishing a strong academic classroom culture within six weeks of the start of school as part of Epic's Strong Start. Now, both coaches are focused on supporting teachers in the implementation of the adopted curricula and in using data to target instruction.

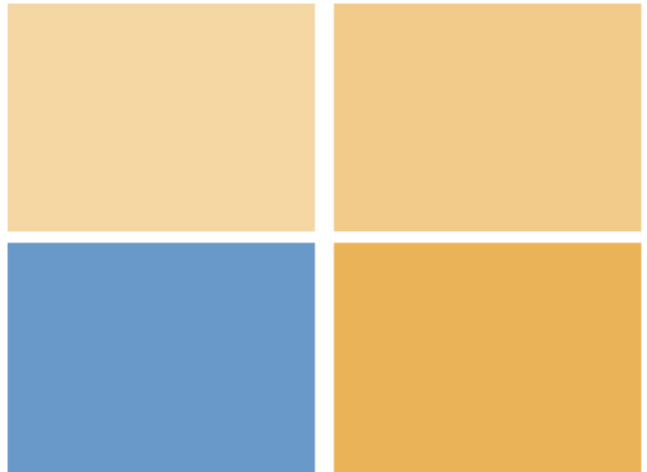
With respect to the expected outcomes, they are as follows:

1. At this juncture Epic has observed a 74% decrease in office referrals, and to date has a 1,5% decrease in suspension rate. They are also observing a 5% decrease in suspensions of African American students, though the gap between African American and Hispanic students remains unacceptably significant. Moving forward, Epic is considering a case management strategy for addressing the needs of African American students who are struggling.
2. Overall middle-of-year teacher observation ratings at Epic in the priority domain of Culture of Learning were as follows - 25% meeting, 50% approaching, and 25% emerging.
3. Classroom observation protocols indicate that all targeted classrooms are implementing the Epic classroom culture protocols.
4. The midyear SCAI rating by students was 3.59, up slightly from 2017-18 by .04. Domains of strength were Community Relations (3.74) and Learning and Assessment (3.66), both of which increased from the previous year. Areas of growth include Student Relationships (3.45) and Physical Appearance (3.55). The domains of Student Discipline and Attitude and Culture both increased from the previous year.

Successes mirror the data above. We have seen a dramatic improvement in teachers taking personal responsibility for student culture within the classrooms, resulting in a dramatic decrease in office referrals. That said, we saw a dramatic increase in students with IEPs enrolling at Epic this year with 24% of 6th grade students having IEPs. This increase demanded more skill from our newer teachers with respect to trauma-informed practice, de-escalation, scaffolding of grade-level standards, remediation, modifications and accommodations, team-teaching... While we observed dramatic growth in teacher practice in these areas, these skills are challenging for newer teachers to master. While there were fewer office referrals, and teachers worked hard to "manage" behavior, in sixth grade in particular, we did not see the level of academic engagement we expected by week 6 (Are all students engaged in the work of the lesson from start to finish?). In fact, we observed 6th grade teachers who scored at meeting in this category last year struggling to score at approaching. This can be seen in the 25% of Epic teachers still scoring "emerging" in this domain in December. That said, 87% of 7th and 8th grade Core teachers demonstrated approaching and meeting by early December. We have focused resources on grade 6 at Epic, we anticipate end of year data looking stronger. For example, while the grade 6 math teacher was struggling in December, in March, that classroom appears to be on track to hit the academic acceleration targets, and the culture of the classroom has improved dramatically.

With respect to the SCAI survey data, the growth we anticipated from implementing a new Advisory structure did not take place. We recognize that the Advisory program requires more support for teachers to implement

effectively. We are looking at how to resource that support in 2019-20.



Site Planning for 2019-20 Planificación Escolar para 2019-20

Micheal welcomes families



Agenda/ Orden Del Dia

- | | |
|--|--|
| <ul style="list-style-type: none">■ Purpose of Site planning■ Looking at Academic Data■ Needs Assessment Input■ Discuss what Measure G1 does and could resource | <ul style="list-style-type: none">■ Propósito de la planificación del Sitio■ Reviso de datos de clima y cultura de escuela■ Ayuda con la Evaluación de Necesidades■ Discutir lo que la Medida G1 hace y podría ser un recurso |
|--|--|



Education for Change
Public Schools

Lupe reviews the agenda.

WELCOME/INTRODUCTIONS BIENVENIDA/INTRODUCCIONES



- PLEASE GIVE YOUR NAME, YOUR STUDENT'S NAME, AND YOUR STUDENT'S GRADE LEVEL.
- POR FAVOR, DÉ SU NOMBRE, EL NOMBRE DE SU ESTUDIANTE, Y NIVEL DE GRADO DE SU ESTUDIANTE.



Michelle leads introductions and an ice breaker.



Purpose of Site Planning

Propósito de la planificación del sitio



What we will do together:

