



**Measure G1
Grant Application
2018-19**

Due Date: February 13, 2018

School	Alliance Academy Middle School	Principal	Stacey Wyatt
School Address	1800 98th Avenue Oakland, CA 94612	Principal Email	Stacey.Wyatt@ousd.org
School Phone	510-639-2893	Recommended Grant Amount*	\$85,528
Actual 2017-18 Enrollment (6-8) (20 day count)	357	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	352

**Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected revenue, and 20 day LCFF enrollment of Oakland residents. All recommended grant amounts are subject to Measure G1 Commission and School Board approval.*

Summary of Approved Expenditures from 2017-18 ([link to 2017-18 full approved proposal](#))

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	.6 FTE (dependant on placement of teacher on salary scale) teacher for Performing Arts will provide classes that will teach students basic performing skills, acting, production, voice, original student creations. Teacher will also collaborate with content teachers to support building similar skills within their classrooms so that students can benefit even if they don't take the actual performing arts course.	\$39,000 (including salary and benefits)
2	.5 FTE contract. This person will at times offer experiences in their artistic art form, but will primarily help to develop and facilitate our maker space, a final key component to creating an environment of creative inquiry and design thinking. Engagement with teachers, the curriculum, and the students to identify ways to utilize our mobile maker carts and to directly instill the components of the Alameda County Office of Education's Integrated Learning Framework into the school. Currently this position is shared with another school, so the Alliance is only responsible for .5. It is also a contracted position and does not require a credential.	\$26,000
3	.4-.5 Youth Development Mentor works with an assigned caseload of 6th grade students. Helping students create and maintain an Independent Student Learning Plan, Create SMARTe Goals, Supporting students in class, and supporting grade level teachers in the celebration of student success. The other portion of this position is paid with other grant funds for the 17-18 school year. This is a contracted position and does not need to be a credentialed position.	\$8,478
Budget Total (must add up to Current Grant Amount)		\$73,478

Summary of Proposed Expenditures for 2018-19 (listed in order of priority)

2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	.6 FTE (dependant on placement of teacher on salary scale) teacher for Performing Arts will provide classes that will teach students basic performing skills, acting, production, voice, original student creations. Teacher will also collaborate with content teachers to support building similar skills within their classrooms so that students can benefit even if they don't take the actual performing arts course.	\$44,000
2	.4 FTE Choral Music Instructor, will provide choral instruction 1-2 periods a day, and collaborate with content teachers to support integrating choral and other artistic concepts into their classrooms and curriculum. Some portion of this position is paid with other grant funds for the 17-18 school year.	\$35,000
3	.4-.5 Youth Development Mentor works with an assigned caseload of 6th grade students. Helping students create and maintain an Independent Student Learning Plan, Create SMARTe Goals, Supporting students in class, and supporting grade level teachers in the celebration of student success. The other portion of this position is paid with other grant funds for the 17-18 school year. This is a contracted position and does not need to be a credentialed position.	\$6,528
Budget Total (must add up to Anticipated Grant Amount)		\$85,528

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
55.0%	44.7%	98.61%	8.1%	6.6%	46.8%	100%

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
17%	0.3%	4.0%	72.3%	0.6%	4.0%	0.9%	n/a

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

Name	Role
Stacey Wyatt	Principal
Faris Jabbar	Assistant Principal
Gretchen Baglyos	Choir Teacher/Integrated Learning Teacher Lead
Andrew West	Teacher on Special Assignment
Indi McCCasey	ACOE Integration Partner

School Vision (insert here):

All Alliance Academy scholars will be college and career bound visionaries, empowered through the arts and technology to conquer inequities, advocate for themselves, and become a voice in this ever-changing 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</u> (Rubric Score)	2016-17 (last yr)	2017-18 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2016-17 (last yr)	2017-18 (this yr)
Access and Equitable Opportunity	Choir: Entry	Choir: Basic	Access and Equitable Opportunity	Visual Arts: Entry Drama:Entry Dance: Entry	Drama:Entry Visual Arts: Basic
Instructional Program	Choir: Entry	Choir: Entry	Instructional Program	Visual Arts: Entry Drama:Entry Dance: Entry	Drama: Entry Visual Arts: Entry
Staffing	Choir: Entry	Choir: Basic	Staffing	Visual Arts: Entry Drama:Entry Dance: Entry	Drama: Basic Visual Arts: Entry
Facilities	Choir: Entry	Choir: Entry	Facilities	Visual Arts: Basic Drama:Entry Dance: Entry	Drama:Basic Visual Arts: Basic
Equipment and Materials	Choir: Entry	Choir: Entry	Equipment and Materials	Visual Arts: Basic Drama:Entry Dance: Entry	Drama: Visual Arts: Basic
Teacher Professional Learning	Choir: Entry	Choir: Basic	Teacher Professional Learning	Visual Arts: Basic Drama:Entry Dance: Entry	Drama: Visual Arts: Entry

