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 Enactment Number: 18-0437
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 By: _____



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

**Measure G1
 Grant Application
 2018-19**

Due Date: February 13, 2018

School	United for Success Academy	Principal	Nicole Pierce
School Address	2101 35 th Avenue Oakland, CA	Principal Email	Nicole.Pierce@ousd.org
School Phone	510-535-3880 x5100	Recommended Grant Amount*	\$78,840
Actual 2017-18 Enrollment (6-8) (20 day count)	357	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	344

**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	0.83 - 1.0 FTE Music Teacher	\$76,579
Budget Total (must add up to Current Grant Amount)		\$76,579

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	1.0 FTE Music Teacher	\$73,611
2	50-55% Unity Council (Joven Noble Program) Note: Percentage based on current cost	\$5,229
3		
4		
5		
Budget Total (must add up to Anticipated Grant Amount)		\$78,840

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
52%	48%	96%	11%	3%	38%	99%

Student Body Ethnic Composition

African-American	American Indian/Alaska Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
18%	n/a	7%	67%	2%	3%	1%	3%

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

Name	Role
Nicole Plerce	Principal
Sara Allen	Assistant Principal
Keely Machmer-Wessels & Heidi Dobrott	Common Core Teacher Leader/ Instructional Teacher Leader
Cassandra Chen, Candice Fukumoto, Devon Scott, and Ashley Wallace	Leadership Team Teachers

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</u> (Rubric Score)	2016-17 (last yr)	2017-18 (this yr)	Art (<u>Visual Arts</u>, <u>Theater</u>, and <u>Dance</u>)	2016-17 (last yr)	2017-18 (this yr)
Access and Equitable Opportunity	0	2	Access and Equitable Opportunity	2	2
Instructional Program	0	2	Instructional Program	2	2
Staffing	0	2	Staffing	3	3
Facilities	1	2	Facilities	2	2
Equipment and Materials	1	2	Equipment and Materials	1	2
Teacher Professional Learning	0	2	Teacher Professional Learning	1.5	2
<u>World Language</u> (Rubric)	2016-17 (last yr)	2017-18 (this yr)	Theater (CA Visual and Performing Arts Framework Recommendations)	2016-17 (last yr)	2017-18 (this yr)
Content and Course Offerings	n/a	n/a	Equipment and Instructional Materials	0	1
Communication	n/a	n/a	Facilities	1	1
Real world learning and Global competence	n/a	n/a			

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)	349	357	Suspension	3.66 (status)/ 4.75 (growth)	n/a
ES Outreach Strategy Actions	Recruitment Fairs, Site Visits, Tours	Recruitment Fairs, Site Visits, Tours, 5th grade program outreach/ special events (e.g. music)	Chronic Absence	1.00 (status)/ 1.64 (growth)	n/a
Programs to support ES students transition to MS	Summer Bridge, Orientation Week, Advisory	Summer Bridge, Orientation Week, Advisory	CHKS data (district only)	2.88/1.00 (student) 6.00 (parent) 4.75/1.00 (staff) 2.25/3.50 (SEL)	n/a

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
School Site Council	1/16/18

Staff Engagement Meeting(s)	
Staff Group	Date
Leadership Team Meeting	2/5/18

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 the Measure

- 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 2017-18 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 up to the recommended grant amount based on actual 2017-18 LCFF 20 day enrollment.

1. Music Program

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 and 1 period of orchestra afterschool. We are looking into adding the orchestra period to our master schedule for the 2018-19 school year. We also opened up an additional elective period for students who want to learn guitar. Students in music classes performed at our last assembly in January 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. Students have put on two performances (Shakespeare's *Romeo and Juliet* & *Macbeth*) in the fall and are currently auditioning for their spring performance of *The Bottom of the Lake*, voted on and chosen by our students. It details scary stories that come alive, told by funny campers. Performances were 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. We have moved from "insufficient" to "basic" in many categories and "high quality" in a few categories. SSC members are pleased with the ratings, given it is a brand new program and feels we have truly "hit the ground running" this year.

