



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2020-21 Measure G1

Grant Application

Due: April 10, 2020

School	Aspire ERES Academy	Contact	Jenna Ogier-Marangella
School Address	1936 Courtland Avenue Oakland, CA 94601	Contact Email	jenna.ogier-marangella@aspirepublicschools.org
Principal	Jenna Ogier-Marangella	Principal Email	jenna.ogier-marangella@aspirepublicschools.org
School Phone	510-436-9760	Recommended Grant Amount*	\$39,696.00
2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)	84	2019-20 LCFF Enrollment	81

*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 2019-20 (2019-20 Approved Proposal & 2018-19 Carryover Form)

2019-20 Approved Expenditures from Budget Justification and Narrative Section		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
4		
5		
Budget Total (must add up to Current Grant Amount)		\$36,262.44

Summary of Proposed Expenditures for 2020-21 (listed in order of priority)

2020-21 Proposed Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	Art teacher will attend Art & STEAM professional development opportunities	\$2,500.00
2	Art & STEAM Materials and Supplies	\$3,500.00
3	Art & STEAM Field Trip(s)	\$3,500.00
4	Art & STEAM Guest Artist Stipend	\$500.00
5	Part Time Student Support Manager	\$26,500.00
6	Whole Class Incentives (Field Trips & Swag) for meeting culture goals	\$3,696.00
Budget Total (must add up to Current Grant Amount)		\$39,696.00

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
44	39	94%	0	15%	42%	94%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
1	0	2	77	1	0	1	2

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

Name	Role
Jenna Ogier-Marangella	Principal
Jessie Johnson	Assistant Principal
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.

<u>Music (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2018-19 (last yr)	2019-20 (this yr)
Access and Equitable Opportunity	N/A	N/A	Access and Equitable Opportunity	Basic	Quality
Instructional Program	N/A	N/A	Instructional Program	Basic	Basic
Staffing	N/A	N/A	Staffing	Quality	Quality
Facilities	N/A	N/A	Facilities	Basic	Basic
Equipment and Materials	N/A	N/A	Equipment and Materials	Quality	Quality
Teacher Professional Learning	N/A	N/A	Teacher Professional Learning	Quality	Quality
<u>World Language (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)			
Content and Course Offerings	N/A (no existing program)	N/A			

<i>Communication</i>	N/A	N/A
<i>Real world learning and Global competence</i>	N/A	N/A

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2018-19 (last yr)	2019-20 (this yr)	Safe and Positive School Culture (SPSA)	2018-19 (last yr)	2019-20 (this yr)
Enrollment Data (20 day)	27	26	Suspension	2.1%	1.80%
ES Outreach Strategy Actions		ERES is a tk-8, students transition to next grade automatically	Chronic Absence	13.1%	10.10%
Programs to support ES students transition to MS	Aspire ERES Academy provides an end-of-year 5th grade transition meeting with students and families to prepare them for middle school & this year MS orientation for students and families.	ERES provides an end-of-year 5th grade transition meeting with students and families to prepare them for middle school (May) & MS orientations for students and families (August).	CHKS data (District) or Culture/Climate survey		

MANDATORY: Please provide all meeting agendas, minutes and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without documentation of these engagements.

****The agenda and meeting notes must reference overview of Measure G1 and show dialogue and input from stakeholders.**

Community Engagement Meeting(s)	
Community Group	Date
SSC Meeting (virtual)	March 27

Staff Engagement Meeting(s)	
Staff Group	Date
Lead Meeting (Admin & Teacher Reps) (virtual)	March 24

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 Measure G1

- 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 2019-20 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 the amount listed in "Recommended Grant Amount" above.

1. Music 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. Our qualitative and quantitative school culture data from 2017-2020 shows that we need to prioritize funds towards maintaining a joyful, 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 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
N/A		

