



**Measure G1
Grant Application
2018-19**

Due Date: February 13, 2018

Revised: February 22, 2018

Amended: October 22, 2018

School	Alliance Academy Middle School	Principal	Faris Jabbar
School Address	1800 98th Avenue Oakland, CA 94612	Principal Email	faris.jabbar@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
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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. (Through 11/2/18)	\$44,000 \$9,300
2	.5 FTE Music Teacher to facilitate two courses introducing students to basics of playing instruments, including reading music notes and playing various instruments, such as violin, guitar, alto, piano, and trombone.	\$34,700
3	.4 FTE consultant Integrated Learning Specialist (ILT), will collaborate with content teachers to support integrating the arts into their classrooms and curriculum. The ILT is an essential component to the Integrated Learning Framework and supports creating a platform for electives to be accessible in a broader way. By offering Integrated arts, we are able to ensure that all students have access to the arts as part of all of their classes. This The remaining portion of this position is paid with other funds.	\$35,000 \$16,928
4	Destiny Arts Dance consultant to teach contemporary dance to 6th graders and newcomer students. Students will engage in this introductory dance class which will offer multiple styles of dance, including hip hop.	\$24,600
5	.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

Carryover:

Music instruments and repair - 4,000

Art materials/supplies - 707.50

performance - music/transportation - 1,000

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	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
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	n Native						
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
Andrew West	Teacher on Special Assignment
Indi McCasey	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:	Drama: Basic

				Entry Drama:Entry Dance: Entry	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	<i>February: 58 incidences</i>	<i>February: 23 incidences</i>
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	<i>January: 3.5%</i>	<i>January: 3.8%</i>
Programs to support ES students transition to MS	-Cored 6th grade classes to minimize transitions.	-Cored 6th grade classes to minimize transitions.	CHKS data (district only)		

	-Academic Mentor	-Self-contained General Ed class			
	-Parent Outreach/Relationship Building Events	-Parent Outreach/Relationship Building Events			
	-Partnership with EOYDC-The Bridge	-Partnership with EOYDC-The Bridge			
	-Summer Bridge Program	-Summer Bridge Program (Special Summer Program)			
	-Mandatory 6th grade participation in afterschool program	-CARE Team, teacher support and focal student assignment			

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. 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.

Integrated Learning Specialist (*component of Integrated Learning Framework*)

Alliance Academy of Integrated Learning has laid the foundational steps of a fully functioning Integrated Learning Program. All of our teachers are trained in the Integrated Learning Framework, a framework based on Harvard's Project Zero Arts Integration work. Besides the completion of the three Alameda County Office of Education Integrated Learning Specialist Program Courses, 30% of our teachers have

also participated in the Agency by Design Program, and the school Principal participates in the Alameda County/UC Berkeley Principal Leadership Network (a training and support group for Integrated Learning Administrators). These efforts are to ensure the implementation of this framework with fidelity.

A final and critical component of this implementation is the Integrated Learning Specialist. The Integrated Learning Specialist collaborates with content teachers to find deep ways to allow for creative inquiry using elective art forms. The Integrated Learning Specialist also ensures the specific components of the framework are done with fidelity:

Studio Thinking including Studio Habits of Mind
Making Learning Visible
Teaching For Understanding

As our five years of Alameda County Office of Education funding will end, the direct coaching from ACOE will end as well. Alliance will need to be able to continue this work independently. The Integrated Learning Specialist is critical to this.

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 \$9,300	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. (Through 11/2/18)	By June of 2019, the number of student with designated or integrated services will increase by 30%..
\$35,000 \$16,928	.4 FTE Consultant Integrated Learning Specialist (ILT), will collaborate with content teachers to support integrating the arts into their classrooms and curriculum. The ILT is an essential component to the Integrated Learning Framework and supports creating a platform for electives to be accessible in a broader way. By offering Integrated arts, we are able to ensure that all students have access to the arts as part of all of their classes. This The remaining portion of this position is paid with other funds.	By June of 2019, the number of student with designated or integrated arts services will increase by 50%.
\$24,600	Destiny Arts Dance consultant to teach contemporary dance to 6th graders and newcomer students. Students will engage in this introductory dance class which will offer multiple styles of dance, including hip hop.	By June of 2019, the number of student with designated or integrated services will increase by 30%..

