



2019-20 Measure G1

Charter Grant Application

Due: April 17, 2019

School	Aspire Lionel Wilson College Preparatory Academy	Contact *	Michael Ray
School Address	400 105th Ave. Oakland, CA 94603	Contact Email	michael.ray@aspirepublicschools.org
Principal	Michael Ray	Principal Email	same as above
School Phone	510-635-7737	Recommended Grant Amount**	\$99,465.30
2018-19 LCFF Enrollment (6-8)	215	Actual 2018-19 (6-8) Enrollment (Oakland Resident)	245

*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	Fund salaried dance teacher at 50%* *When Measure G1 did not provide full funding for the 2017-2018 school year, we were able to reorganize our existing funds to pay for a dance teacher at 85% for one semester only. Next year, we'd like Measure G to provide \$30,000 in addition to what the school can provide, so we can keep our dance teacher at 85% for the full 2018-2019 school year.	\$30,000
2	Fund restorative justice training	\$12,580
3		
4		
5		
Budget Total (must add up to Current Grant Amount)		\$42,580

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		
2	Community Arts Partnership	\$3,000
3	Art supplies replenishments, including studio furniture and storage	\$1,129.30
4	Salary and benefits for a full-time, credentialed MS Spanish Teacher	\$70,000
5	MS Spanish Curriculum	\$1,076
6	Teacher stipend(s) to coordinate student transition activities for 6th grade students and families	\$1,500
7	Materials for onboarding student leaders and transition activities	\$500
8	Student led clubs and enrichment materials	\$2,700
9	Teacher stipends to supervise and manage after-school clubs and sports	\$21,060
	Budget Total (must add up to Anticipated Grant Amount)	\$99,465.30

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
141	114	226/255 (89%)	--	30/255 (12%)	69/255(27%)	94%

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial/ Not available
14	--	1	233	--	1	--	6

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

Name	Role
Michael Ray	Principal
Eva Kellogg	Assistant Principal
Rodolfo Ornelas	Assistant Principal
Joseph Marik	Assistant Principal
Marcelo Munoz	Dean of Students
Monica Contreras	Business Manager

School Vision (insert here):

Lionel Wilson Prep Mission: At Wilson Prep, we define our personal paths. We engage deeply in the world around us in a way that is personally meaningful, joyful, and real. We collaborate, communicate, problem solve, and critically think through rigorous learning experiences. We challenge ourselves to realize our full potential so that we can experience all that life has to offer and to become responsible members of our community. We all work tenaciously together to become transformational agents of change in our own lives, our families, and our diverse communities.

Aspire Public Schools Vision: *All LWP students should graduate critically literate and free to choose their college, career, and life pathway*

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)	Art (<u>Visual Arts</u>, <u>Theater</u>, and <u>Dance</u>)	2017-187 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity	N/A (not offered)	N/A (not offered)	Access and Equitable Opportunity	Basic for VA Basic for Dance	Basic for VA Basic for Dance
Instructional Program	n/a	n/a	Instructional Program	Basic for VA Entry for Dance	Basic for VA Entry for Dance
Staffing	n/a	n/a	Staffing	Basic for VA Entry for Dance	Basic for VA Basic for Dance
Facilities	n/a	n/a	Facilities	Basic for VA Entry for Dance	Basic for VA Entry for Dance

Equipment and Materials	n/a	n/a	Equipment and Materials	Quality for VA Entry for Dance	Quality for VA Entry for Dance
Teacher Professional Learning	n/a	n/a	Teacher Professional Learning	Quality for VA Entry for Dance	Quality for VA Entry for Dance
<u>World Language</u> (Rubric)	2017-18 (last yr)	2018-19 (this yr)			
Content and Course Offerings	N/A (not offered)	N/A (not offered)			
Communication	n/a	n/a			
Real world learning and Global competence	n/a	n/a			

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)	239	255	Suspension	6.9%	12.2%
ES Outreach Strategy Actions	n/a	Community Canvassing	Chronic Absence	10.6%	5.9%
Programs to support ES students transition to MS	n/a	n/a	CHKS data (district only)	n/a	n/a