2. Art Program

Programmatic Narrative Based on Rubric		
<p>The Middle School art program of ERES academy has greatly benefitted from Measure G1 funding for the past three school years. Due to funds allocated towards 1)professional development for our Art teacher, and 2) the purchase of STEAM materials and supplies, students have gained access to a robust STEAM elective. Students have engaged in pottery creating traditional cups and bowls, and have also created a STEAM inspired ceramic cell phone amplifier and working clocks. They have also learned about radial designs and created their own cultural Mandalas. With their class set of IPADS, students have engaged in research, photographed their art work to create digital portfolios, and created claymation. Finally at the conclusion of the beginning welding unit, our STEAM elective went on a field trip to the Crucible to experience Industrial Arts classes! Students took glass flameworking, welding, and jewelry making classes.</p> <p>The proposed programmatic strategy for 20-21 will continue to support our elective in visual arts in grades 6-8 by increasing the quality of our instructional program. We can elevate our Middle School STEAM to the 'quality' level by using funds to stipend community guest artists. Additionally, we want to incorporate more field trips into the STEAM elective that build upon the technology and art skills that our students have already learned within the unit of study. We have already purchased a class set of iPads equipped with Adobe Photoshop and animation software with Measure G1 funds- and we would like to continue by purchasing stylus pens which will support our animation unit. We plan to continue to keep ceramics a mainstay of the art curriculum and order more clay supplies. Finally, access to high quality professional development for art teacher, like the CAEA and the NAEA conferences, provide a wealth of STEAM curriculum and project ideas that allow her to deepen and expand her units of study; therefore, our art teacher would greatly benefit from attending similar conferences.</p>		
Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$2,500	Art teacher will attend Art & STEAM conferences (example: California Art Education Association State Conference and NAEA National Convention). Funds will cover conference registration, ground travel, lodging, and meals for Art teacher.	<p>Increase 5% from 5th to 6th grade due to high quality elective offerings and fulfilled family/student request</p> <p>5% increase on student engagement and interest (since STEAM courses were requested by middle school students and families) as measured by student survey responses</p> <p>Art teacher will share STEAM learnings from conference with STEAM PLC.</p>
\$3,500	Art & STEAM equipment and materials for elective course (example: clay, thermoplastic, light circuits, etc)	<p>5% increase on student engagement and interest (since STEAM courses were requested by middle school students and families) as measured by student survey responses</p> <p>10% decrease in chronic absenteeism due to student engagement and interest in units of study requested by middle school students</p>
\$3,500	Art & STEAM Field Trips (example: museum registration, bus or public transportation, etc)	<p>5% increase on student engagement and interest (since STEAM courses were requested by middle school students and families) as measured by student survey responses</p> <p>10% decrease in chronic absenteeism due to student engagement and interest in units of study requested by middle school students</p>

\$500	Guest Artists Stipend for local artists to present work and/or lead daily workshop on community art	<p>5% increase on student engagement and interest (since STEAM courses were requested by middle school students and families) as measured by student survey responses</p> <p>10% decrease in chronic absenteeism due to student engagement and interest in units of study requested by middle school students</p>
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3. World Language Program

Programmatic Narrative Based on Rubric

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

Our qualitative and quantitative school culture data from 2017-2020 shows that we need to prioritize funds towards maintaining a joyful, 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 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
N/A		

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

As a tk-8 school we have maintained a strong retention rate of 5th graders to 6th graders (89% from 18-19 to 19-20). Based on student and family feedback survey data from the past 3 years, we have found that our students and families desire more elective choices in Middle School. Additionally, although our student survey results have steadily grown each school year, our student survey results still show higher numbers of middle school students do not feel a strong sense of belonging at school in comparison with our elementary students. Therefore, we want to use G1 to continue funding the Student Support Manager role who supports Middle School student culture. We also currently have an art program that is strong, and would like to use G1 funds to further develop STEAM visual arts electives and classes that our middle school students have expressed interest towards.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students/families to be served and achievement for specific student groups.
N/A		

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

The 20-21 proposed programmatic strategy will continue to create a more positive and safe middle school learning environment by continuing to fund the part time Student Support Manager role. We have consistently made great improvements in establishing a safe and positive middle school culture for the past 3 years. 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%. Our 18-19 suspension rate was 2.1%, and so far for 19-20 it is 1.8%.

In addition to creating a more safe and positive learning climate for students, we have 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. Since then, we have retained 100% of Middle School staff and they have all indicated their intent to return for the following 20-21 school year! We know that retention has led to more consistency for students and families, alignment, and increased behavioral, socio-emotional, and academic rigor.

The investment in hiring a Student Support Manager has also allowed us to reduce our Chronic Absenteeism Rate from 16.5% in 18-19, to 10.1% in 19-20. Our Student Support Manager has focused her attention on building strong relationships with students, creating and leading a Middle School Student Council, and holding restorative and conflict resolution meetings. This has allowed our Assistant Principal to focus and prioritize her energy on leading differentiated socio-emotional PD for all staff members, establishing a Behavioral Wellness Team that develops behavioral supports and plans for Tier 2 and 3, and leads weekly Attendance Meetings where participants analyze data and case manage chronically absent students. This has also contributed to growth in our student survey results: there is now only a 6% difference between our elementary and middle school student average response to 'I feel a sense of belonging at school.'