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>
\$73,611	1.0 FTE Music Teacher	5 periods of music taught daily & 1 period of orchestra taught daily with a total of 150 students being served; continued 2% reduction in chronic absence

2. Art Program

Programmatic Narrative Based on Rubric

N/A

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>

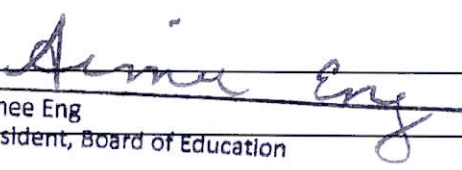

3. World Language Program

Programmatic Narrative Based on Rubric		
N/A		
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>

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
<p>We believe that by adding a music program and enhancing our drama program, we will attract a wider range of students to our school community. Next year, we would like to begin reaching out to local elementary schools to pique interest and extend pipeline relationships. (See Music section above.)</p>		
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>

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
<p>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 20 minutes to 36 minutes on a minimum day. Our Joven Noble coordinator is taking a greater role in monitoring attendance and has began attendance contracts with students at risk of being chronically absent. Last year, Joven Noble demonstrated growth in the following areas: reduction of URFs by 57% and improved grade point averages by 0.7. 2017-18 mid-year data on suspensions, referrals, grade point averages, and attendance are being collected to determine effectiveness. We have already documented another 0.3 GPA increase as of first semester this year. Furthermore, as a result of his consistent mentorship, our Joven Noble participants have supported a more positive school culture, resulting in a slight reduction of suspension incidents.</p>		
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>
\$5,229	50-55% Unity Council (Joven Noble Program) Note: Percentage based on current cost	Improved attendance, discipline, and grade point average for the approximately 20 students who participate; overall reduction in suspension incidents school wide.
	 Aimee Eng President, Board of Education	 Kyla R. Johnson Grammel Secretary, Board of Education

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



School Site Council Meeting Flyer and Agenda January 18, 2018 at 4:30pm in Room 12

Agenda:

- I. Welcome and call the meeting to order**
 - a. Meeting called to order at 4:45 by Chair, Ms Woodridge
- II. Establish Quorum**
 - a. Present--Pierce, Woodridge, Nixon (for Scott), Greenspan, Lake, McSwain, Garcia, Lawrence, Lopez
- III. Call for any additions/deletions of agenda Items**
 - a. Agenda approved
- IV. Reading and approval of previous minutes**
 - a. OUSD budget--Add in "between OEA proposal and the..."
 - b. Motion to approve minutes (Pierce), seconded (Greenspan).
Approved unanimously
- V. Old/New Business**
 - a. Old business regarding enrollment and attendance.
 - i. Chronic Absence Monthly Report--While we are gaining (severe attendance is at 15% chronic absence) as the severe used to be 19%. Great gains, still have work to do. Working for 5% with a 10% target. Team members have taken on different groups of students. If students are present for 3.5 hours, they are not counted as absent.
 - ii. Feeder Patterns shows what elementary schools our current 6th grade students are coming from.
- VI. Review, Monitor, and evaluate SPSA, Student Data, Researched-based materials and other mandated topics.**
 - a. New School Data
 - i. Will have mid-year math and reading data at our next meeting.
 - b. G1 - Self-assessment
 - i. G1 to be used for arts. We (community) decided to fund full time music, add one more period of drama, and add an additional period of music. G1 SPSA section shared. Pierce asked us to self-evaluate using a rubric to score our G1 compliance. Recall that only half (approx. \$75,000) of the money we were promised (approx. \$150,000) was released for

this year and next. It is a 10-year grant. We will receive full allotment in 2019-2020. We used the almost all of our allotted money to fund a full time music teacher this year. Using the rubrics, the question we are asked to ponder is whether music should be continued for 2018-19 or changed.