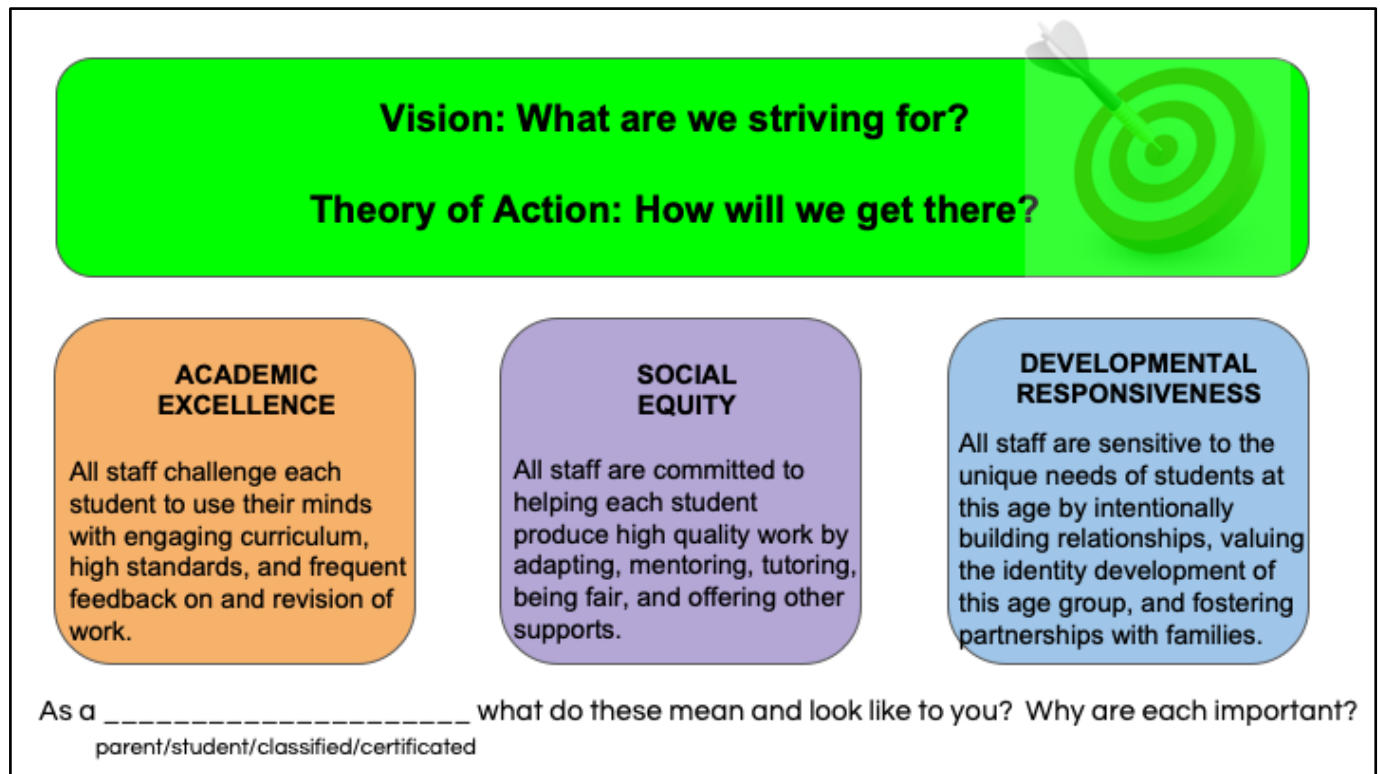
- Understand the vision of Epic
- Ensure stakeholders understand:
 - Academic data
 - Climate and Culture data
 - Site budget
 - Focus moving forward

Lo que vamos a hacer juntos:

- Comprender la visión de Epic
- Asegurarnos de que todos los interesados tengan una comprensión de:
 - Datos de clima y cultura
 - Datos académicos
 - El presupuesto de la escuela
 - el enfoque para el año que viene



Notes: Michael shares the purpose of site planning and explains that we do this annually - review data, determine needs, and assign time/money/people in the budgets and staffing plans to our needs and goals.



Hae-Sin shares how site planning flows from the vision of the school. FLC reps split into small groups and discuss what academic excellence, social equity, and developmental responsiveness mean and look like. Teachers join the groups to engage families.



Engagement Session #1

Participación Sesión # 1



Focus on Data



Concéntrese en Datos



Notes: Michael shares that today we will look at a little preliminary data. He distributes data packets.

2018-2019 KPI Progress: <u>April</u> (updated as of 2019-04-17)									
	EFC	Achieve	ASCEND	Cox	Epic	Latitude	Lazear	LWL	
UP is good	ELA: Average Distance from Met	↑	↑	↑	↓	↑	●	↑	↓
	Math: Average Distance from Met	↑	↑	↑	↑	↑	●	↑	↑
	On Track to EL Proficiency	●	●	●	●	●	●	●	●
	On Track to 3rd-Grade Reading Proficiency - T2	↑	↓	↑	↓	●	●	↑	↑
DOWN is good	Chronic Absence Rate	↑	↑	↓	↑	↑	●	↑	↓
	Chronic Absence Rate - AA	↓	↑	↓	↓	↑	●	↑	↑
	Suspension Rate	↓	↓	↓	●	↓	●	↑	↓

English Language Arts and Math - Epic is on track. To be on track, the students' midyear SBAC tests have to show that they have grown a lot. Specifically, we are targeting students closing the gap to proficiency by 20 points. 20 points is a lot, but in order to catch students up who are behind, 20 points is necessary. Approximately $\frac{2}{3}$ of the students have met that accelerated growth target in both ELA and Math. You can see that Epic suspensions are also down but chronic absenteeism for all subgroups has increased and this continues to be a painpoint. In small groups, families talk in language groups about the data. What questions do they have? What do they notice? Parents ask what works in other schools around chronic absenteeism. Michael shares what Epic has done, which is what Lazear did last year, and how it didn't necessarily work because Lazear is a K-8 with many absent children coming from a single family.

+ 2018-19 PRIORITIES/PRIORIDADES

1. In 18-19, we focused on improving student culture/ En 18-19, enfocado en mejorar la cultura de estudiantes

How? ¿Cómo?

- Invested in coaching for new teachers (partially funded through Measure G1 -specific to middle schools).
 - Invierta en entrenamiento para nuevos maestros.

How are we doing? ¿Cómo vamos?

Referral Overview

☒ Better than last year
 ☐ Worse than last year

☒ Out-of-School Suspension
 ☒ In-School Suspension
 ☐ Other Referral

Year

2019

SY 2019	411 total referrals <input checked="" type="checkbox"/>	5 in-school suspensions <input type="checkbox"/>	57 out-of-school suspensions <input checked="" type="checkbox"/>
	33.0% students (109 / 330)	1.5% students (5 / 330)	7.9% students (26 / 330)
Same time last year	1651 total referrals	1 in-school-suspensions	53 out-of-school suspensions
	54.4% students (196 / 360)	0.3% students (1 / 360)	10.3% students (37 / 360)

