



<b>2020-21 Measure G1</b>
<b>Grant Application</b>
<b>Due: April 10, 2020</b>

<b>School</b>	Envision Academy	<b>Contact</b>	Jessica Fyles Sele Nadel-Hayes
<b>School Address</b>	991 14th Street Oakland, CA 94607	<b>Contact Email</b>	jfyles@envisionacademy.org sele@envisionacademy.org
<b>Principal</b>	Jessica Fyles	<b>Principal Email</b>	jfyles@envisionacademy.org
<b>School Phone</b>	510-473-3886	<b>Recommended Grant Amount*</b>	<b>\$13,525.00</b>
<b>2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)</b>	<b>35</b>	<b>2019-20 LCFF Enrollment</b>	<b>28</b>

*\*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		
2		
3		
4		
5		
<b>Budget Total (must add up to Current Grant Amount)</b>		

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

2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	Contract with The Peoples' Conservatory to provide instruction and performance opportunities for students in visual and performing arts.	\$13,525.00
2		
3		
4		
5		
<b>Budget Total (must add up to Current Grant Amount)</b>		\$13,525.00

**School Demographics**

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
17	21	71%	100% of students with IEPs receive RSP services.	18% are students with IEPs of which 85% are Mild-Moderate and 15% are Moderate-Severe	11%	89%

### Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
68.42%	0.00%	2.63%	10.53%	0.00%	0.00%	2.63%	15.79%

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

Name	Role
Jessica Fyles	Principal
Martha Garcia	Vice-Principal
Samantha Katz	Humanities teacher
Jessi Stein	Lead Learning Specialist (Special Education teacher)

### School Vision (insert here):

Envision Academy offers Oakland families a transformative education for students in grades 6 through 12. Envision Academy Middle Grades (EAMG) is a tuition-free public charter middle school (grades 6-8) in Oakland, dedicated to transforming students' lives by preparing them for success in high school, college and in life. EAMG helps students strengthen their academic habits, mindsets and skills, and is characterized by a college-going culture, strong student-teacher relationships, and a responsive, caring community.

### 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)
<i>Access and Equitable Opportunity</i>		Entry	<i>Access and Equitable Opportunity</i>		Entry
<i>Instructional Program</i>		Entry	<i>Instructional Program</i>		Entry
<i>Staffing</i>		Entry	<i>Staffing</i>		Entry
<i>Facilities</i>		Entry	<i>Facilities</i>		Entry
<i>Equipment and Materials</i>		Entry	<i>Equipment and Materials</i>		Entry
<i>Teacher Professional Learning</i>		Entry	<i>Teacher Professional Learning</i>		Entry
<u>World Language (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)			
<i>Content and Course Offerings</i>		Emerging			
<i>Communication</i>		Developing			
<i>Real world learning and Global competence</i>		Developing			

**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)			Suspension		
ES Outreach Strategy Actions			Chronic Absence		
Programs to support ES students transition to MS			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
Envision Academy Middle Grades Panther Community Association	4/9/20

Staff Engagement Meeting(s)	
Staff Group	Date
Teachers	4/9/20

**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		
EAMG students participate in music-based arts instruction through The Peoples' Conservatory programming. EAMG did not receive Measure G1 funding to support this programming in the 2019-20 school year.		
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. Art Program

### Programmatic Narrative Based on Rubric

EAMG students participate in visual and performing arts instruction through optional The Peoples' Conservatory programming after school and in a required Theater and Physical Activities course offered by a credentialed teacher during the school day. EAMG did not receive Measure G1 funding to support this programming in the 2019-20 school year. In the 2020-21 school year, EAMG plans to continue to provide opportunities for students to participate in visual and performing arts instruction and demonstration of learning in partnership with The Peoples' Conservatory and in the Theater and Physical Activities course.

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.
13525	Contract with The Peoples' Conservatory to provide instruction and performance opportunities for students in visual and performing arts.	50% of students will participate in visual and performing arts courses

## 3. World Language Program

### Programmatic Narrative Based on Rubric

EAMG students do not currently participate in World Language instruction in 6th grade. EAMG did not receive Measure G1 funding to support this programming in the 2019-20 school year. In future years, as EAMG continues to expand to serve the rest of the grade levels in middle school, students will deepen their skills in demonstrating their proficiency in languages other than English, will participate in more celebrations of home languages other than English, and will foster deeper global awareness through projects and learning experiences in all of their courses. As students progress through our 6-12 grade program, they will have the opportunity to earn the seal of biliteracy on their diploma through completion of courses and authentic performance assessments.