1. Visual Arts--"Basic" average. Teacher was "Quality" because of her capacity to bring in community partners.
 2. Theater--Zero in equipment, costumes, props (how do they make them), borrowed equipment. Outside time donated by others to build props. Program mostly a "Basic"
 3. Music--No zeros, mostly "Basic" but even some "Quality" Looks like the money is well-spent. Most middle school programs are introductory so we would expect to see "basic" level. Same funding level for next year, should double in 2019-20. We could consider "World Language" as an option at that time, but would like to continue with music program in 2018-19.
- c. Approve modifications of 2017-2018 SPSA (as needed)
 - i. No modifications
 - d. Begin development of the 2018-2019 SPSA (Single Plan for Student Achievement)
 - i. Read discussion around use of G1 funds and our STEAM focus.

VII. Establish Date of Next Meeting and Adjourn

- a. February 13, 4:30pm

Adjourned at 5:42



**Reunión del SSC
Folleto y Agenda
16 de enero, 2018 a las 4:30 en salón 12**

Agenda:

- I. Bienvenido y llame a la reunión para ordenar

- A. La reunión se inició a las 4:45 por la presidenta, la Sra. Woodridge
- B. Establecer el quórum
- C. Presente - Pierce, Woodridge, Nixon (por Scott), Greenspan, Lake, McSwain, Garcia, Lawrence, Lopez
- II. Llamar para cualquier adición / eliminación de elementos de la agenda
 - A. Agenda aprobada
- III. Lectura y aprobación de minutos anteriores
 - A. Presupuesto de OUSD: agregue "entre la propuesta de OEA y el ..."
 - B. Moción para aprobar las actas (Pierce), secundada (Greenspan).
Aprobado por unanimidad
- IV. Viejo / Nuevo Negocio
 - A. Asuntos antiguos con respecto a la inscripción y asistencia.
 - B. Informe Mensual de Ausencia Crónica - Mientras estamos ganando (la asistencia severa es de un 15% de ausencia crónica) ya que el severo solía ser del 19%. Grandes ganancias, todavía tienen trabajo por hacer. Trabajando para 5% con un objetivo de 10%. Los miembros del equipo han tomado diferentes grupos de estudiantes. Si los estudiantes están presentes por 3.5 horas, no se cuentan como ausentes.
 - C. Feeder Patterns muestra de qué escuelas primarias provienen nuestros estudiantes actuales de sexto grado.
- V. Revise, supervise y evalúe SPSA, datos de los alumnos, materiales basados en investigaciones y otros temas obligatorios.
- VI. Nuevos datos de la escuela
 - A. Tendremos datos de matemáticas y lectura a mitad de año en nuestra próxima reunión.
 - B. G1 - Autoevaluación
 - 1. G1 para ser utilizado en las artes. Nosotros (la comunidad) decidimos financiar música a tiempo completo, agregar un período más de drama y agregar un período adicional de música. Sección G1 SPSA compartida. Pierce nos pidió que autoevaluáramos usando una rúbrica para calificar nuestro cumplimiento con G1. Recuerde que solo la mitad (aproximadamente \$ 75,000) del dinero que nos prometieron (aproximadamente \$ 150,000) se lanzó para este año y el siguiente. Es una subvención de 10 años. Recibiremos la asignación completa en 2019-2020. Usamos la casi totalidad de nuestro dinero asignado para financiar un maestro de música a tiempo completo este año. Usando las rúbricas, la pregunta que se nos pide que reflexionemos es si la música debería continuarse para 2018-19 o cambiarse.
 - 2. Artes visuales: promedio "básico". El docente era "Calidad" debido a su capacidad para atraer socios comunitarios.