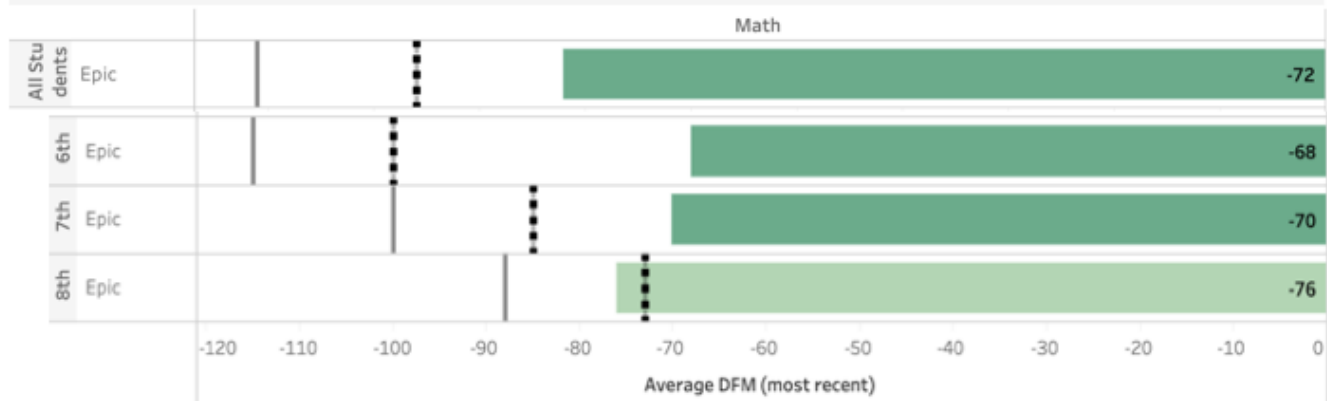
Michael reviews the investments from this year. We spent money on new teacher coaching partially funded through Measure G1. This has been powerful in the reductions in referrals. The Strong Start was a big success last year and is now an EFC practice. Could the coaching support academic planning above and beyond just culture moves? One parent expresses concern that some classrooms feel very orderly but others don't. Another parent expresses that her daughter's class is orderly but her daughter hates math,

+ 2018-19 PRIORITIES/PRIORIDADES

2. Improve Math Performance/ Mejorar el rendimiento matemático

Non-Cohort Matched DFM: All Students

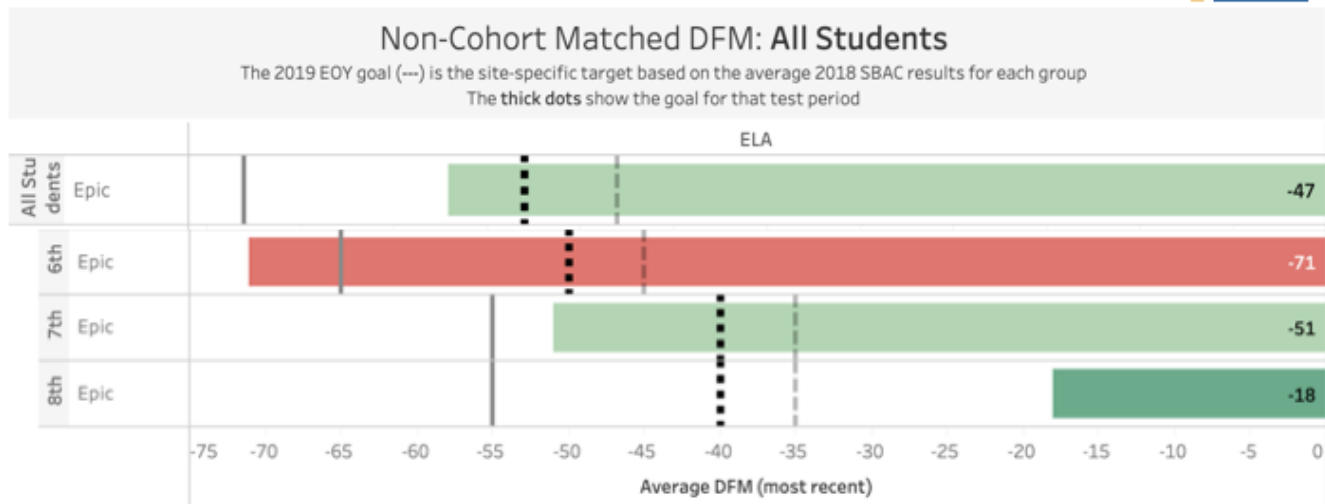
The 2019 EOY goal (---) is the site-specific target based on the average 2018 SBAC results for each group
The thick dots show the goal for that test period



Michael shares that Epic is on track in math, 2nd year of implementation of the curriculum they launched last year. Still yielding acceleration. They hope to better integrate math with other content areas. He is excited that Hae-Sin will be working with 8th graders to move them forward in strategic standards for better high school preparedness

+ 2018-19 PRIORITIES/PRIORIDADES

3. Improve Reading Performance/ Mejorar el rendimiento de lectura



There are two new (but not year 1) teachers in ELA - 6th and 7th grade. The 2nd year 8th grade teacher is clearly making much larger gains. What is the Epic strategy for retention - wonders one teacher. Michale shares that this is not cohort-matched and that 6th grade game in quite low based on reading plus data.

+ Discussion & Notes

Discusión y Notas



Prompts:

- Looking at the data, what should Epic focus on?

Indicaciones:

- En cuanto a los datos, ¿en qué debería centrarse Epic?

In table teams, families discuss what the data tells them the school should focus on. Parents share that new teacher coaching feels important. They think we should consider some investments to support our most struggling students as they continue to challenge the overall culture and are impacting the CA rate.

+ What does Epic invest in?

¿En qué invierte Epic?

- Extra administrators
- Extra teacher coaching
- New teacher coaching (Measure G1)
- Extra operations staff
- Guides
- Counselors
- Small class sizes (16-17 students vs 20-22 students)
- Math interventions
- Reading interventions
- Electives (PE and Design)
- Administradores adicionales
- Entrenamiento de maestros
- Entrenamiento de maestros nuevos (Medida G1)
- Personal de operaciones extra
- Guías
- Consejeros
- Clases pequeñas (16-17 estudiantes vs 20-22 estudiantes)
- Intervenciones matemáticas
- Intervenciones de lectura
- Electivas (PE y Diseño)



Michael shares what the current budget invests in.

MEASURE G1 FUNDS *Fondas de Medida G1*

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

● **Los objetivos de la medida**

- Aumentar el acceso a cursos de artes, música e idiomas del mundo en los grados 6-8
- Mejorar la retención de los estudiantes durante la transición de la escuela primaria a la secundaria
- Crear un ambiente de aprendizaje de escuela intermedia más positivo y seguro

Michael shares what Measure G1 is and what it was designed to fund.

