



Measure G1 Carryover Justification Long Form (Complete if carryover is more than \$5000)

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**Due Date: October 31, 2018
Revised: December 20, 2018**

School:	Bay Area Technology School	Contact/Principal	Seth Feldman
School Address:	8251 Fontaine St Oakland, CA 94605	Principal Email	principal@baytechschool.org
		School Phone:	510.382.9934

Please fill out the information below for school-wide carryover.

2017-18 Measure G1 Allocation	\$30,348.00
2017-18 Measure G1 Dollars Spent	\$0
Carryover Amount	\$30,348

Summary of Approved Expenditures and Actual Spent from 2017-18

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i>		Budget Amount	Actual Spent *
1	NA- Please note that the plan from Bay Tech was not approved for 2017-18 so no funds were expended.	0	0
2		0	0
3		0	0
4		0	0
5		0	0
6		0	0
	This plan was not approved so no expenditures were made. Total	0	0

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

2018-19 Proposed Carryover Expenditures from <i>Budget Justification and Narrative Section</i>		Budget
1	Create an exploratory wheel for each of the grades 6th, 7th, and 8 th , with 6 to 9-week sessions (depending upon the grade level) for the 2 nd semester in place of the current elective classes. Implement a VAPA program 2 days a week in the exploratory wheel for each of the grades. Wheel components will focus on music/music history/dance, graphics /painting and drawing/art history for 6th, music/dance, design/animation/multimedia for 7th grade, percussion, cinematography/video production and art history/painting/drawing for 8th. Add a lunch time and after school choir/chorus class, percussion class and/or dance class. Use recognized organizations and vendors plus school employees to provide instruction/supervision. Use local University and professional talent to create after school clubs.	26,550
3	Offer World Languages 2 days/week as a part of the exploratory wheel for 2nd semester to all middle school (6th-8th) students with language choice through Rosetta Stone. Support ELD for EL students and support of 2 nd language middle school students as needed.	3,000
4	Implement "Not In Our School" campaign as part of the focus on PBIS for social and emotional support and academic success. Procure positive behavior incentives.	798
5	Implement AVID (Advancement Via Individual Determination) Excel or Life skills classes to 6th and 7th	0

	grade students 1 day/week for 2nd semester as a part of the exploratory wheel, and just AVID Excel for 8th grade. (The final component of the wheel but not using grant funds.)	
	Budget Total (must add up to Anticipated Grant Amount)	30,348

Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.

In 2017-18, funding was applied for as indicated above. The application was not accepted as written and the administration at the time did not re-submit for approval, therefore no funds were allocated. The first plan is not available and there is no documentation as to the original self assessment or meetings that were held, but it is assumed that stakeholder input from their LCAP was used to develop the first plan. As a result, a new plan needed to be created. The new interim administration held meetings with parent and staff stakeholders in October of 2018 to specifically discuss this grant and take input on needs and desires. In addition, a survey regarding school site and engagement needs was sent to middle grades parents and staff in October. You will see that the new plan is based upon current parent and staff input from the meetings and the survey and fully addresses each of the expected outcomes of Measure G1.

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

Community Engagement Meeting(s) to Address Carryover Funds	
Community Group	Date
Parents	October 29, 2018
Parent Survey (all middle grade parents)	October 29, 2018

Staff Engagement Meeting(s) to Address Carryover Funds	
Staff Group	Date
Middle grades staff and admin	October 30, 2018
Middle Grades staff and admin * as a follow up to refine the proposed use of funds based upon comments from OUSD Measure G1 committee	November 15, 2018
Middle /Grades staff and admin*as a follow up to refine and clarify the proposed use of funds based upon comments from OUSD Measure G1 committee	December 17 and 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 plans to use the Measure G1 carry-over 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 total carry-over amount.

1. VAPA (Visual and Performing Arts) Exploratory Wheel 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]

There is a completely new team in place at this school as of August 2018, with no access or evidence of the prior self-assessment. There were no expenditures from this grant for 2017-18, because the grant application was not accepted.

The new interim administration held meetings with parent and staff stakeholders in October of 2018 to specifically discuss this grant and take input on needs and desires. In addition, a survey regarding school site and student/family engagement needs was sent to middle grades parents and staff in October. Both groups of stakeholders participated in a brainstorming and ranking (voting) technique to identify and prioritize the programs to be offered for the remainder of this year with the desire to carryover and expand for next year as the budget allows. The priorities from both groups were amazingly similar and were merged along with the results from the parent survey and discussions held with student leadership groups.

During recent meetings with stakeholders, and looking at the results of the survey, it was discovered that almost 40% of those who participated or responded feel that there is a lack of school connectivity. Almost 70% of those who participated or responded feel that the school overall program is not offering programs and activities to meet their child's needs, particularly in the visual and performing arts areas. Using the results of the survey and discussions during the stakeholder meetings, it was determined that Bay Tech's number one priority was implementing a comprehensive and articulated VAPA program to create a pathway for students to participate in and excel in both visual and performing arts. The program needs to be tied to the interests of the students, who have asked for more opportunities to learn and create in percussion, vocal music, dance, theater, digital arts/design and production, and basic painting and drawing. Materials and software/licenses need to be purchased to support these programs.