3. Teatro - Cero en equipos, disfraces, accesorios (cómo los hacen), equipo prestado. Tiempo fuera donado por otros para construir accesorios. Programa principalmente un "Básico"
 4. Música - Sin ceros, en su mayoría "Básicos", pero incluso algunos "Calidad"
 - C. Parece que el dinero está bien gastado. La mayoría de los programas de la escuela intermedia son introductorios, por lo que esperamos ver el nivel "básico". El mismo nivel de financiación para el próximo año debería duplicarse en 2019-20. Podríamos considerar el "Idioma mundial" como una opción en ese momento, pero nos gustaría continuar con el programa de música en 2018-19.
- VII. Aprobar modificaciones de SPSA 2017-2018 (según sea necesario)
 - A. Sin modificaciones
- VIII. Comience el desarrollo del SPSA 2018-2019 (Plan único para el rendimiento estudiantil)
 - A. Lea la discusión sobre el uso de los fondos G1 y nuestro enfoque STEAM.
- IX. Establecer la fecha de la próxima reunión y clausurar
 - A. 13 de febrero, 4:30 p.m.
 - B. Aplazado a las 5:42

February 5, 2018

Timekeeper: Chen Facilitator: Nicole Notetaker: Keely Process Checker: Dobrott	sign in (time): Keely (3:30) Nicole (3:30) Cass (3:30) Wallace (3:35) Fukumoto (3:32) Dobrott (3:31) Sara (soccer) Devon (BTSA)
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TIME	TOPIC	NOTES	DECISION				
3:30-3:35	Community Building & Check-in	What were you doing from 3:30 - 7 yesterday? Keely- Legos Cass- with Candice and hanging with friends that used to be at UFSA Wallace- talked to her mom who is moving to Florida, watched Justin Timberlake Nicole- with Bianca watching super bowl and talking about work while kids ran around the house Heidi- laundry b/c dog + skunk, watched basketball, then last part of super bowl Fuku- with former UFSA people and Cass					
3:35-3:45 5 min type 5 min t+t	Plus/Delta	Silently complete table and team whip around. Please place * next to items in the table you want to agree with. <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;">Plus</th> <th style="width: 50%;">Delta</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> + ELPAC started + Anchor posters in staff room + Ms Jen art in hall*** + Joven Noble creating really positive space for kids* + I am learning a lot and thinking a lot about language in classroom + Bring Alberto Victorica back for the end of this year + SLCs planned in advance* + PBIS planning honor roll assembly </td> <td> <ul style="list-style-type: none"> - Long time to finish the ELPAC - Uniform* - Kids wandering into other classrooms* - teachers on doors - Hall monitoring system** - Chronic absence rates better, but not great </td> </tr> </tbody> </table>	Plus	Delta	<ul style="list-style-type: none"> + ELPAC started + Anchor posters in staff room + Ms Jen art in hall*** + Joven Noble creating really positive space for kids* + I am learning a lot and thinking a lot about language in classroom + Bring Alberto Victorica back for the end of this year + SLCs planned in advance* + PBIS planning honor roll assembly 	<ul style="list-style-type: none"> - Long time to finish the ELPAC - Uniform* - Kids wandering into other classrooms* - teachers on doors - Hall monitoring system** - Chronic absence rates better, but not great 	
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		<ul style="list-style-type: none"> + The Weather + HWT are getting done (Thanks to Heidi!) + Credentialed math teacher in math 8 with Chris + SMI/SRI Celebration + Informal walkthroughs show more C&C structures being used. + BHM morning announcements* + Math PLC is sharing work, in each others classroom and continuously learning* + Science PLC is meeting, feels positive, and sharing student work 	
	<p>Whip Around: <i>What is happening on all other teams inc. grade levels?</i></p>	<p>6th-Curriculum, culture</p> <ul style="list-style-type: none"> • Working with COST on plan for our Tier 2 and 3 • Citizenship and work habits celebration on Feb. 15 BBQ during lunch • Alvin Ailey with 7th grade team • March-Food Justice visit to Oakland Museum <p>7th-Curriculum, culture</p> <ul style="list-style-type: none"> • Pending Pierce Approval: "Field Day" on 2/14, kids will have two rooms (one movie, one boardgame) and auditorium set-up with activities and games (1st-7th period) in place of field trip this term (as well as honor roll celebration) <p>8th-Curriculum, culture</p> <ul style="list-style-type: none"> • <p>Attendance</p> <ul style="list-style-type: none"> • Reviewing/ compiling contracts for SLCs • Monitoring caseloads on charts <p>PBIS</p> <ul style="list-style-type: none"> • School wide Semester Honor Roll recognition: Movie and popcorn day-shooting for Friday, Feb. 9- we can find another date. Can happen last week of February • GRADE LEVELS NEED PLAN FOR FRIDAY • Valentine's Dance Feb. 16 • Spirit Week <p>Family engagement-</p>	<p>Decision needed: Semester celebration day...</p>