Music (Rubric Score)	2016-17 (last yr)	2017-18 (this yr)	Art (Visual Arts, Theater, and Dance)	2016-17 (last yr)	2017-18 (this yr)
Access and Equitable Opportunity	N/A	N/A	Access and Equitable Opportunity	Quality	Quality
Instructional Program	N/A	N/A	Instructional Program	Quality	Quality
Staffing	N/A	N/A	Staffing	Basic	Basic
Facilities	N/A	N/A	Facilities	Quality	Quality
Equipment and Materials	N/A	N/A	Equipment and Materials	Quality	Quality
Teacher Professional Learning	N/A	N/A	Teacher Professional Learning	Basic	Basic
World Language (Rubric)	2016-17 (last yr)	2017-18 (this yr)	Epic has no music program. While we are interested in pursuing resources for a music program, minimally in the after school program, we will continue to prioritize school culture and improving the rigor of the students' learning experiences. This year, we continue to provide Design/Art in Makerspaces to 6th and 7th graders. However, we decided to prioritize academic interventions this year over world language and Design for 8th graders in the master schedule. Therefore, 8th graders received both math and reading interventions this year (double block reading and math), while 6th and 7th graders received Design and reading interventions. World languages was not prioritized for students who required academic interventions in reading.		
Content and Course Offerings	Developing	Emerging			
Communication	Emerging	Emerging			
Real world learning and Global competence	Emerging	Emerging			

Michael shares the administration's evaluation of the current Epic programs specific to music, world languages and art. Michale shares status of the after school resources - OFCY and 21st CCLC - that Epic has applied for in partnership with EBAYC. We are in strong position to receive those dollars. Tripling after school resources could really increase arts programming/offerings for our students. We should see how we leverage those resources.

+ Small Group Discussion - Whole group share out
Discusión en grupos pequeños - **Todo el grupo comparte**



Parents continue to worry about the overall school culture. While it has improved, there are students who continue to struggle mightily. What resources are there for those students, as they are disruptive to the classrooms and push teachers out?

MEASURE G1 FUNDS *Fondas de Medida G1*

***What is currently funded
este ano***

Lo que se financia

\$68,852	Resource a .6 FTE school culture/new teacher coach to support new and struggling teachers around learning and implementing school culture rituals and routines in their classrooms - facilitating inclusive, safe and positive classroom culture and engaging learning experiences	Recurso a .6 Entrenador de cultura escolar FTE para apoyar a maestros nuevos y con dificultades con el aprendizaje y la implementación de rituales y rutinas de cultura escolar en sus aulas - facilitando una cultura inclusiva, segura y positiva en el aula y atractivas experiencias de aprendizaje
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Measure G1 at Epic has funded new teacher coaching, which has yielded powerful growth in new teacher practice. This investment has been replicated across EFC.

+ Discussion & Notes - *Discusión y Notas*

Prompts:

- What investments impact reading and math growth at Epic?
- What investments help us maintain a positive school culture?
- Where should the school focus its resources?
- **Was the Measure G1 investment in new teacher coaching impactful?**
- **Should we continue with new teacher coaching or consider arts or world languages programming for G1?**
- **Are there other culture investments to consider?**

Indicaciones:

- ¿Qué inversiones afectan el crecimiento de lectura y matemáticas en Epic?
- ¿Qué inversiones nos ayudan a mantener una cultura escolar positiva?
- ¿Dónde debería la escuela enfocar sus recursos?
- **¿Fue efectiva la inversión de la Medida G1 en nuevos entrenadores docentes?**
- **¿Deberíamos continuar con un nuevo entrenamiento de maestros o considerar artes o idiomas del mundo para G1?**
- **¿Hay otras inversiones culturales a considerar?**



Education for Change
Public Schools

In small groups, parents discuss what investments feel the most important. Michael asks them to think about and discuss how to prioritize G1 funds.

+ Small Group Discussion - Whole group share out
Discusión en grupos pequeños - **Todo el grupo comparte**



They would like to see continued investment in supporting new teachers. If there are additional dollars (as G1 is fully funded - as shared by Hae-Sin), they should consider additional investments to support our most struggling students.

MEASURE G1 FUNDS *Fondas de Medida G1*

Learning from ASCEND & Lazear
ASCEND & Lazear

Aprendiendo de

ASCEND and Lazear invested in positions that focused on school culture systems - managing systems of academic, behavioral and emotional supports, student culture and discipline systems, positive student culture systems, and addressing trauma-informed practices.

OUTCOMES:

1. Suspension rates < 5%
2. Chronic absenteeism <10%
3. Office referrals are down 25%

Michael shares how Lazear and ASCEND have focused their G1 resources differently - on MTSS. He explains MTSS and how it is designed to facilitate support for our most struggling students.

MEASURE G1 FUNDS *Fondas de Medida G1*

What We Could Fund

Qué podríamos financiar

Resource .6 FTE of school culture/new teacher coaching to support new and second year teachers around learning and implementing school culture rituals and routines and implementing Common Core instruction	Recurso .6 FTE de cultura escolar / entrenamiento de nuevos maestros para apoyar a maestros nuevos y de segundo año en el aprendizaje e implementación de rituales y rutinas de cultura escolar e implementación de instrucción Common Core	\$66,000
Resource 50% of 1 FTE of the Director of Student Support Services position for the 2019-20 school year	Recurso 50% de 1 FTE del puesto de Director de Servicios de Apoyo Estudiantil para el año escolar 2019-20	\$65,579

Michael puts forward his proposal for Measure G1 funding based on data and overall feedback from staff-family engagement.

- + Small Group Discussion - Whole group share out
Discusión en grupos pequeños - **Todo el grupo comparte**



Families agree with the proposal.

