



2020-21 Measure G1
Grant Application
Due: March 26, 2020 Revised: August 18, 2020

School	United for Success	Contact	Marcos Garcia
School Address	2101 35th Avenue Oakland, CA 94601	Contact Email	marcos.garcia@ousd.org
Principal	Marcos Garcia	Principal Email	marcos.garcia@ousd.org
School Phone	510-535-3880	Recommended Grant Amount*	\$177,039.00
2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)	372	2019-20 LCFF Enrollment	360

**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	0.80 FTE Music Teacher	\$72,500
2	5% salary increase	\$1,960
3	52% Unity Council (Joven Noble Program) Note: percentage based on current cost	\$13,250
4	Theater and Music projected cost (materials, supplies, equipment, transportation)	\$54,150
5	Art program expanded curriculum (materials, supplies, equipment, transportation)	\$19,064
Budget Total (must add up to Current Grant Amount)		\$160,924

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	1.0 Music teacher FTE	\$97,400.00
2	Joven Noble	\$10,000.00
3	Digital Media Elective (AA male mentorship) contract	\$20,000.00
4	Theater, Art and Music projected cost (materials, supplies, equipment, transportation)	\$39,494.00
5	Technology for Art (chromebook cart, desktops, and licenses art programs)	\$10,145.00
Budget Total (must add up to Current Grant Amount)		\$177,039.00

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
54.60%	46.40%	96.80%	11%	3%	78%	99%

Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
13.40%	0.80%	6.70%	73.70%	0.50%	2.60%	0.50%	0.50%

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

Name	Role
Marcos Garcia	Principal
Ashley Wallace	G1 committee member Drama teacher
Sarah Gord	G1 committee member Drama teacher
Adrianna Espelage-Alvarez	G1 committee member Art teacher
Alexandra Zablotsky	G1 committee member Music teacher

School Vision: To interrupt the inequities in our community by ensuring that all students are academically and socially prepared for success in high school and beyond, and to make a positive impact on our school, in our community, and in the world.

We believe that providing access to high quality STEAM (Science, Technology, Engineering, Arts, and Mathematics) learning is vital to our pursuit of equity and crucial to our commitment to serve the “whole child.”

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>	2	3	<i>Access and Equitable Opportunity</i>	2	3
<i>Instructional Program</i>	1	2	<i>Instructional Program</i>	2	2
<i>Staffing</i>	3	3	<i>Staffing</i>	3	3
<i>Facilities</i>	2	2	<i>Facilities</i>	2	2
<i>Equipment and Materials</i>	1	2	<i>Equipment and Materials</i>	2	2
<i>Teacher Professional Learning</i>	2	2	<i>Teacher Professional Learning</i>	2	2
<u>World Language (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)			
<i>Content and Course Offerings</i>	N/A				
<i>Communication</i>	N/A				

Real world learning and Global competence	N/A	
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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)	370	394	Suspension	N/A	n/a
ES Outreach Strategy Actions	Recruitment fairs, Site Visits, Tours, 5th grade program outreach/special events (e.g. music)	Recruitment fairs, Site Visits, Tours, 5th grade program outreach/special events (e.g. music)	Chronic Absence	N/A	n/a
Programs to support ES students transition to MS	Summer Bridge, Orientation Week, Advisory	Summer Bridge, Orientation Week, Advisory	CHKS data (District) or Culture/Climate survey	N/A	n/a

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 G1 presentation	2/18/20

Staff Engagement Meeting(s)	
Staff Group	Date
G1 Arts Committee meeting	2/8/20
G1 Arts Committee meeting	2/12/20

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 and Drama

Programmatic Narrative Based on Rubric

UFSA staff and families are committed to bringing back the long tradition of music at the Calvin Simmons site. The music program was forced to close at the end of the 2014-15 school year as a result of budget restrictions. Because many of our students simply do not have access to high-quality music opportunities, we hope to continue to drive towards our mission and vision and "... interrupt the inequities in our community...." by enhancing and increasing access to enrichment learning opportunities, especially music.

With G1 funds, we successfully hired a full 1.0 FTE music teacher, who teaches 5 periods of music daily. Students in music classes performed at the District's Sanctuary Kick Off in August and are currently planning to perform at current events as well (e.g. Black History Month Community Celebration.) We also opened up a second section (2 elective classes altogether) of Drama/ Theater. In 2017-2018 students have put on two performances (Shakespeare's Romeo and Juliet & Macbeth) in the fall and the Spring auditioned for their spring performance of The Bottom of the Lake, voted on and chosen by our students. This year the fall performance was a modern rendition of Cinderella and Little Red Riding Hood. Currently, students have begun working on the Spring performance of The Wizard of Oz Performances which are held for our school community. We hope to invite 5th graders of neighboring schools to upcoming events so as to develop an appreciation for the arts as well as strengthen our 5th grade to middle school pipeline.