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/ELAC Meeting	Wednesday, April 24th
Family University Night - Measure G1 Meeting	Wednesday, April 24th

Staff Engagement Meeting(s)	
Staff Group	Date
Aspire Lionel Wilson Admin Lead Team	Tuesday, April 23rd
Measure G1 Committee	Wednesday, April 24th

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		
<i>LWP does not currently have a music program and does not intend to add one in the 2019-2020 school year.</i>		
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

Persistent facilities challenges made it hard for us to get our dance program above "Entry" in most areas of the rubric. As a result, we met none of our anticipated outcomes for dance. We decided to reallocate the resources to creating a stronger art program. We are currently funding our Art teacher out of our general fund, and do not intend to supplant those monies. However, we will bring in a community based arts program to both enhance our program and bring in a specialized curriculum for students who have demonstrated advanced interest or proficiency in arts.

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>
\$3,000.00	Community Arts Partnership	An enhanced experience where at least 25 more advanced art students can participate in a project or performance shared with the entire school community. Bringing in a community-based artist to work with at least 90 students on developing confidence in art aligned with the standards.
\$1,129.30 (other site funds will be used to fund up to a total of \$1,500 for this expenditure)	Art supplies replenishments, including studio furniture and storage.	At least 180 students have art class with access to high quality materials and supplies.

3. World Language Program

Programmatic Narrative Based on Rubric

Wilson Prep has not used Measure G1 funds to support a world language program in the past. However, given the diversity of our community and the desire to close the communication gaps between our black and latino families and students, we are proposing to bring Spanish language instruction to our middle school. By offering various levels (we will start with two levels in 2019-202 and expand to three in 2020-2021) we can prepare our ALL of our middle school students to be ready for the AP Language exam, regardless of their race or the language that they speak at home.

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>
\$70,000 (funds in excess of the final salary amount will go towards supplies for the Spanish class)	Salary and benefits for a full-time, credentialed MS Spanish Teacher	Two levels of Spanish offered at each grade level of 6, 7, and 8 with a highly-qualified credentialed Spanish teacher.
\$1,076	MS Spanish Curriculum (“Cuentame Mas!”), including teacher’s guide, student reproducible readers, and three class sets of leveled novels.	Two levels of Spanish offered at each grade level of 6, 7, and 8 with a standards aligned culturally relevant curriculum.

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
LWP does not currently allocate Measure G1 funds to 5th to 6th grade enrollment retention. However, next year, we plan to hold two summer orientation sessions for 6th grade students and families as well as a peer led rite of passage ceremony to welcome new 6th graders to the Wilson Prep community. Our data shows that students who are successful and connected in 6th grade tend to stay on track for promotion through the eighth grade.		
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>
\$1,500	Teacher stipend(s) to coordinate student transition activities for 6th grade students and families	2 summer orientation opportunities with a combined 100% attendance. 1 fall “Rite of Passage” ceremony at the start of the school year
\$500	Materials for onboarding student leaders and transition activities.	100% of incoming 6th graders and their families participate in orientation activities.

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis
Wilson Prep currently uses our general funds to support the majority of our safe and positive school culture initiatives, including PBIS, School Support Managers, and a student activities coordinator. However, since

our data shows that our students who are engaged in after-school and extracurricular activities such as clubs, sports, and enrichments, engage better and report high feelings of school connectedness. We would like to expand these opportunities to include all students. This will supplement and not supplant our current club offerings.

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>
\$2,700	Student led clubs and enrichment materials.	9 student led clubs, with appropriate documentation and organization. 9 academic enrichments for students to try out different careers, activities, and competencies.
\$21,060	Teacher stipends to supervise and manage after-school clubs and sports. (702 hrs/year @ \$30/hr)	Every student joins at least one club or sport.