Finally, we would like to use G1 funds to purchase prizes and incentives to bring more joy and community belonging for our students showing growth and outstanding citizenship: celebratory grade level field trips when they've reached various SEL/behavioral benchmarks, and school swag (sweatshirts). Our students have been working so hard and showing remarkable growth, and we want to continue celebrating their success by emphasizing collective growth! They will identify incentives as a class and work together to achieve their culture goals.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above). Outcomes should reference data from CHKS or Climate/Culture survey, i.e., Student survey data will show an increase in satisfaction with their school experience prior year.
\$26,500	Part time (.5) Student Support Manager	<i>Retain 100% highly qualified middle school educators to create a more positive and safe middle school learning environment.</i> <i>Continued decrease in office referrals/suspensions by 5% (and an increase in time spent in class) & result in decrease of chronic absenteeism by 5%</i> <i>10% increase in Middle School student survey data around feeling a sense of belonging at school.</i>
\$3,696	Whole Class Incentives (Field Trips & Swag) for meeting culture goals	<i>Continued decrease in office referrals/suspensions by 5% (and an increase in time spent in class) & result in decrease of chronic absenteeism by 5%</i> <i>10% increase in Middle School student survey data around feeling a sense of belonging at school.</i>

Please submit your 2020-21 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

ERES Lead Team Meeting Agenda 3.24.20

Procedural Norms: 1. Start and end on time. 2. Conduct yourself as a responsible adult. Manage needs and technology appropriately.	Behavioral Norms: 1. We do this work with JOY. 2. Keep kids at the center & consider all stakeholders. 3. Listen to learn. Don't interrupt. 4. Be fully present. 5. Assume positive intent & take responsibility for impact. 6. Responsibly manage conflict. 7. Model behaviors as leaders (adaptability, risk taking, professionalism, follow through, & growth mindset.)
Jobs: Facilitator- Jenna Note taker- Terry Process Checker- Ale Time Keeper- Mark	Materials Needed: Laptops
Location: Jenna's Zoom	Attendance: Jenna Ogier- Principal Jessie Johnson- Assistant Principal Shannon Persley- Art Lead Terry Kawi- Middle School Lead Miko Jones- % Lead Mark Montero- 2-3 Lead Alexandra Alquati- tk-1 Lead

Agenda Item	Time/Facilitator	Purpose	Notes
Team Builder	3:45-3:55 (10min) Jessie	<i>If you could be on any show (reality, drama, etc.) what would it be and why?</i>	
Objectives	3:55-3:56 Jenna (1 min)	What are we accomplishing in this meeting?	
Assign	3:56-4:00	1. Assign process checker, note taker, & timekeeper	



Meeting Jobs	Jenna (4 min)	<p>a. <u>Process Checker</u>- Reviews norms at the beginning of the meeting, holds team accountable for adhering to norms throughout the meeting, and leads process check at the end of the meeting. The process checker is <i>expected to interrupt</i> and hold the team to norms.</p> <ul style="list-style-type: none"> i. I'm noticing we have heard from some voices, but not all. Can we hear from someone who hasn't shared? ii. _____ was interrupted. Can ____ finish his/her thought? iii. We are getting off topic. We need to return to problem solving about _____. <p>b. <u>Note taker</u>- Takes notes in google doc. Keeps student names confidential by using the first two initials in the first and last name.</p> <p>c. <u>Timekeeper</u>- Uses timer on phone to ensure that we START on time and END on time.</p>	
Burning Issues	4-4:10 (10min) Jenna	Working Group Update	Working Group: Communication to team, families, and students (draft plan of due dates for working groups through October, staff/parent engagement meetings and deadlines) by end of next week
		Distance Learning Regional Trainings Today	Advanced scheduling possible for the future? Difficult for teammates with small children to schedule with only 24 hr notice.
Coaching Development	4:10-4:25 (15min)	<i>Coaching Consultancy</i>	<p>Consultancy Protocol:</p> <ol style="list-style-type: none"> 1. Think Pair Share- Celebration & Area of growth for coaching 2. Team selects 1 growth to do consultancy 3. Consultancy Protocol: <ol style="list-style-type: none"> a. Share Context & Growth Area (5min) b. Clarifying & Probing Questions (5min) c. Team Discusses (5min) d. Next Steps (2min) <p>Next week: Consultancy or a general issue</p> <p>Problems of Practice</p> <ul style="list-style-type: none"> • Upholding data meetings • Absences really impact data meetings and PD • Team is so small, 1 person absence makes a difference