Based upon the priorities established, Bay Tech administration will revise the schedule beginning in the 2nd semester, to be able to offer an exploratory wheel in place of a single identified elective class required for all students which includes 45 6th graders, 49 7th graders and 54 8th graders. Current staff will support the classes. Bay Tech will also recruit and contract with outside program resources from local universities/colleges and recognized program vendors.

In addition, as identified in the priority list, Bay Tech will offer a lunch time and after school choir/chorus program one day a week, an after school dance program one day per week and an after school percussion or music program one day per week for up to 60 interested students for the remainder of this year.

Budget	Description of 2018-19 Proposed Expenditures of Carryover Funds	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>
5,000	Contract with Oakland Youth Chorus and Mills College Students to provide instruction during the designated exploratory wheel in music and dance. All middle school students (148) will participate in the exploratory wheel for at least six weeks over the course of the 2nd semester.	Increase by a minimum of 1% attendance rates (we are currently at 95%) and increased student engagement/student connectivity. Increase the sense of pride reported by students on the spring survey. total students served: 148
1,100	Purchase additional digital programs and subscriptions to support vendor/classroom instruction in music production as necessary. Theta Music Trainer (22 apps-\$1,100), Students served up to 94 Audacity (open source-no cost)	Increase student engagement, decrease in the number of suspensions and detentions by 25%. Improve attendance (minimum of 1%) Students served: 94
5,450	Contract with Kala Art Institute, Recruit and hire a .2 FTE temporary personnel (72 hours @\$20.00/hour) to provide instruction during the designated exploratory time in fine arts. All middle school students (148) will participate in this section of the exploratory wheel over the course of the 2nd semester.	Improved attendance (Increase by a minimum of 1%). Students served: up to 148
1,500	Purchase "Arts Attack" Program at \$330 for each grade level class license and required program support materials for 6-8th grades to support the exercises and lessons in the program. All middle school students (148) will participate in this section of the exploratory wheel over the course of the 2nd semester.	Students will report increased engagement and sense of pride on the spring student survey (no scores to compare at this time). Decrease in the number of suspensions and detentions by 25%. Students Served: 148
5,000	Contract with program vendors such as Pure Red in Pleasanton or Academy of Arts University, paired with in-house technology specialist (current employee) to provide instruction during the designated exploratory wheel in digital arts to include basic design, animation, video, audio. All middle school students (148) will participate in this section of the exploratory wheel for at least six weeks over the course of the 2nd semester.	Increase by a minimum of 1% attendance rates (we are currently at 95%) and increased student engagement/student connectivity. Increase the sense of pride reported by students on the spring survey. total students served: 148
4,500	Purchase and/or subscribe to the following digital programs to enhance creativity and design including but not limited to graphic design, photography and design, print design, video and cinematography, voice over/sound, coding: Adobe Creative Cloud (25 subscriptions for remainder of the year@ 2,500) Students served 148 Audacity (Open source-no cost) Students served 103, Acellus (20 subscriptions for remainder of year @ 2,000) Students served 54.	Students will report increased engagement and sense of pride on the spring student survey (no scores to compare at this time). Decrease in the number of suspensions and detentions by 25%. Improved attendance (Increase by a minimum of 1%).

3,000	Utilize local university/college students from Mills College, St. Mary's or SITS (Singing in the Schools) and program vendors (Beats, Rhymes and Life), to run a lunch time and after school choir/chorus, dance program and/or percussion club two days a week. Up to 60 students will participate.	Increase by a minimum of 1% attendance rates (we are currently at 95%) and increased student engagement/student connectivity. Increase the sense of pride reported by students on the spring survey. Improved social interactions during school and lunch with supervised activities. Decrease in behavior incidents (10%) as measured by a reduction in lunch time referrals.
1,000	Provide professional development from Google Classroom trainers and PBL specialist from Black Diamond Middle School in Antioch during collaboration days, for staff to embed the arts and digital/design into their core instruction through the use of PBL	Student engagement as measured by a decrease of 50% in the number of classroom suspensions and detentions, increased math and ELA scores by an average of 5%. Students receiving D's and F's will decrease by 25%. Improved attendance (Increase by a minimum of 1%). Students served: 148

2. 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]

There is a completely new team in place at this school as of August 2018, with no access or evidence of the prior self-assessment. There were no expenditures from this grant for 2017-18, because the grant application was not accepted.

The new interim administration held meetings with parent and staff stakeholders in October of 2018 to specifically discuss this grant and take input on needs and desires. In addition, a survey regarding school site and student/family engagement needs, was sent to middle grades parents and staff in October. Both groups of stakeholders participated in a brainstorming and ranking (voting) technique to identify and prioritize the programs to be offered for the remainder of this year with the desire to carryover and expand for next year as the budget allows. The priorities from both groups were amazingly similar and were merged along with the results from the parent survey and discussions held with student leadership groups.