2. Music

Programmatic Narrative Based on Data Analysis

Alliance has been without a consistent music program for several years. When we did have a music program, students enjoyed exposure to instruments and progressed through levels of mastery during their three years in the program. We still have possession of many instruments that simply need to be cleaned and tuned, or require only minor repairs. Bringing music back to our campus will provide another outlet for our students and allow for the development of skills that they may not normally have the opportunity to develop.

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>
\$34,700	.5 FTE teacher for Music will provide classes that will teach students the basics of playing various instruments. Music teacher will also teach students how to read music. Students will have the opportunity to learn various instruments and will be grouped based on aptitude for a given instrument. Students will demonstrate growth through an end of the year assessment and performance for parents. The music teacher will provide 2 sections of music, serving roughly 10% of the Alliance student body. (November 5-May 31)	By June 2019, students will show a basic level of proficiency in reading music as shown by final assessment/performance for parents to show growth.

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	4-.5 Youth Development Mentor works with an assigned caseload of 6th grade students. Helping students create	By June 2019, 100% of focal students will have passing grades in content areas.

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

Minutes of the meeting of Alliance Academy SSC
October 30, 2018, 4:00 meeting, Family Resource Center
Quorum met

Meeting starts promptly at 4:00

- Jabbar makes members aware that we must make the EL subcommittee to act as a voice for the EL
 - Because at AA our EL percentage is so high, this subcommittee is a little redundant due to the fact that everything we do is geared towards our EL
 - We can establish the committee and then adopt the EL committee into the SSC
 - If we do so, we still have to select officers
- Officers for EL Subcommittee
 - President: Ms. Piedad
 - Unanimously selected by raise of hands
 - VP: Coach Skillern
 - Unanimously selected by raise of hands
 - Secretary: Ms. Snyder
 - Unanimously selected by raise of hands
 - Parent Representative: Ms. Catalina
 - Unanimously selected by raise of hands
- Discussed low parent turnout today
 - Could not get calls out to all parents due to an office member being out every week this week
 - Ms. Sanchez got calls to the members
- Coach Skillern made motion to adopt the SELLS into the SSC
 - Ms. Mariana seconded the motion
 - Unanimous vote to adopt by raise of hands
- Discussing G1 funding changes and carryover (funding for the arts)
 - \$5707 carryover from last year that we did not spend
 - Will use that money for instruments (may be able to buy some), field trips, and art supplies
 - Drama teacher resigns after this week
 - Academic mentor resigns, will only be there after school
 - From the monies, we will bring
 - Destiny Arts (2 periods)
 - Mr. Hafen will come back part time
- Sexual Harassment Workshop Update
 - Behavioral health specialist from district thinks that it is a good idea
 - On boundaries and dating
 - Looking for resources for us
 - Will hopefully let us know this week so we can plan a date
 - Looking to find someone who can lead English class for parents
- Open House on Tuesday November 13th from 1-3pm

- Ms. Sanchez will coordinate food donations
- PSAC and SSC Community Meeting on November 15th from 5-7pm at La Escuelita
- Next meeting we will have update on arts program and parent workshop
 - December 4

SSC Meeting Sign-In

School: Alliance Academy

Date: 10.30.18

Printed Name	Signature	Place "X" in Appropriate Representation Column			
		SSC Member	Staff	Parent or Community	Student
Kristy Snyder	Kristy Snyder	✓			
Matthew Pison	Matthew Pison	✓	✓		
Mariana Vega	Mariana Vega	✓			
Catrina Vinas	Catrina Vinas	✓		✓	✓
Maria Sanchez	Maria Sanchez	✓			
Piedad Sanchez	Piedad Sanchez	✓			
Adrian Caberas	Adrian Caberas	✓	✓	✓	
Sandra Wilson	Sandra Wilson	✓		✓	
Rufus Skiller	Rufus Skiller	✓	✓		
Dacia Malone	Dacia Malone	✓	✓		

Comité consejero de los estudiantes que aprenden inglés (SELLS)

Asistencia

School Name LA
Nombre de la escuela

Fecha de la junta

Econgá una casilla

[illegible]