Chronic absence is a clear area of needed growth at UFSA, which is why we are focusing our efforts on a new music program. By engaging students in high quality music programs in addition to other school initiatives, we anticipate greater school engagement and improved attendance. Currently, we have reduced chronic absence by 2%, and are looking forward to reviewing California Healthy Kid Survey results regarding school engagement as a second data point in April.

SSC recently reviewed the outcome of our G1 spending and believes the money has been well spent.

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.
	Instruments, replacements:	
\$1,450.00	Instruments, repairs/replacements, case replacements and maintenance	Violin/viola/cello strings (\$200), guitar strings (50\$), ukulele strings (\$50), peg drops, wood glue, wood clamps, small replacement parts (50\$), Replacement parts (100\$)Cases (50\$) Est. 3/year = 150\$Bows 4 vln/vla/year, 2 cello/year = \$300Instrument 3xyear (cycle out old instruments) = \$600 vln vla OR 1 cello
\$400.00	Chairs/music stands/mic stands/misc equip.	\$100/chair x 2, \$50/mic stand x 2, \$50/keyboard stand, \$100/mic, \$50 cables
	Supplies:	
\$900.00	Basic supplies, books and sheet music	<u>Rosin (\$80), shoulder rests/sponges (\$160), picks (\$10), guitar tuners (\$40), fingerboard tape (\$20), instrument cleaner and cloths (\$120)</u> <u>Replacement method books (est. 25/year) \$250</u> <u>Fall music budget \$125 (avg price \$45-65 each piece)</u> <u>Spring music budget \$125</u>
\$5,600.00	Technology: Chromebooks	Purchase to support distance learning
\$2,393.95	MusicFirst subscription (yearly) - includes Focus on Sound, O-generator, Soundtrap, Aurelia, Teaching music through composition	Subscription includes curriculum and cloud-based software for orchestra and gen music to include music literacy, ear training and music technology. Each student receives their own account and login so they can access the software and assignments from any computer or device. Price varies based on # students enrolled.
\$400.00	Replacement chromebooks or repairs/ replacement headphones	Est 2 per year @ \$180 each
	Field Trips and Workshops:	

\$3,800.00	Guest artist budget	Budget to fund guest artists and workshops (Rob Flax 1-man band, Thingamajigs workshops, skype with industry artists) Hip Hop for Change: 3000\$ for 6-week course (recommended for 8th graders) Guest artist (1-day fee): \$300 Workshops/assemblies (Baile folklorico, Son Jarocho, Mariachi, Thingamajigs): \$500
\$2,000.00	Transportation to concerts	Bus to transport students to 2 concert events/year (San Francisco Symphony, Oakland Symphony (if needed dep on location,) If needed Play On Festival, Orchestra festival (depending on location.) These events rotate.
\$16,943.95	total	
	Music Big Ticket items	
	Drama	
\$500.00	Fall semester: rights to a play or musical + scripts	<u>We need to pay for permission to do shows. Often we need to pay for both rights and for the scripts themselves. Some companies will send a PDF that can be printed (for an additional cost), while others require us to pay for the hard copies of the scripts. An example of a website we have found scripts on before is https://www.theatrefolk.com/, which has scripts for middle school productions.</u>
\$1,500.00	Spring semester: rights to a play or musical + scripts	We are interested in doing a musical in the spring. These are more expensive because we need to pay for the rights for both the book and music using MTI Musical Theater International.
\$1,500.00	Costumes Budget	This would allow us to rent or buy costumes to ensure that our shows look professional. We have a small costume closet which we draw from, but this would enable us to rent pieces that fit the characters in the plays our students are performing.
\$1,000.00	Materials for set building	We would use this money to buy supplies such as wood, nails, paint, and fabric to make our sets more realistic and three-dimensional. The quality of our sets would elevate the overall professionalism of our productions.
\$3,600.00	Fieldtrip (one per year) admissions	We believe it is important to give our students the opportunity to experience professional theater and potentially to meet professional actors and ask questions about their career path. Having a model of what high quality theater looks like can inspire our students to become better actors, set designers, costume designers, and stage crew members.
\$2,000.00	Stipend for teacher	Offering a stipend is a standard practice at most schools for teachers who direct a drama production. Teachers take on a significant amount of work outside of their contract hours and should be compensated for those hours.
\$2,000.00	Stipend for Mr. Vernell (set builder)	Offering a stipend is a standard practice at most schools for teachers who direct a drama production. Mr. Vernell buys all the wood and builds sets for both productions.

