



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2020-21 Measure G1
Grant Application
Due: March 26, 2020 Amended: September 22, 2020

School	Urban Promise Academy	Contact	Tierre Mesa
School Address	3031 East 18th Street Oakland, CA 94601	Contact Email	tierre.mesa@ousd.org
Principal	Tierre Mesa	Principal Email	tierre.mesa@ousd.org
School Phone	(510) 436-3636	Recommended Grant Amount*	\$176,537.00
2019-20 CALPADS Enrollment Data (6-8 Oakland resident)	373	2019-20 LCFF Enrollment	359

**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	1.0 Music teacher	\$92,905
2	0.7 Student advisor	\$73,055
Budget Total (must add up to Current Grant Amount)		\$165,960

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

2019-20 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	1.0 FTE Music Teacher	\$111,742 \$110,124
2	0.52 FTE Student Advisor	\$62,077
3	Music Instruction Supplies	\$1,359.00
4	Art Supplies	\$1,359.00
5	Music and Art Licenses for Digital Platforms	\$1,621.00
Budget Total (must add up to Current Grant Amount)		\$176,537.00

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
50.90%	49.10%	96.27%	13.10%	0%	40.50%	99.50%

Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
4.50%	0%	1.90%	89.60%	1.10%	0.80%	0.80%	0%

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

Name	Role
Tierre Mesa	Principal
Joseph Blasher	Assistant Principal
Glendy Cordero	Community Schools Manager

School Vision: The mission of Urban Promise Academy is to develop scholars, warriors, and artists. We prepare the middle school students of Oakland for success in college and career by equipping them with the skills to become confident, self-driven learners and respectful leaders who show solidarity with their communities.

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	Basic	Quality	Access and Equitable Opportunity	Basic/Quality	Quality
Instructional Program	Basic/Quality	Quality	Instructional Program	Basic	Quality
Staffing	Quality	Quality	Staffing	Basic	Quality
Facilities	Quality	Quality	Facilities	Quality	Quality
Equipment and Materials	Basic	Basic	Equipment and Materials	Basic	Basic
Teacher Professional Learning	Basic	Basic	Teacher Professional Learning	Quality	Quality
<u>World Language (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)			
Content and Course Offerings	N/A	N/A			
Communication	N/A	N/A			
Real world learning and Global competence	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)	370	375	Suspension	4.9%	2.90%
ES Outreach Strategy Actions	recruitment events at elementary walking fieldtrips	recruitment events at elementary schools, walking field trip, student ambassador tours	Chronic Absence	11.3%	11.50%
Programs to support ES students transition to MS	Spring ice cream social, Early Start	6th grade Welcome Day and Early Start	CHKS data (District) or Culture/Climate survey	CHKS	CHKS

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
<u>SSC Agenda and Sign In Sheet</u>	February 26th, 2020 5:00pm -6:30pm
<u>SSC Minutes</u>	February 26th, 2020 5:00pm -6:30pm
<u>Coffee with Principal Family Engagement</u>	February 18th, 2020 9:00am-10:00am
<u>Virtual SSC Meeting Minutes</u>	March 25th, 2020 5:00pm-6:30pm

Staff Engagement Meeting(s)	
Staff Group	Date
<u>Staff Meeting Minutes, Exit Ticket Data and Sign In Sheet</u>	February 19th, 2020 3:30pm -4:30pm

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

In 19-20, G1 funds were used to hire a 1.0 music teacher. The master schedule was changed to give more equitable access to 6th grade students so that all 6th graders get to experience music instruction. There was also the addition of an advanced 7th grade class that is year long and an advanced year long music class for 8th graders to increase the rigor of instruction. The choir program has performed more in 19-20 than in 18-19 and more students have participated. Additionally in 19-20, the music and choir programs have collaborated and performed with outside CBOs such as the SF Gay Men's Chorus and SF Jazz which exposed students to larger music community and opportunities for future career options.