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2016-17 (last yr)	2017-18 (this yr)	Safe and Positive School Culture (SPSA)	2016-17 (last yr)	2017-18 (this yr)
2017-18 Enrollment Data (20 day)	318	338	Suspension	February: 58 incidences	February: 23 incidences
ES Outreach Strategy Actions	<ul style="list-style-type: none"> -Elementary Partnership, Reading Partners & Student RJ Leaders. -Principal visits to feeder schools. -Annual Health Fair, ES Invited -Bimonthly Food Bank, ES invited -Halloween Fair, ES invited -School safety collaboration 	<ul style="list-style-type: none"> -Principal visits to feeder schools. -Bimonthly Food Bank, ES invited -Halloween Fair, ES invited -MS Choir Concerts @ ES 	Chronic Absence	January: 3.5%	January: 3.8%
Programs to support ES students transition to MS	<ul style="list-style-type: none"> -Cored 6th grade classes to minimize transitions. -Academic Mentor -Parent Outreach/Relationship Building Events -Partnership with EOYDC-The Bridge -Summer Bridge Program -Mandatory 6th grade participation in afterschool program 	<ul style="list-style-type: none"> -Cored 6th grade classes to minimize transitions. -Self-contained General Ed class -Parent Outreach/Relationship Building Events -Partnership with EOYDC-The Bridge -Summer Bridge Program (Special Summer Program) -CARE Team, teacher support and focal student assignment 	CHKS data (district only)		

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

Community Engagement Meeting(s)	
Community Group	Date
G1 Community Meeting: Community Engagement Flier 2.9.18 , Community Engagement Sign In 2.9.18 , Community Engagement Agenda 2.9.18 , Community Engagement Minutes 2.9.18	02/09/18

Staff Engagement Meeting(s)	
Staff Group	Date
Transformation Team: Transformation Team Agenda 2.7.18 Transformation Team Minutes ,	02/07/18

Budget Justification and Narrative

Framing Integrated Learning:

Alliance Academy of Integrated Learning is a school that utilizes the 3 core aspects of Alameda County Office of Education's Integrated Learning Framework: **Studio Thinking, Making Learning Visible, and Teaching for Understanding**, all researched based techniques and strategies from Harvard's Project Zero. These techniques are used to develop and support student learning through creative inquiry, design thinking, and an increase in agentic perspective. We want our students to enjoy and own their own learning. By utilizing art and artistic habits, knowledge is not limited solely to a student's test scores. For our students who have historically been plagued with gaps in their learning, Integrated Learning offers an exciting chance to learn and function at grade level. In order to do this we must actively incorporate the arts into our community and curriculum. The Alliance Academy of Integrated Learning's Implementation of the Integrated Learning Framework, must have stand alone electives as well as these components incorporated, integrated, into the content areas. This is lens through which to examine our elective efforts.

At full implementation our program would follow this general outline. **Goal-Full implementation by 2019-20:**

- *Stand alone elective offerings*
 - *Drama/Stage/Crew; beg, intermediate, adv*
 - *Choral Music; beg, intermediate, adv*
 - *Visual Arts; beg, intermediate, adv*
 - *Dance; beg, intermediate, adv*

- *Grade level Arts Integrated collaboration*
 - *12 week collaboration rotations with Professional Learning Communities:*
 - *Drama + 6th grade*
 - *Music + 7th grade*
 - *Visual Arts + 8th grade*
 - *Dance + PE & SPED*
 - *Teachers are provided with content and integrated learning preps*
 - *Student and teacher Expo*
 - *Grade level Portfolios & Final Projects*

1. Music Program

Programmatic Narrative Based on Rubric

Choral Music

Currently the choral music offering stands at one section of beginning choir with limited opportunity for students to participate. But, the offering does provide Newcomer and Special Education students a larger opportunity for elective access, leading to the rating of **Basic**. Because the teacher is experienced and fully credentialed in the field, who participates and often leads professional development, we scored ourselves **Basic** in the areas of staffing and professional development.

