



2020-21 Measure G1
Grant Application
Due: April 10, 2020 Amended: September 1, 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	\$3,085.00
2	Art & STEAM Materials and Supplies	\$6,677.44
3	Part Time Student Support Manager	\$26,500.00
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	\$2,000.00
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
7	Mindful Life Project Instructor (Lessons 2x/week & Monthly Family Workshops)	\$7,500.00
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
Ha-Yovel Yisrael	Middle School Lead Ed Specialist Teacher

School Vision: *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)
<i>Access and Equitable Opportunity</i>	N/A	N/A	<i>Access and Equitable Opportunity</i>	Basic	Quality
<i>Instructional Program</i>	N/A	N/A	<i>Instructional Program</i>	Basic	Basic
<i>Staffing</i>	N/A	N/A	<i>Staffing</i>	Quality	Quality
<i>Facilities</i>	N/A	N/A	<i>Facilities</i>	Basic	Basic
<i>Equipment and Materials</i>	N/A	N/A	<i>Equipment and Materials</i>	Quality	Quality
<i>Teacher Professional Learning</i>	N/A	N/A	<i>Teacher Professional Learning</i>	Quality	Quality
<u>World Language (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)			
<i>Content and Course Offerings</i>	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)	August 24
SSC Meeting (virtual)	March 27

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

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		

2. Art Program

Programmatic Narrative Based on Rubric

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 frameworlking, welding, and jewelry making classes.

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.

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>
\$2,000	Art & STEAM equipment and materials for elective course (example: clay, thermoplastic, light circuits, etc) Reduced amount- although we have sent home applicable learning supplies and kits to students, we anticipate less \$ spent overall on these supplies due to shelter in place.	<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	5% increase on student engagement and interest (since STEAM courses were requested by middle school students and families) as measured by student survey responses 10% decrease in chronic absenteeism due to student engagement and interest in units of study requested by middle school students
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3. World Language Program

Programmatic Narrative Based on Rubric		
<p>ERES does not currently have a music or world language program. Although we recognize and value research that shows these programs support students' socio-emotional and instructional growth, recruiting, developing and sustaining such programs are not feasible at this time.</p> <p>Our qualitative and quantitative school culture data from 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		

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
<p>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 us G1 funds to further develop STEAM visual arts electives and classes that our middle school students have expressed interest towards.</p>		
Budget	Description of 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>
\$7,500	Mindful Life Project Instructor to teach 2 Mindfulness lessons per week, monthly family workshop & facilitate Rise Up intervention group. Mindfulness practice includes 'use of expressive arts, yoga and performing arts to release stress and trauma so students can thrive in the whole school community' [Mindful Life Project]. Given the dual pandemics- COVID-19 and racial- and the disproportionate impact it has had on underserved communities, we feel it is imperative to address the stress and trauma of our students and families.	<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 Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).