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			<ul style="list-style-type: none"> • How can people who cross teams get to be a part of team meetings meaningfully? • Data becoming irrelevant <p>Solution</p> <ul style="list-style-type: none"> • Reschedule? • Attendance? <ul style="list-style-type: none"> ◦ Clearer expectations around breakout groups ◦ If high number of absences, additional planning but choices (make call based on who's absent) • Tracker? <ul style="list-style-type: none"> ◦ Analysis can happen and shared even if someone is absent
Measure G1	4:25-4:45 (20min)	<i>Discussion and proposal for Measure G1 funds for 20-21.</i>	<ul style="list-style-type: none"> • <i>19-20 Measure G1 Proposal</i> • <i>20-21 Measure G1 Proposal</i> <ul style="list-style-type: none"> ◦ Maintain/continue ART/STEAM elective supplies & PD ◦ New ideas included funds for visiting artists and field trips (related to ERES values of community empowerment) ◦ Maintain .5 Student Support Manager- we love Maribeth! ◦ MS Team suggests portion of funds for Whole Grade Level Incentives due to 'belonging' results from student survey and SEL focus <p><u>Questions/Comments:</u></p> <ul style="list-style-type: none"> -How can History/Science teacher support STEAM units of study next year? Scope and sequence? -Love that incentive is collective- aligns with our work in <i>Culturally Responsive Teaching and the Brain</i> and bringing in more collectivist values -How can we engage with local artists? Survey families and staff? ASPIRE folks? -Survey students for field trips, incentives, units of study, etc. Make student interest driver. -Lead team approves proposal
Deliverabl	Note Taker	1. Review	<i>Team Builder- Ale</i>



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es Review	(2min)	<p>deliverables</p> <ol style="list-style-type: none">2. Who wants to be snackster for next meeting?3. Who wants to lead team builder for next lead?	<p><i>Deliverables:</i></p> <ul style="list-style-type: none">-Jenna completes Measure G1 Application-Shannon supports writing of Art portion & reaches out to artists-Jessie provides updated culture data-Elvira places in demographic information on app-Leads reschedule data meetings & update expectations
Process Check & Appreciations	Process Checker (3min)	<ol style="list-style-type: none">1. Process Check: Fist to five. <i>How well did we uphold our norms? Do we need to shift our norms, process, practice, etc?</i>2. Appreciations.	

Date: 3.27.20 **Time:** 11:30 am **Location:** Virtual Zoom Meeting

SSC AGENDA

Introductions & 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><u>Name & Role in Attendance</u></p> <p>Angel Guandique - Parent</p> <p>Leticia Molina - Parent</p> <p>Jenna Ogier - Principal</p> <p>Ernie Duque - Teacher</p>
Assign Jobs (3 min)	<ul style="list-style-type: none"> ● Note taker = Jenna ● Process Checker = Ernie ● Time Keeper = Leti
Review: SSC Purpose (1min)	The purpose of SSC is to advise the principal and school staff on programs and services for ALL students.
Working Group Update for 20-21+ Planning (20min)	<p>2020-2021 School Year will be at current site location, guaranteed. 2021-2022 and beyond is up for discussion. Working group will consist of ERES Staff representatives, ERES family representative, ASPIRE Home Office and ASPIRE Regional Office representatives. Working group will make decision & develop project timeline.</p> <p>Options on the table: Merger, closure, consolidation (making ERES smaller).</p>
Measure G1 20-21 Funds (20min)	<p><i>Shared proposal from 19-20:</i></p> <ul style="list-style-type: none"> ● Art & Steam Professional Development for Art teacher ● Art & Steam Supplies ● Part time Student Support Manager

	<p><i>Proposal for Measure G1 funds for 20-21:</i></p> <ul style="list-style-type: none"> • Continue- Art & Steam Professional Development for Art teacher • Continue- Art & Steam Supplies • Continue- Part time Student Support Manager • Start- Art & Steam Field Trips • Start- Stipend for Visiting Local Artists to lead workshop or presentation • Start- Funds to support whole grade level incentives (belonging, community) based on student-set goals <p>Unanimous approval from SSC members on proposal for Measure G1 funds. Excitement about data growth in suspension, chronic absenteeism, student surveys, and teacher retention. Wondering about how local artists will be identified. Suggestion to provide a choice to students and survey who they are interested in meeting.</p>
Public Comment (5min)	<p><i>Any celebrations, concerns, or feedback from public?</i></p> <p>Concerns regarding potential closure of ERES</p>
Next Meeting (5 minutes)	<p><i>Friday, April 17 @ 11:30am</i></p>
Appreciations (5 minutes)	



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure G1
Mid-Year Reflection 2019-20**
Due: February 3, 2020

School:	Aspire ERES Academy	Principal	Jenna Ogier-Marangella
School Address	1936 Courtland Ave Oakland, CA	Principal Email:	jenna.ogier-marangella@aspirepublicschools.org
School Phone	(510)436-9760	Grant Amount	\$36,431.75
2018-19 LCFF Enrollment (6-8)	79		

- Grant allocation is based on 2018-19 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		
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	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

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.
NA

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric
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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.