Limited access to materials, shared space that is not designed as a music room, and the fact that we can only offer one level of class are primary reasons we scored ourselves **Entry** in Instructional Programs, Facilities, and Equipment & Materials.

Our goal is to use the 2018-19 Measure G1 funds to increase access to choral music training from 32 students to 167 students. This would ensure that nearly 50% of our students have some experience with this art form. Students would have the opportunity to experience choral music in a stand alone elective class and/or in at least 2 of their content area classes. This course follows CA State Standards for the subject area, students learn choir procedures and techniques. Students in the stand alone elective will also have several performance opportunities. Students in the *integrated classes* will be able to use choir forms for creative inquiry.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$35,000	.4 FTE Choral Music Instructor, will provide choral instruction 1-2 periods a day, and collaborate with content teachers to support integrating choral and other artistic concepts into their classrooms and curriculum. Some portion of this position is paid with other grant funds for the 17-18 school year.	By June of 2019, the number of student with designated or integrated services will increase by 50%.

2. Art Program

Programmatic Narrative Based on Rubric

Performing Arts (Drama)

We scored ourselves at an **Entry** level for every component of our Performing Arts Program. We currently have our auditorium that was remodeled and updated 6 years ago. This space offers the proper sound and lighting, curtains and proper flooring, with two small changing areas (dressing rooms). Unfortunately, we don't have the proper training to fully use the facilities to its fullest potential. We are also have no staging or costume supplies. Currently, we are at the introductory stage of drama, offering students access to poems, monologues, and basic acting techniques. The teacher is a credentialed teacher, but is not yet credentialed in theatre arts; but does, however, attend site professional development as well as extended coursework for the Integrated Learning Framework implementation. While we offer 2 sections of drama, we share this teacher with our neighboring school making it difficult to implement the needed scale up of our program. To increase interest and confidence in our students, the teacher for this course also facilitates participation in the OUSD Oratorical Festival, teaches a section of After school Drama, and supports schoolwide performances (this year, a production of The Wiz is being undertaken).

Our goal is to use the 2018-19 Measure G1 funds to increase access to drama from approximately 45 primarily Newcomer students to a wider audience of our students. By increasing the number of class sections offered along with the *Integrated Collaboration*, this would ensure that nearly 50% of our students have some experience with this art form. Students would have the opportunity to experience drama in a stand alone elective class and/or in at least 2 of their content area classes. This course will follow CA State Standards for the subject area, students learn theatre procedures and techniques. Students in the stand alone elective will also have several performance opportunities. Students in the *integrated classes* will be able to use theatre forms for creative inquiry.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$44,000	6 FTE (dependant on placement of teacher on salary scale) teacher for Performing Arts will provide classes that will teach students basic performing skills, acting, production, voice, original student creations. Teacher will also collaborate with content teachers to support building similar skills within their classrooms so that students can benefit even if they don't take the actual performing arts course.	By June of 2019, the number of student with designated or integrated services will increase by 30%..

3. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

Currently we have one Youth Development Mentor funded by Measure G1, two others are funded by other programs and support the 7th and 8th grade. The mentor supports a caseload of 6th grade students who have identified as struggling academically. While the plan was to use certain tools to engage, support and keep students focused on goals they set, we haven't provided enough professional development to mentors to be able to support students with fidelity. We would rate this program at an **Entry** level.

Moving into the 2018-19 school year, we would create a more detailed plan to roll out support/guidance tools (Student Learning Plan, SMARTe Goal Guidance Sheet). This position and plan should stay the same, just supported with fidelity.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$6,528	<p>.4-.5 Youth Development Mentor works with an assigned caseload of 6th grade students. Helping students create and maintain an Independent Student Learning Plan, Create SMARTe Goals, Supporting students in class, and supporting grade level teachers in the celebration of student success. Youth Development mentor will be assigned a list of 10 focal students.</p> <p>The other portion of this position is paid with other grant funds for the 18-19 school year. This is a contracted position and does not need to be a credentialed position.</p>	By June 2019, 100% of focal students will have passing grades in content areas.