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.
\$111,742 \$110,124	Propose to fund a 1.0 Music Teacher who will teach five sections of music class during the school day and a choir class after school for the 2020-21 school year. The day time classes will be accessed by all 6th grade students (124) throughout the school year, 90 7th grade students and 30 8th grade students.	<i>Equitable access to high quality music instruction for 224 students and increased opportunities for all students to perform and share their learning with the school and larger community.</i>
\$1,359.00	Propose to fund Music Instruction Supplies, specifically more instruments for students. As students now have access to more advanced music instruction and some students may be taking a third year of music instruction, we will need to continue to broaden our music curriculum and provide access to new units and more instrumental use.	<i>Equitable access to high quality music instruction for 224 students and increased opportunities for all students to use and learn more musical instruments.</i>
\$1,621	Propose to fund school-wide licenses to music digital learning tools. Given the full distance learning model due to COVID-19, this is necessary to provide high quality distance music instruction	<i>Equitable access to high quality music instruction for 224 students and increased opportunities for all students to learn in a full distance learning setting</i>

2. Art Program

Programmatic Narrative Based on Rubric

In 19-20, G1 funds not were used to support our Art Program. The master schedule was changed in 19-20 to give more equitable access to 6th grade students so that more 6th graders get to experience music instruction. There was also the addition of an advanced 7th grade class that is year long and an advanced year long music class for 8th graders to increase the rigor of instruction. Art curriculum continued to build and improve and integrate our school-wide social justice values. Additionally, student art was showcased throughout the school and during school wide events. During 19-20, the art teacher was able to participate in a two week PD experience in Oaxaca, Mexico to integrate indigeous history and practices into the art units and practices.

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.
\$1,359.00	Propose to use G1 funds in 2020-21 for art supplies. As we increase equitable access to art instruction to students and more advanced art instruction, the need for art supplies will increase.	<i>More access to high level art instruction and art practice with more supplies. 220 students will have access to this supplies during the 20-21 school year</i>

3. World Language Program

Programmatic Narrative Based on Rubric

We did not have a world language program in 19-20.

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

In 19-20, we engaged with OUSD and Charter elementary schools by participating in school-site recruitment events and hosting school tours for families. Additionally, we invited 5th grade classes to come to UPA during the school day for student led tours. We plan to have a Welcome Day for our incoming 6th graders in the Spring. We currently have 115 incoming 6th graders confirmed to attend in 2020-21 and we will continue this outreach throughout the spring and summer

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

In 19-20, G1 funds were used to fund 0.7 FTE of the new Student Advisor position. The Student Advisor taught a leadership class after school for two days a week. The student advisor also case managed Tier 1 and Tier 2 students with weekly check-ins focused on behavioral goals, academic progress and Habits of Success (SEL) and family engagement. Additionally, the Student Advisor Leadership students supported recruitment of 5th grade students by acting as student ambassadors that lead family and student tours and participate in student panels for recruitment events. Our school connectedness scores increased as measured by school site surveys that progress monitored using CHKS connectedness questions. We have yet to receive our 19-20 CHKS data. Additionally, our suspension rate has decreased by over 2 percentage points due to increased capacity to case manage and support Tier 2 and Tier 3 students.

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.
\$62,077	Propose to fund 0.52 FTE Student Advisor Position. The position will be a total of 1.0 FTE, using LCFF Supplemental school site funds to pay for the remaining 0.48 FTE. In 2020-21, the Student Advisor will continue to teach a leadership class, but the class will be moved into the day time elective rotation so that more students can access the class for four days a week. The student advisor will continue to case manage Tier 1 and Tier 2 students with weekly check-ins focused on behavioral goals, academic progress and Habits of Success (SEL) and family engagement. Additionally, the Student Advisor Leadership students will continue to support recruitment of 5th grade students by acting as student ambassadors that lead family and student tours and participate in student panels for recruitment events.	<i>Increased student connectedness scores as measured by CHKS survey. Additionally, decrease number of student behavior referrals (URFs), suspension rate, chronic absentee rate and number of students below a 2.0 GPA.</i>

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