	Last Name	First Name	Middle Name	Grd	Contact Last Name	Contact First Name	Phone	Corresp. Lang.
29	Chavarria Zamora	Andres	Eduardo	6	Zamora	Yesenia	5103096251	Spanish
30	Chavez Avalos	Cristian	Manuel	7	Maria	Avalos	5109419304	Spanish
31	Chavez-Diaz	Victor	Vicente	8	Chavez	Juana	5105756463	Spanish
32	Chavez Rodriguez	Marvin	Josue	8	Rodriguez	Nidia	4083754676	Spanish
33	Chilel Ovalle	Daryle	Raquel	6	Ovalle	Maria	5109786025	Spanish
34	Cifuentes	Maria	Fernanda	8	Cifuentes	Merly	5106821230	Spanish
35	Cobix	Osiel		6	Arrija Cobos	Patricia	5103552366	Spanish
36	Cobix-Arrija	Brayan		8	Arrija Cobos	Patricia	5103552366	Spanish
37	Cruz Martinez	Eloisa		7	Martinez	Maria	5109348111	Spanish
38	Cruz Martinez	Julian	Guadalupe	8	Martinez	Maria	5109348111	Spanish
39	Cuevas Vasquez	Salvador		8	Vasquez	Maritza	5104990501	Spanish
40	Cuevas Vazquez	Nina Jasmin	Alexandra	6	Vasquez	Maritza	5104990501	Spanish
41	Damian	Brenda	Luz	8	Blanco	Maria	5105751425	Spanish
42	Del Toro Quintero	Mario		7	Quintero	Gregoria	5104851175	Spanish
43	Duenas Hernandez	Sergio		7	Hernandez	Ana Dalia	5102857513	Spanish
44	Enriquez	Damian		7	Carmona	Angeles	5106958271	Spanish
45	Escobar Santos	Jason	Agustin	6	Santos	Maria	5102074474	Spanish
46	Espinosa	Christian	Xavier	8	Espinoza	Lisette	5102533989	Spanish
47	Espinoza	Claudia		6	Espinoza	Gabriel	5109278522	Spanish
48	Espinoza Sanchez	Adriana		6	Sanchez	Mirna	5106931534	Spanish
49	Estrella-Sandoval	Angel	Manuel	6	Sandoval	Irma	5104590894	Spanish
50	Flores	Astul E.		8	Flores	Astul	5109047455	Spanish
51	Flores	George	Mauricio	8	Carolina	Mirna	7139926510	Spanish
52	Flores Villacorta	Evelyn	Daniela	7	Flores	Dalia	5107126274	Spanish
53	Franco Lozano	Bryan		6	Franco Avila	Saul	5108276971	Spanish
54	Galindo Martinez	Jelen	Melany	6	Galindo	Ofelia	5107053568	Spanish
55	Gallardo	Rubi		7	Betancourt	Maria	5103954360	Spanish
56	Gallegos	O'Honey	Michelle	7	Hopkins	Rosalinda	5103557572	Spanish
57	Galvez-Clara	Joanna	Guadalupe	7	Acevedo	Luz	5106937819	Spanish
58	Garcia	Tamara		7	Rojas	Monica	5106821058	Spanish

24:00

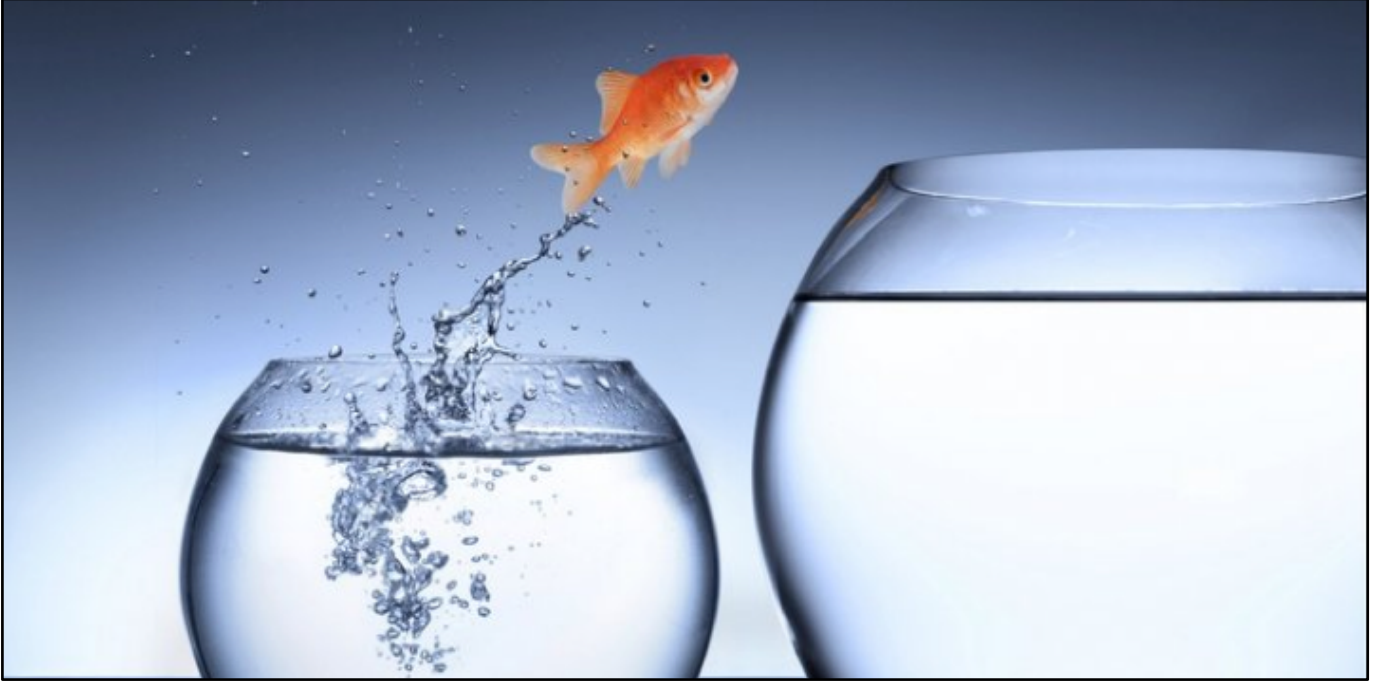


Welcome Sages!