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	2019-20 Activities	Anticipated Outcome
CAEA Conference: (Registration \$475 + Ground Travel- \$100 + Lodging- \$250 + Meals- \$180)= \$1,005 + NAEA Conference: (Registration \$245 + Round trip Flight to Minneapolis- \$1,000 + Ground Travel- \$100 + Lodging- \$600 + Meals- \$135)	Art teacher will attend the following Art & STEAM professional development: California Art Education Association State Conference. November 14-17, 2018 Sacramento, CA NAEA National Convention March 26-28 Minneapolis, Minnesota 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

= \$2,080 Conferences Total= \$3,085		
Adobe Photoshop Software (\$150x28 student accounts)= \$4,200 + Animation Software (\$60x28 student accounts)= \$1,680 + Printer \$329.99 + Clay \$49.95 + welding plastic (\$11.59 x5)= \$57.95 + embossing guns (\$23.97x15)= \$359.55 STEAM Materials Total =\$6,677.44	Art & STEAM Equipment and Materials for MS elecve 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.

Thus far for the 19-20 school year, Measure G1 has funded Art and STEAM professional development for our Middle School STEAM electives teacher, secured a field trip for our STEAM elective students, and provided materials for a clock unit.

At this midway point, our Art teacher has currently attended the California Art Education Association (CAEA) 3 day conference. She is very grateful for her ability to attend these workshops because our district only offers art teachers a PD once per quarter, and the PD is more collaborative planning than learning new

content. At the conference she attended workshops on basket weaving and cyanotype prints- which are going to be the next two units for her STEAM elective! Below are some photos of the professional development attended by our Art teacher at the CAEA workshop on Cyanotype prints.



Measure G1 funds were also used to fund our Clock Unit in which 30 students designed their own working clocks. Students began by completing online research of time pieces and types of clocks. In alignment with National Core Art standards, they were then tasked to determine a theme based on their own personal interests and to paint a clock face. Students used protractors to accurately divide the face into 12 equal parts, and finally added machinery. Below are some pictures of a proud student's final product and the process:



Funding has also allowed our STEAM elective to secure a field trip to the Crucible. They will be attending in 2 weeks and students are very excited about working with the element of fire to create art! Students have the option of participating in metal smithing, glass fusing, jewelry-making, or sand casting.

3. *World Language Program (PRELOADED)*

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	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

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.

NA

4. 5th to 6th Grade Enrollment Retention (PRELOADED)

Programmatic Narrative Based on Data Analysis

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 use G1 funds to further develop STEAM visual arts electives and classes that our middle school students have expressed interest towards.

Budget	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

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.

NA

5. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis

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. 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. Additionally, the Dean of students observes and provides RULER lesson observation feedback biweekly.

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. 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	2019-20 Activities	Anticipated Outcome
5 Part Time Student Support Manager= \$26,500	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

		<p>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%</p> <p>10% increase in Middle School student survey data around feeling a sense of belonging at school.</p>
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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 19-20 proposed programmatic strategy of budgeting for a part time Student Support Manager has led to even further positive growth for our Middle School culture.

We have continued to reduce our suspension rate. In 17-18 our suspension rate was 12.2%, and in 18-19 2.1%. As of now, our 19-20 suspension rate is 1.6%! We attribute the reduction of suspendable behaviors to 1) continued implementation of aligned PBIS, Restorative practices, and RULER SEL curriculum across our entire school. 2) High retention of staff members that allows us to build deeper relationships with students and families to better meet the needs of our community, and allows us to build and develop our practice over multiple years. I am very happy to report that 100% of Middle School staff have stated in their Intent to Return forms that they plan to continue teaching at ERES next school year!

3) Admin have shifted focus away from first response and delegated that work to a part time to Student Support Manager. This has allowed Admin to focus on preventative work like increased coaching for teachers, small group SEL support, and attendance case management with students and families. We have already been able to reduce our Chronic Absenteeism rate from 18-19 at 12.4%, to currently 8.9%.

One area of challenge is that we still see a disproportionate number of behavioral incidents for our male students. We are looking into partnering with outside organizations to bring in more male middle school advisors for next school year because we recognize our staff is predominantly female and there are few male role models on site.

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