During meetings with parents, staff, and from the results of a parent survey, almost 40% of those who participated or responded feel that there is a lack of cultural school connectivity. A rich mixture of cultures and a variety of home languages make up the population of the school.

Using the results of the survey and discussions during the stakeholder meetings, it was determined that Bay Tech's number two priority was to address the multiple cultures and languages. Bay Tech needs to address language barriers and offer a comprehensive language program, which includes instruction in cultural sensitivity, to all middle school students. Currently it is only offered to high school. Based upon the priorities established, Bay Tech administration will revise the schedule beginning in the 2nd semester, to be able to offer an exploratory wheel in place of a single identified elective class required for all students which includes 45 6th graders, 49 7th graders and 54 8th graders. Students will spend two days each week learning a foreign language or working on ELD skills through in the exploratory wheel through the use of Rosetta stone. Current staff will support the classes.

Budget	Description of 2018-19 Proposed Expenditures of Carryover Funds	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>
3,000	Purchase/Implement Rosetta Stone for all middle school students and assign oversight of program implementation to the current high school foreign language teacher. Use the program as an additional support for 2 nd language learners in addition to their regular ELD program. This will need to be supplemented by \$7,000 from general fund to be able to obtain the full program for all middle school students. All middle school students (148) will participate in this program 2 days per week for the entire 2nd semester.	Students identified as EL will show an overall increase in their language scores and 15 % will be exited and redesignated as proficient. All students will exit middle school and may be able to advance to a 2nd year language class upon entry to 9th grade if successfully completing 2 full years of Rosetta Stone. Current EL students will maintain and improve ability to read and write in their home language as well as in English. Students served: 148.

3. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
<p>[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]</p> <p>Not applicable as we are a 6th -12th grade school and start at 6th grade, however funds and time will be set aside from general fund for marketing and professional development as we revisit, enhance and market our middle grades program which will more accurately reflect the needs and desires of the 6th, 7th, 8th grade students.</p>		
Budget	Description of 2018-19 Proposed Expenditures of Carryover Funds	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>
NA	NA	NA

4. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
<p>[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]</p> <p>There is a completely new team in place at this school as of August 2018, with no access or evidence of the prior self-assessment. There were no expenditures from this grant for 2017-18, because the grant application was not accepted.</p> <p>The new interim administration held meetings with parent and staff stakeholders in October of 2018 to specifically discuss this grant and take input on needs and desires. In addition, a survey regarding school site and student/family engagement needs was sent to middle grades parents and staff in October. Both groups of stakeholders participated in a brainstorming and ranking (voting) technique to identify and prioritize the programs to be offered for the remainder of this year with the desire to carryover and expand for next year as the budget allows. The priorities from both groups were amazingly similar and were merged along with the results from the parent survey and discussions held with student leadership groups.</p>		

During meetings with parents, staff and from the results of a parent survey, almost 55% of those who participated or responded feel that there is a lack of school connectivity and that the overall school discipline program does not encourage positive behavior and is not meeting their child's needs. Using the results of the survey and discussions during the stakeholder meetings, it was determined that Bay Tech's number three middle school priority (which is actually a number 1 priority for the entire school site) is the implementation of a discipline system that focuses on the positive, reinforces expectations and creates a safe environment for all students without fear of bullying or harassment.

It is the intent of the school to Implement PBIS (To fully implement, it takes up to 3 years and we will be starting in January. * this cost will not come out of grant funds

Based upon the priorities established, and using additional input from middle grades students, funds from this grant will be used to support a "Not in Our School" campaign and positive behavior incentives for the remainder of this year to support the implementation of PBIS and give students a voice.

Budget	Description of 2018-19 Proposed Expenditures of Carryover Funds	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>
500	Provide staff development to middle grades staff to launch "Not in Our School" student led campaign for anti-bullying.	Increased attendance by at least 1% (currently at 95%, increased positive classroom environment with a reduction in classroom referrals by 50% and suspensions and detentions by 25%, a decrease in the number of parents who feel our school is not safe or offering a socially emotionally positive environment for their child by at least 10% as measured by the parent survey.

298	Positive behavior incentives and materials needed to implement "Not in Our School"	Increased student engagement/student connectivity. Increase the sense of pride reported by students on the spring survey. Improved social interactions during school and lunch. Increased attendance by at least 1% (currently at 95%, increased positive classroom environment with a reduction in classroom referrals by 50% and suspensions and detentions by 25%, a decrease in the number of parents who feel our school is not safe or offering a socially emotionally positive environment for their child by at least 10% as measured by the parent survey.
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Please submit your 2018-19 Measure G1 Carryover Justification Form to Mark Triplett ([m_ark.triplett@ousd.org](mailto:ark.triplett@ousd.org)) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).