**We're starting PROMPTLY
at 3:30**

Mike or Alyssa

Site Planning = Opportunity



Michael reviews purpose of site planning to staff

3.18.19 Epic Staff Meeting Agenda

1. Site Planning
 - a. Purpose: Vision & Theory of Action
 - b. Process: Stakeholder Engagement
 - c. Engagements
2. Survey
3. Bright Spots
4. Review of Measure G1 investment from 18-19 and potential investments for 19-20

Review of agenda



5 minutes for staff to give input into current priorities

Bright Spots



Enrichment



Liz shares highlights from her gardening class

Student Council: Valentine's Dance



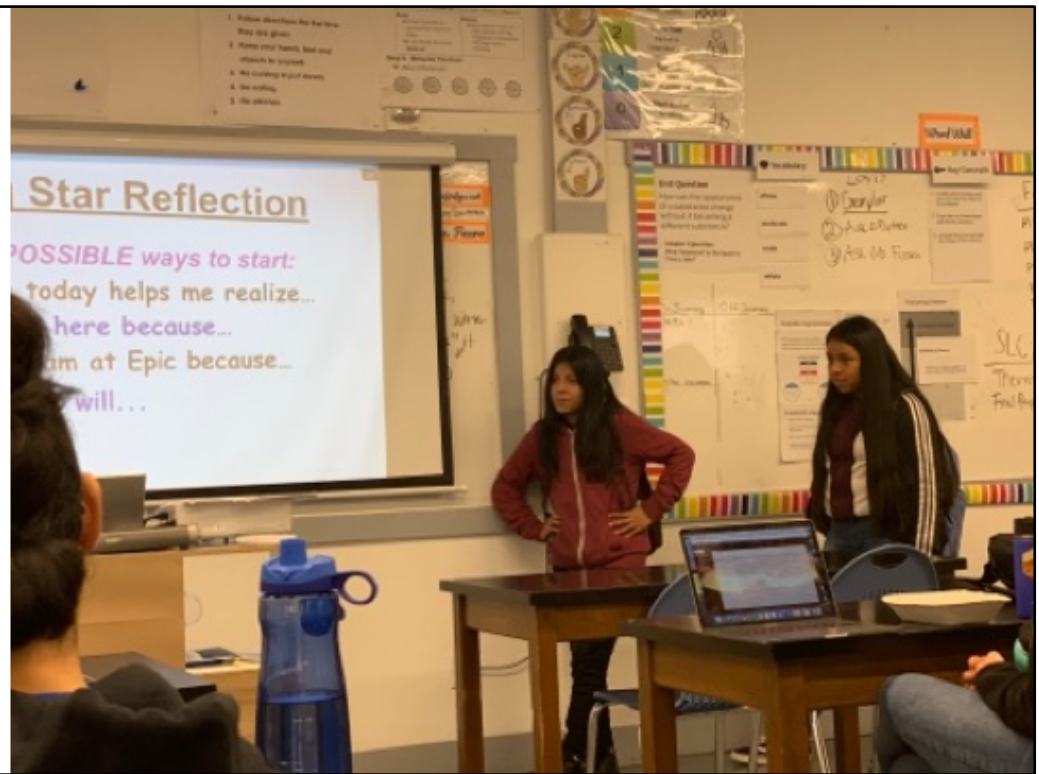
Lucas shares what Student Council has been focused on.



Movie Night

Shay shares how movie night went for kids and family

Shining Star



Soccer: Awards



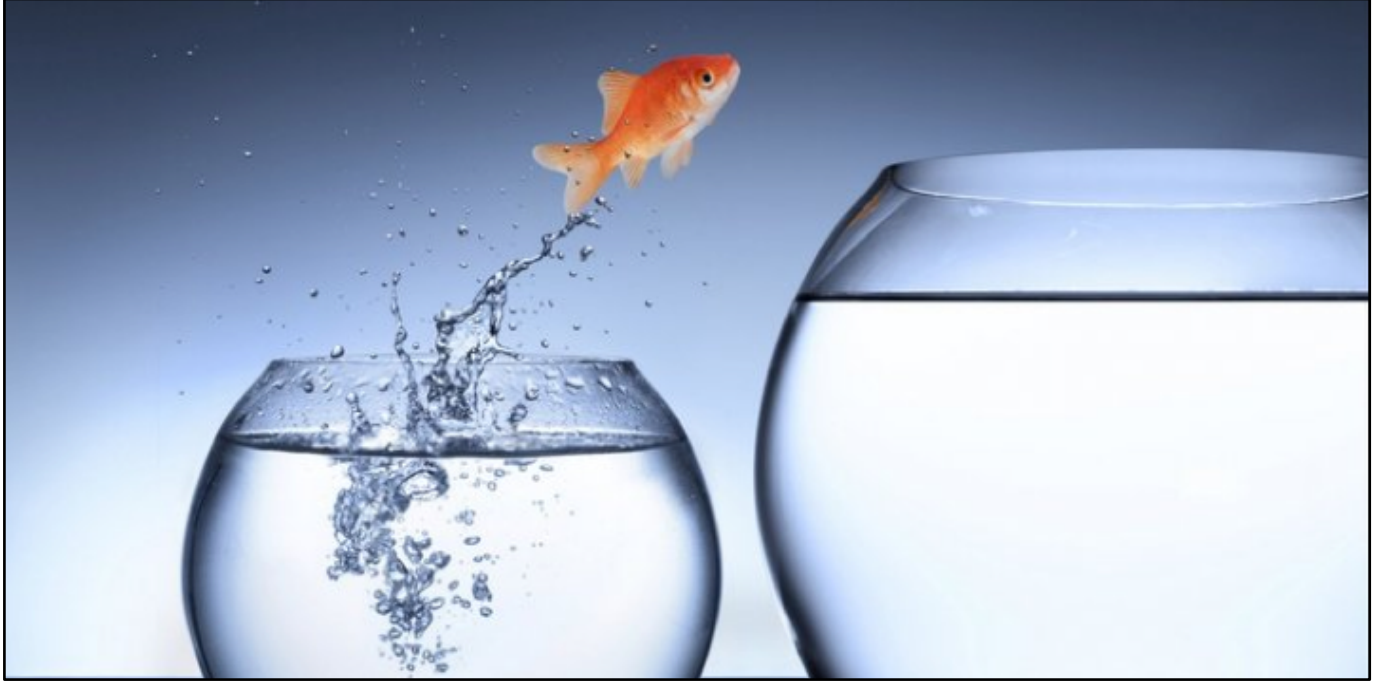
Jason shares highlights from soccer season

Family Night



Michael shares highlights from Family Night

Site Planning = Opportunity



Michael explains that site planning is an opportunity to review data, take a hard look at what the school has invested in and how those programs are moving the school closer to its goals, and recommit to investments that are working and walk away from investments that are not



Purpose of Site Planning



What we will do together:

- Understand the vision of Epic
- Ensure stakeholders understand:
 - Academic data
 - Climate and Culture data
 - Site budget
 - Focus moving forward

Michale reviews what we will do today and at our next engagement

Vision: What are we striving for?