		<ul style="list-style-type: none"> • What would be a good way to connect as a staff around this and with our Fam Engagement person? (invite to grade level team meetings) <p>ELL - ELPAC</p> <ul style="list-style-type: none"> • Can we form a break off group to think more about how we support? • How can we celebrate students who have been reclassified? <p>ASP-</p> <ul style="list-style-type: none"> • How can we incorporation into staff mtgs sometimes or at least happy hours <p>COST-</p> <ul style="list-style-type: none"> • Need follow through on interventions, clarification on CICO vs check in 					
3:45-3:50	Clarify the day's agenda and what/how decisions are made	<ol style="list-style-type: none"> 1. SLC prep presentation and feedback 2. Data Analysis for SPSA 					
3:50-4:50	SLC/ SPSA Planning (Literacy, Math, CHK, G1)	<ol style="list-style-type: none"> 1. SLC prep presentation and feedback <ol style="list-style-type: none"> a. Presentation [5 min] b. Clarifying questions [3 min] c. Plus delta [4 min] <table border="1" data-bbox="506 1041 1287 1738"> <thead> <tr> <th data-bbox="506 1041 898 1104">Plus</th> <th data-bbox="898 1041 1287 1104">Delta</th> </tr> </thead> <tbody> <tr> <td data-bbox="506 1104 898 1738"> <ul style="list-style-type: none"> +new passport cover! +utilize family engagement role to support in 2nd round of SLCs. +Avoiding folder drama with packets </td> <td data-bbox="898 1104 1287 1738"> <ul style="list-style-type: none"> - No SMI data for math except Blueprint students - Will students hold on to papers all day without a folder? - Add detail to Slide 4 to explain "All options have been exhausted" so staff knows what the steps that would lead to an alternate scenario for an SLC, such as: 1 send announcement, 2. Call parent/guardian, etc. </td> </tr> </tbody> </table> <p data-bbox="599 1772 1282 1866">How are we following up on students who we haven't had SLCs with? What does the SRI actually mean? Do</p> 	Plus	Delta	<ul style="list-style-type: none"> +new passport cover! +utilize family engagement role to support in 2nd round of SLCs. +Avoiding folder drama with packets 	<ul style="list-style-type: none"> - No SMI data for math except Blueprint students - Will students hold on to papers all day without a folder? - Add detail to Slide 4 to explain "All options have been exhausted" so staff knows what the steps that would lead to an alternate scenario for an SLC, such as: 1 send announcement, 2. Call parent/guardian, etc. 	
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non-humanities teachers know how to make sense of this information?

How long are we going to spend on SLC prep with teachers on Wednesday? Tension between spending time to make sure teachers understand SLCs and SRI... and also continuing with CLO

d. Response from presenter [2 min](

2. Data Analysis for SPSA

a. Read site [planning tool](#)

b. Look at your data!

i. Strengths, challenges, root causes

Continue to look at data and fill in the table between now and the next meeting

4:50-5:00

Process Check
Future Meetings

Feb 5	SLC prep, SPSA
Feb 26	Teacher Morale, Advisory, SPSA (cont.)
March 5	SBAC planning, Master Schedule
March 19	
April 9	
April 23	
May 7	
May 21	

Retreat: Re-visit what data we should use for next year?