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.

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

### Programmatic Narrative Based on Data Analysis

EAMG students begin their enrollment in 6th grade. In order to support a healthy transition to middle school, EAMG students and families participate in a range of events and activities designed to assess their readiness for and interests in middle school academics and co-curricular activities and recognize the assets they bring to support their success in the transition. EAMG did not receive Measure G1 funding to support this programming in the 2019-20 school year.

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.

## 5. Safe and Positive School Culture

### Programmatic Narrative Based on Data Analysis

EAMG uses a range of assessments and interventions to ensure a safe and positive school culture. EAMG did not receive Measure G1 funding to support these actions in the 2019-20 school year.

Budget	Description of 2020-21 Proposed Expenditures	<b>Anticipated Student Outcome</b> (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.

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



# Panther Community Association

April 9, 2020

## CORE VALUES!

COMMUNITY Comunidad	JUSTICE Justicia	GROWTH Crecimiento	SELF-DISCIPLINE Auto-Disciplina	RESPECT respeto
<b>We are a community.</b>  <i>We work hard and take responsibility for the success of all members of our community.</i>	<b>We work towards justice.</b>  <i>We are empowered changemakers for social justice and equity.</i>	<b>We value growth.</b>  <i>We are committed to lifelong learning and personal growth.</i>	<b>We commit to self-discipline.</b>  <i>We discipline ourselves to do our best learning.</i>	<b>We give respect.</b>  <i>We seek to see the best in each other. We treat one another with dignity.</i>

### Our Goals: We will...

1. Build Community
2. Discuss Measure G1
3. Learn about distance learning at EAMG

### Agenda:

6-6:15	Welcome & Announcements
6:15-6:25	Measure G1 Discussion
6:25-6:45	Distance Learning @ EAMG
6:45-6:55	Additional Questions
6:55-7:00	Thank yous and Shout Outs



## Panther Community Association

### Attendees

- Cristy Castaneda, Parent
- Mischell Bunton, Parent
- Amber Kemp, Parent
- Vanessa Ramos, Parent
- Martha Garcia, Staff
- Jessi Stein, Staff
- Jessica Fyles, Staff
- Samantha Katz, Staff

PPT Shown through presentation with announcements, and discussion prompts.

Topic	Discussion Notes
Measure G1 Discussion	<p>AK: Get more interacting with parents and parent involvement with arts programming. Painting together, Afrocentric Dance. We can really get parents more involved.</p> <p>CC: Luna enjoyed it, especially the film making portion of it. I would like to see more music, violin, drums. She is musical and does this over the summer in girls camp</p> <p>MB: Tyran was in basketball- so he didn't do this this year. But, I'd like to see students have choice. I'd like to see film making, print making, drawing , sculpture, theater--- we need to show our student talent.</p> <p>Question was asked- will students have the option to select arts programming? Response: Yes- this is part of the process that TPC uses at the start of the year to select classes for students</p>
6::45 Distance Learning @ EAMG	<p>AK: Making sure parents are on the same page and reach out to parents. How we can get more group connections with families?</p> <p>How can we be sure to think about how to get students engaged and taking care of their well-being?</p> <p>I really appreciate the community and the work that has been done so far.</p> <p>MB: There should be more parents on this call right now- how</p>



## Panther Community Association

	<p>can we up involvement?</p> <p>CC: Thank you- As i told Ms. Katz, I'm really impressed. You guys are doing great. We don't have any questions.</p> <p>VR: We got what we need- Dahlia seems to know what she needs to do.</p> <p>MB: Thank you for the work that was done- I'm a parent advocate and parents have been telling me that other schools are just getting what they need now. You guys got them passwords together, got CBs, and students have the work that they need.</p> <p>Website was reviewed by Fyles with focus on Fun Stuff page and COVID-19 resources. Families were encouraged to share the site with their community.</p>
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