Theory of Action: How will we get there?



**ACADEMIC
EXCELLENCE**

All staff challenge each student to use their minds with engaging curriculum, high standards, and frequent feedback on and revision of work.

**SOCIAL
EQUITY**

All staff are committed to helping each student produce high quality work by adapting, mentoring, tutoring, being fair, and offering other supports.

**DEVELOPMENTAL
RESPONSIVENESS**

All staff are sensitive to the unique needs of students at this age by intentionally building relationships, valuing the identity development of this age group, and fostering partnerships with families.

As a _____ what do these mean and look like to you? Why are each important?
parent/student/classified/certificated

Alyssa reviews the vision and theory of action of Epic. In mixed groups, parents, students, staff get in small groups and are assigned Academic Excellence, Social Equity and Developmental Responsiveness to discuss - what do these mean and look like to you and why is this important?

2018-2019 KPI Progress: <u>April</u> (updated as of 2019-04-17)								
	EFC	Achieve	ASCEND	Cox	Epic	Latitude	Lazear	LWL
UP is good	ELA: Average Distance from Met	↑	↑	↓	↑		↑	↓
	Math: Average Distance from Met	↑	↑	↑	↑		↑	↑
	On Track to EL Proficiency							
	On Track to 3rd-Grade Reading Proficiency - T2	↑	↓	↑	↓		↑	↑
DOWN is good	Chronic Absence Rate	↑	↑	↓	↑		↑	↓
	Chronic Absence Rate - AA	↓	↑	↓	↑		↑	↑
	Suspension Rate	↓	↓	↓		↓	↑	↓

Michael shares how Epic is doing against its KPI targets. Strong progress in math - which is good since math is quite low overall. Good progress in ELA. The big struggle is chronic absenteeism overall, which has increased since last year.

+ 2018-19 PRIORITIES

In 18-19, we focused on improving student culture

How?

- Invested in coaching for new teachers (partially funded through Measure G1 -specific to middle schools).

How are we doing?

Referral Overview

□ Better than last year □ Worse than last year
■ Out-of-School Suspension ■ In-School Suspension ■ Other Referral

Year

2019 ▼

SY 2019	411 total referrals □ 33.0% students (109 / 330)	5 in-school suspensions □ 1.5% students (5 / 330)	57 out-of-school suspensions □ 7.9% students (26 / 330)
	Same time last year 1651 total referrals 54.4% students (196 / 360)	1 in-school-suspensions 0.3% students (1 / 360)	53 out-of-school suspensions 10.3% students (37 / 360)

The Strong Start was again a priority this year, and coaching in new/newer teachers' classrooms led to improvements in referral data. Referrals overall are WAY down from last year. New teachers' classrooms showed 80% of students were on-task in week 7.

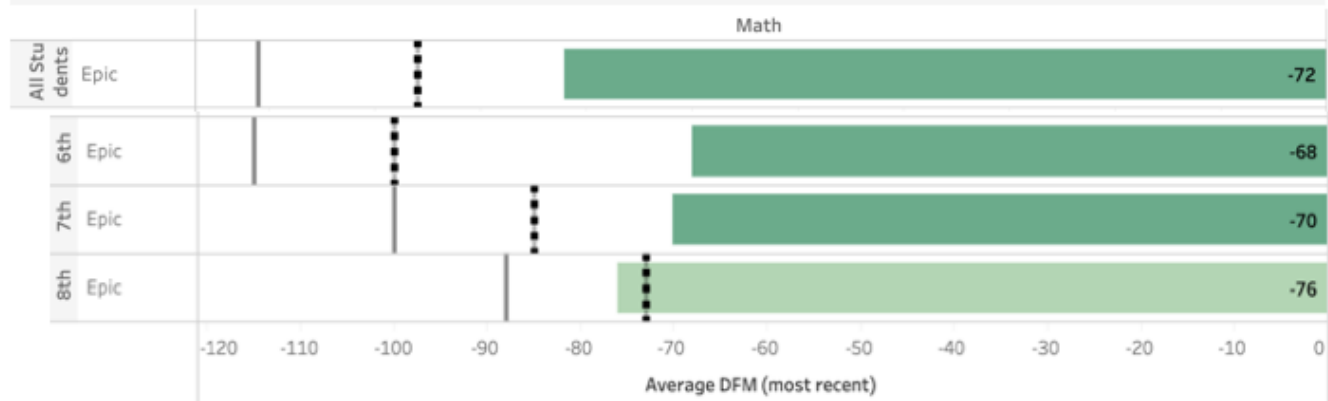
+ 2018-19 PRIORITIES

Improve Math Performance



Non-Cohort Matched DFM: All Students

The 2019 EOY goal (---) is the site-specific target based on the average 2018 SBAC results for each group
The thick dots show the goal for that test period



Again, math data shows strong growth and performance in Math overall, beating the target of 97 by 16 points. Strongest growth in 6th grade. 8th grade is underperforming relatively. The priority push plan has Hae-Sin coming in to do targeted pull-out for 4-5 weeks in April-May to ensure students have proficiency in linear equations.

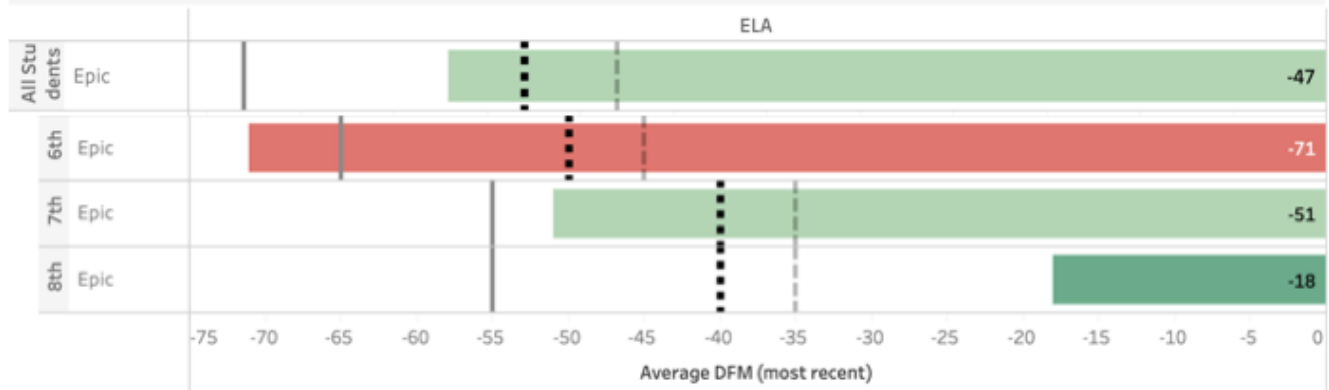
+ 2018-19 PRIORITIES

Improve Reading Performance



Non-Cohort Matched DFM: All Students

The 2019 EOY goal (---) is the site-specific target based on the average 2018 SBAC results for each group
The thick dots show the goal for that test period