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:	Lionel Wilson College Prep - Aspire	Principal	Michael Ray
School Address	400 105th Ave Oakland, CA 94603	Principal Email:	michael.ray@aspirepublicschools.org
School Phone	510-635-7737	Grant Amount	\$42,580
2017-18 LCFF Enrollment (6-8)	206		

- 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

<p>Narrative: Progress Towards Anticipated Outcomes</p> <p>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.</p>

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric

Budget	2018-19 Activities	Anticipated Outcome
\$30,000	Continue to fund salaried dance teacher to... <ul style="list-style-type: none"> • Offer dance classes as a regular elective • Organize and facilitate performance opportunities • Explore community partnerships • Provide case management supports to disengaged learners 	<ul style="list-style-type: none"> • 50% of middle school students will participate in a performance by the end of the school year • 75% of students receiving case management services pass 3/4 core classes • Student survey results for the question "I have done activities in and out of class that help me try out different career opportunities and find out what interests me" increase from 55% (December 2017) to 70% (December 2018) • Student survey results for the question "I am proud to go to school at Wilson Prep" increase from 58% (December 2017) to 70% (December 2018)

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.

This year 246 (96%) of our middle school students have participated in dance classes during the school as part of their electives rotation. During our school-wide assemblies, approximately 10% of our middle school students have participated in performances, including dance and cheer, vocal music, and spoken word. Their participation in these events has helped to cultivate a culture of bravery and encouragement amongst our scholars, giving them opportunities to showcase talents otherwise not on display during the school day and to encourage and celebrate the diverse talents and interests across our student body. Our middle schoolers, in this way, have become schoolwide leaders, modeling for even our high school students artistic and performative talents.

However, our elective teacher turnover this year has limited the scope of our dance program and the ability our students have had to prepare for and engage in performances. While students are able to engage in art and dance classes each day, both these classes are currently taught by long-term subs after their teachers left unexpectedly midyear. As a result, students are learning artistic skills and producing works of art during the class time, but our opportunities for exhibitions have been significantly reduced.

Teacher turnover has also impacted our case management program design. While approximately 10% of our students have benefited from case management services in the form of individual and small group instruction, these services have been provided by our Behavior Wellness Team and not by our electives' teachers.

This year's student survey questions changed at an organizational level. However, the midyear student survey provides a wide range of data points related to student culture and experience. Across the spectrum, student responses have declined since last year. Our team attributes this decline to a variety of weaknesses in our Tier 1 instructional program that has not been able to be bolstered by Tier 2 and 3 programs and interventions, including elective and extracurricular. These weaknesses include a greater number of new or inexperienced teachers and a new leadership team, both of these contributing to somewhat less positive learning environments for many students. However, we continue to see that students engage with joy and enthusiasm in the spaces that allow them to be creative and expressive and, the more these opportunities exist, the more risks students take to engage deeply with the creative prompt and to express vulnerable and impactful works of art. This has helped our students to humanize and empathize with their peers, giving them insight into the perspectives of others and appreciation for a wider range of students. On our midyear student survey data, we have seen this demonstrated quantifiably in students' responses to the questions, "how possible is it for you to change being talented?" which increased by 8% from last year's survey, and "During the past 30 days how often did you get along with students who are different from you?" which increased by 4% since last year's survey. Through engaging with students in new ways that allow them to express, share, and appreciate unique talents outside academic content area, our school environment is gradually becoming more inclusive to all learners.

As the year progresses, we are investing in expanding these opportunities through a more robust and collaboratively designed events calendar, which will provide more students with opportunities to engage in performances and exhibitions of all kinds. Our spring events will include two school-wide assemblies per month, one grade level community meeting per month, one family event per month, and weekly opportunities to celebrate students' accomplishments. Each assembly will showcase student talent in alignment with monthly themes designed to celebrate the diverse cultural heritage of all our students and to build a shared vocabulary and understanding of empowering cultural pillars. For example, this week we celebrated Women's History Month with a school-wide assembly that showcased the cheerleading team, a student singer, and a student spoken word performance. We hope that these all-school celebrations of student talent will continue to cultivate enthusiasm, empathy, belongingness, and pride.