Please submit your 2018-19 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

Alliance Academy of Integrated Learning

Date: 2/9/18

Alliance Academy Courtyard

Measure G1 Engagement Meeting Agenda/Minutes

- **Amount of the recommended allocation for 2018-19**
- **Review Self- Assessment and Rubric (you can send rubric ahead of time and do review)**
- **Proposal Presentation**
- **Community Feedback**

Community Engagement Measure G1
02/09/18

- Explained purpose of meeting is share the self assessment of our elective classes and to get parent feedback. We are also sharing the plan for the program next year and where we want to go in the future.
- Reviewed funds and compared to this year's funds.
- Discussed what was covered last year and what we'll try to cover next year.
- Reviewed the ratings for elective classes: Drama, Choir, and Visual Arts
 - Parents asked questions about how students get into classes and who doesn't.
 - Wyatt explained that at the moment, elective classes are chosen depending on the student's academic needs and space for Newcomers and SPED for now, but this is why we need to expand the program.
 - Wyatt explains that while the budget for 2018-19 isn't enough to provide a full program, the school is actively looking for other funding sources.
- Wyatt explains that all info will be translated and available in office in 2 weeks.
- Table open for questions/feedback
 - No questions or feedback.

Parents are reminded that Ms. Wyatt will stay and be prepared to share this info with any other interested parents until 5pm.

Meeting ajourned.

Alliance Academy

Measure G1 Engagement Meeting

Date: 2/9/18

Time: 3:15 pm - 5:00 pm

Sign-in

Name	Signature
Delmy M Maldonado	Delmy M Maldonado
Mayra Molina	Jonathan Carmona
Eli Cuevas	E Cuevas
Juliana Pablo	
TERESA GARCIA	Teresa Garcia
EVETA LEAD	E. Lead
Sandra Wilson	Sandra Wilson
Maria Sanchez	Maria Sanchez
Maria Ramirez	Maria Ramirez

Measure G1 Grant Application Meeting
Wednesday, February 7th
10:30am-12:15pm

Present: Stacey Wyatt, Gretchen Baglyos, Indi McCCasey, Aáron Heard, Linda , Doug Calderon

Agenda:

1. Check in
2. Review 2017-2018 G1 Application
 - a. Overview of G1 funding: Support for middle schools
3. Review 2018-2019 G1 Application
 - a. Description of Arts Integration Specialist role
 - b. Description of Exploratory Art, choir and drama
4. Self-Assessment
 - a. Current music offering
 - b. Current drama offering
 - c. Current exploratory art offering
5. Three tiers of G1 options for 2018-2019 school year
 - a. Dream Team
 - b. Mid-Level
 - c. Basic
6. Close

Alliance Measure G1 Meeting Minutes (Leadership Admin & Teacher Leaders)
2.7.18

Review Alliance Academy 2017-2018 G1 Application

Overview of G1 funding: Support for middle schools

Noticing that there is an increase in the funds provided, but this is still only “half” of what the full allotment would be in 19-20 school year. The hope is that the other funds can come and support fully funding 1.0 FTE’s soon.

Alliance currently receives 50% of total amount, next school year we will receive the other 50%. Starting in 2019-2020 school year, we will receive 100% funding for the next 10 years.

Review 2018-2019 G1 Application

Team discussed description of roles and the importance of them for the development of the overall program. Arts Integration Specialist, should become Integrated Learning Specialist to focus on the integration program. Team clarified description of Exploratory Art, choir and drama.

Self-Assessment

Team reviewed rubrics for self-assessment. Rated music, drama, and visual arts. Some discussion on how much of one component would move the program up. Team agreed on at least half of higher rating needed to be accomplished to move to higher rating.

Ratings also assisted by teachers and artists running program. Some issues around “quality of instruction” being connected to credential vs. teacher skill.

Three tiers of G1 options for 2018-2019 school year

Team discussed options for Measure G1 next year. Since funding is unsure, team outlined three options:

Dream Team: All positions 1.0, allowing for separate electives and integrative collaboration

Mid-Level: Some positions 1.0, others moving towards that.

Basic: As program currently stands, most positions part time or split responsibilities.

Close

Team closes, noting that more discussion will need to happen to outline expansion options and considerations after budgets have been sent out.