ELA performance is outperforming last year but underperforming target slightly. 6th grade performance is of tremendous concern. Jamie and Karin have prioritized their time in supporting 6th grade in both learning lab and in ELA to ensure students and the teacher are being supported.

+ Discussion & Notes



Prompts:

- Looking at the data, what should Epic focus on?

In small groups, staff reviewed the data.

+ What does Epic invest in?

- Extra administrators
- Extra teacher coaching
- New teacher coaching (Measure G1)
- Guides
- Clinicians
- Small class sizes (20-24 students v 24+ students)
- Math interventions
- Reading interventions
- Electives (PE and Design)

Mike shares all the ways Epic spends money.

MEASURE G1 FUNDS

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

Mike reviews the purpose of G1 funds

Music (Rubric Score)	2016-17 (last yr)	2017-18 (this yr)	Art (Visual Arts, Theater, and Dance)	2016-17 (last yr)	2017-18 (this yr)
Access and Equitable Opportunity	N/A	N/A	Access and Equitable Opportunity	Quality	Quality
Instructional Program	N/A	N/A	Instructional Program	Quality	Quality
Staffing	N/A	N/A	Staffing	Basic	Basic
Facilities	N/A	N/A	Facilities	Quality	Quality
Equipment and Materials	N/A	N/A	Equipment and Materials	Quality	Quality
Teacher Professional Learning	N/A	N/A	Teacher Professional Learning	Basic	Basic
World Language (Rubric)	2016-17 (last yr)	2017-18 (this yr)	Epic has no music program. While we are interested in pursuing resources for a music program, minimally in the after school program, we will continue to prioritize school culture and improving the rigor of the students' learning experiences. This year, we continue to provide Design/Art in Makerspaces to 6th and 7th graders. However, we decided to prioritize academic interventions this year over world language and Design for 8th graders in the master schedule. Therefore, 8th graders received both math and reading interventions this year (double block reading and math), while 6th and 7th graders received Design and reading interventions. World languages was not prioritized for students who required academic interventions in reading.		
Content and Course Offerings	Developing	Emerging			
Communication	Emerging	Emerging			
Real world learning and Global competence	Emerging	Emerging			

Staff reviews the rubric for music, art, and world languages in small groups. They evaluate Epic's programming against the rubric in all areas. Jason questions whether design and art are truly the same. Areli questions why the after school program doesn't do a better job of offering robust arts programming. Michael shares that EBAYC will be taking over the after school program and that Epic is awaiting responses from OFCY and 21st CCLC re more funding for after school. Should funding be received, Epic could dramatically increase program offerings in arts.

MEASURE G1 FUNDS

What is currently funded

\$68,852	Resource a .6 FTE school culture/new teacher coach to support new and struggling teachers around learning and implementing school culture rituals and routines in their classrooms - facilitating inclusive, safe and positive classroom culture and engaging learning experiences
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Mike shares how G1 funds were used this year.

+ Discussion & Notes

Prompts:

- What investments impact reading and math growth at Epic?
- What investments help us maintain a positive school culture?
- Where should the school focus its resources?
- **Was the Measure G1 investment in new teacher coaching impactful?**
- **Should we continue with new teacher coaching or consider arts or world languages programming for G1?**
- **Are there other culture investments to consider?**



In small groups, staff and families discuss the prompts above. Answers are charted on chart paper. In the larger group, each small group shares out. Overall reporting -

1. Current investments appear to be facilitating reading and math growth. Comments on how Reading Plus supporting reading growth when there is investment. How do we increase investment by youth? Discussion about uniqueness of 6th graders this year and the need of staffing special education for the unanticipated.
2. New teacher coaching and strong start support considering integral aspects of strong culture at Epic.
3. Overall culture still lagging, especially students in crisis. How are we coordinating support/intervention systems more systemically? Looks like we go from tier 1 to tier 3 with minimal tier 2.
4. Yes - G1 investment in new teacher coaching positive
5. Yes, we should continue new teacher coaching. Can after school resources be use to create extended day elective programming?
6. What are other schools doing to address chronic absenteeism?

MEASURE G1 FUNDS

Learning from ASCEND & Lazear

ASCEND and Lazear invested in positions that focused on school culture systems - managing systems of academic, behavioral and emotional supports, student culture and discipline systems, positive student culture systems, and addressing trauma-informed practices.

OUTCOMES:

1. Suspension rates < 5%
2. Chronic absenteeism <10%
3. Office referrals are down 25%

Michael shares that middle school programs at Lazear and ASCEND have invested their G1 dollars differently and focused on MTSS and PBIS. These schools have much lower suspension, chronic absenteeism, and office referral data... Epic does not have an equivalent position.

MEASURE G1 FUNDS

What We Could Fund

Resource .6 FTE of school culture/new teacher coaching to support new and second year teachers around learning and implementing school culture rituals and routines and implementing Common Core instruction	\$66,000
Resource 50% of 1 FTE of the Director of Student Support Services position for the 2019-20 school year	\$65,579

Michael shares the G1 leadership team's proposal to resource a .5 Student Support position that would focus on aligning the MTSS system and coaching teachers on PBIS and Restorative Justice. Lazear teacher S Ciono shares Lazear's experience. In small groups, Epic staff and families discuss this possibility. Discussion re whether arts or music programming should be prioritized is considered. Crystal wonders if extended day is a real possibility for music or arts programming and whether G1 should continue to prioritize support systems throughout the day. Frankly, culture is not where it should be. Staff discuss and vote.