3. World Language Program (PRELOADED)

Programmatic Narrative Based on Rubric		
N/A		
Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: World Language Program

<p>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.</p>
Empty space for narrative

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

<p>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.</p>
<p>Wilson Prep is not currently using any Measure G funds to support 5th to 6th grade retention.</p>

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
\$12,580	Participation in restorative practices training for members of our Behavior Wellness Team	<ul style="list-style-type: none"> • Reduction of chronic absenteeism rate from 10.6% (March 2018) to 9%(EOY 2019) • Increase in ADA from 96.52% (March 2018) to 97.5% (EOY 2019) • Decrease in suspension rate from 4.9% (March 2018) to 3.5% (March 2019) • Student survey results for the question “There is an adult I feel supported by on the campus” increase from 61.5% (December 2017) to 70% (December 2018) • Student survey results for the question “Adult treat all students fairly” increase from 55.9% (December 2017) to 70% (December 2018) • Student survey results for the question “I believe the Wilson Prep community is a family” increase from 47.5% (December 2017) to 60% (December 2018)

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.

As a school, we continue to believe firmly that a safe and positive school culture is essential for student learning and for the type of transformational educational experience we believe is possible. Our school’s theory of action relies upon the creation of a restorative community based on investment and restoration practices that support the development and maintenance of healthy relationships. We know that this relies upon professional development opportunities that ensure that all educators are prepared to engage with students in humanizing, equitable, compassionate, and developmentally appropriate ways. This year, we have worked toward develop our staff capacity to realize this vision by training more staff members in restorative practices and training all staff in facilitating community building circles. Additionally, all classrooms have adopted the RULER social emotional curriculum and staff have experienced several professional development sessions internalizing and practicing the tools outlined in the curriculum. In classrooms, we pay close attention to the ratio of positive to negative feedback to students, the prevalence of emotionally intelligent vocabulary, and the integration of RULER tools to build self and social awareness while learning content. As a result, in many of our classrooms you will see evidence of these efforts to strengthen community, including classroom Charters stating student-determined agreements, Mood Meter posters, and word walls.

These investments have produced inconsistent outcomes due to the varying levels of expertise across our classrooms. However, in classrooms where the teacher has participated in restorative justice facilitation training and applies instructional expertise to the integration of social emotional learning we see that attendance, levels of student engagement, and academic outcomes are increased. In one 6th grade

classroom where community building and harm reduction circles are common practice, for example, the chronic absentee rate is only 2% compared to a schoolwide average of 6.1% and only 10% of students have earned a failing grade this year, compared to a 15% schoolwide average across the department.

Furthermore, we have adopted restorative practices to engage students, staff, and families after a harmful incident has occurred. While the impact of this is difficult to measure, we have seen an increase on our midyear student survey responses to the questions “How much do you matter to others at this school?” which has increased by 2% since last year, “How much did you care about other people’s feelings in the last 30 days?” which increased by 2%, and “when things go wrong for you, how calm are you able to remain?” which increased by 8% since last year. Each of these increases, while not significant in their individual gains, reflect a growing trend toward a more empathic learning community that is able to productively engage in conflict and use restorative strategies to resolve individual and interpersonal challenges. We also have seen significant increases for our marginalized subgroups in the areas of feeling supported by adults and respected by peers. From August to December 2018, there was a 13% increase in African American students who responded positively to the question, “There is an adult on campus I feel supported by” and 16% increase in the same question for our Asian American Pacific Islander students. For the question “ I feel respected by my peers,” we saw a 3% increase for our African American students and a 60% increase for our Asian American Pacific Islander students. Given that we’ve historically seen significant gaps between the experiences of our majority population of Latino students and these two minority populations, these increase reflect major progress toward building a school community that operates with a healing and liberating framework through a restorative approach.

As the year comes to a close, we hope to continue to expand these efforts by training more staff members to facilitate community building circles and participate in harm reduction circles. Gradually, it is our hope to train student leaders as well in facilitation strategies so that our restorative program is done with students and not to or for them. Furthermore, as the data illustrates, we believe firmly that teacher-led restorative practices that become routine in the general education setting is an essential component to building a healthy and thriving student culture. This spring we hope that as many teachers as possible will gain comfort with these practices so that they can become integral to every classroom in the 2019-2020 school year.