\$1,000.00	Cast party, two per year Production	Our students work incredibly hard to produce excellent drama productions and deserve the opportunity to both celebrate their hard work and continue to bond as a community.
\$13,100.00	Total	
	Drama Big Ticket Items	

2. Art Program

Programmatic Narrative Based on Rubric

This upcoming year we will be investing in our current Art program in materials & supplies, guest speakers, local artists & workshops, as well as technology equipment. We will be expanding programming to include drawing, watercolor, acrylic, multimedia, and mural classe (s) in collaboration with local artists & collectives. Watercolor has proven to be an accessible and versatile medium that can be used in many ways for many projects especially as an introduction to painting. However, students will also learn about color theory, technique, art history, contemporary/local art and self expression through a variety of mediums (i.e. drawing, charcoal, acrylic painting, pastels, printmaking, & silkscreening). Students will use these mediums to create artwork that can be shared with friends, family, and the local community using formal display boards & at local galleries through partnerships in the Fruitvale District & beyond (ex. the Unity Council, Restore Oakland, Red Bay, Hasta Muerte Cafe, & more). We will also partner with Restore Oakland and various local artists and collectives to create artwork that is community driven and rooted in restorative justice, as well as focusing on themes of social and environmental justice. Students will be exposed to artists and curriculum that are culturally relevant and focused on current events and personal empowerment through storytelling and personal narratives. Our students have beautified the school and our community in a number of ways every year. Students have painted murals in the past and we plan to expand this as an official spring unit through which we will partner with local community artists & collectives. This year we will be partnering with a local indigenous artist (i.e. Amend) as well as an artist(s) from local art collective (i.e. Trust Your Struggle) to create a mural for/with our school based health clinic the Native American Health Center. Students will also submit a design that represents our school poem & values, which will then be transformed into a large mural/mosaic in the front of the school. We hope to engage parents through this project by collaborating with our afterschool program and parent engagement team. We are hoping to move our school forward with a STEAM emphasis, in which the Art program can collaborate with teachers in these other subject areas. More specifically, the Art program will collaborate with Computer Sciences to focus on incorporating more technology and digital media into the program using convertible Chromebooks and desktop computers with art software (i.e. photoshop, illustrator, drawing tablets, & online access to art specific websites & databases).

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.
\$4,500.00	Supplies to provide students art materials such as charcoal, acrylic, pastels, printmaking, & silkscreening. This will also cover the cost of display boards & various opportunities to exhibit their work.	All supplies will be used for drawing and painting classes throughout the school year. 150-160 students will be served. These supplies will also be used to support a mural class/project in the Spring of 2021.
\$1,200.00	Field Trip to exhibition (one per year)	Students will have the opportunity to visit an exhibit at a local gallery or museum. This would give students the opportunity to be exposed to contemporary and/or local art.
\$3,500.00	Guest Artists + Workshops 2 Mural Projects	Advanced Art students will have the opportunity to learn from, collaborate, and work with various guests artists to learn about various mediums as well as the process of creating a mural for the school community.
\$8,000.00	Total	
	Big ticket Item	
\$11,064.00	Technology: 20 Chromebook Convertible Drawing Tablets & Stylus Pens 3 Desktop Computers + 3 Wacom Tablets (Compatible w/Adobe Suite (i.e. Photoshop, Illustrator). Equipment and Licences.	Students will learn to use various drawing programs and apps, while also having access to Google Classroom and various art websites & resources.
\$19,064.00	Grand Total	

3. World Language Program

Programmatic Narrative Based on Rubric

[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

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

[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

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

This year, we planned to use remaining G1 dollars to supplement our Joven Noble program and we would like to continue to do so next year. We successfully extended our total minutes serving student from 20 minutes to 68 minutes on a regular day and two 40 minutes advisory periods a week. Our Joven Noble coordinator is taking a greater role in monitoring attendance and has begun attendance contracts with students at risk of being chronically absent. Last year, Joven Noble demonstrated growth in the following areas: reduction of URFs, and improved grade point averages as well. 2019-20 mid-year data on suspensions, referrals, grade point averages, and attendance are being collected to determine effectiveness. Furthermore, as a result of his consistent mentorship, our Joven Noble participants have supported a more positive school culture, resulting in a reduction of suspension incidents.

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.
\$13,250.00	50-55% Unity Council (Joven Noble Program) Note: Percentage based on current cost	Improved attendance, discipline, and grade point average for the approximately 30 students who participate; overall reduction in suspension incidents school wide.
\$20,000.00	Digital Media Elective (AA male mentorship) contract	Improved attendance, discipline, and grade point average for the approximately 20 students who participate; overall reduction in suspension incidents school wide.

Please submit your 2020-21 Measure G1 application to Clifford Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).

