OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2019-20 Measure G1	
Charter Grant Application	
Due: April 17, 2019	

School	**Bay Area Technology School (Baytech)**	Contact *	Seth Feldman, ED/Principal
School Address	8251 Fontaine St Oakland, CA 94605	Contact Email	sfeldman@baytechschool.org
Principal	Seth Feldman	Principal Email	sfeldman@baytechschool.org
School Phone	510.382.9934	Recommended Grant Amount**	$40,390.97
2018-19 LCFF Enrollment (6-8)	87	Actual 2018-19 (6-8) Enrollment (Oakland Resident)	142

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 2018-19 (link to 2018-19 approved proposal)

2018-19 Approved Expenditures from *Budget Justification and Narrative Section* (add more rows if necessary)		Budget Amount
	Proposal was not approve; proposal was not submitted	$30,348
	Budget Total (must add up to Current Grant Amount)	$30,348

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

	2019-20 Proposed Expenditures from *Budget Justification and Narrative Section* (add more rows if necessary)	Budget Amount
1	Design and Visual Arts Teacher to provide art (exploratory) classes (40%) and lunchtime/after school classes	$19,000
2	Music/Band/Percussion Teacher to provide instrumental (exploratory and pull out) and choir (exploratory and pull out) classes (40%)	$19,000
3	Movement and Dance Consultant	$2,390.97
4		
5		

		Budget Total (must add up to Anticipated Grant Amount)	$40,390.97

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
165	127	78%	10%	10%	18%	91%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
103	3	7	152	2	2	14	9

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

Name	Role
Seth Feldman	Principal
Warren Wallace	Assistant Principal
Cynthia McNair	Counselor
Kristine Ilochi	Middle School Core Lead
Carlos Fernandez	Language Coordinator
Mark Grody	Exploratory Coordinator
Loletha Powell	Academic Dean

School Vision and Beliefs:
WE BELIEVE THAT All children are gifted

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.

Music *(Rubric Score)*	2017-18 (last yr)	2018-19 (this yr)	*Art (Visual Arts, Theater, and Dance)*	2017-187 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity	NA	Entry	*Access and Equitable Opportunity*	NA	Basic
Instructional Program	NA	Entry	*Instructional Program*	NA	Entry
Staffing	NA	Entry/Basic	*Staffing*	NA	Entry
Facilities	NA	Entry	*Facilities*	NA	Entry
Equipment and Materials	NA	Entry	*Equipment and Materials*	NA	Entry

Teacher Professional Learning	NA	Entry	Teacher Professional Learning	NA	Entry
World Language _(Rubric)_	**2017-18 (last yr)**	**2018-19 (this yr)**			
Content and Course Offerings	NA	Quality			
Communication	NA	Basic			
Real world learning and Global competence	NA	Entry			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	**2017-18 (last yr)**	**2018-19 (this yr)**	*Safe and Positive School Culture (SPSA)*	**2017-18 (last yr)**	**2018-19 (this yr)**
2017-18 Enrollment Data (20 day)	49	46	**_Suspension_**	49	20
ES Outreach Strategy Actions	NA	School Visitations	**_Chronic Absence_**	65	34
Programs to support ES students transition to MS	NA	PBIS, Counselor	**_CHKS data (district only)_**		

==REQUIRED: Please provide all meeting _agendas, minutes, flyers, and sign-in sheets_ of the staff and community engagement meetings with this application. _The application will NOT be considered without this documentation of engagements._==

Community Engagement Meeting(s)	
Community Group	**Date**
Middle School Parent Meeting	4/18/2019

Parent Survey	4/1/2019

Staff Engagement Meeting(s)	
Staff Group	**Date**
Middle School Staff	4/17/2019
Staff Survey	4/1/19

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 total grant amount based on projected enrollment for 2017-18.

1. Music 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] Bay Tech never completed an initial self-assessment nor the application for the initial grant funding from 2017-18. As a result, the interim administration and new administration held parent input meetings and staff meetings to enable them to submit an application for the use of 2017-18 carryover funds, which was not approved until mid-February of 2019. G1 funds were specifically used to Increase access to courses in arts, music, and world languages in grades 6-8 and create a more positive and safe middle school learning environment by creating an exploratory wheel for the

middle grades to provide access to world languages, basic art and digital design using digital programs, onsite staff, volunteers and independent contractors. Other components of the initial plan are still in the initial stages of being implemented for the positive and safe environment. During this short period of time, we have seen an increase in attendance for the days students are participating in the exploratory wheel and an increase in their desire for more choices. There is a decrease in the number of referrals coming from the exploratory classes and an increase in the engagement of students, particularly in the area of design. Students seem to prefer visual arts to music, perhaps because of the narrow scope of the offerings. They would like to have more time with performance arts, and they want the ability to have culminating performances for their friends and family.

   Even with the limited time, administration used its leadership team to work with staff to take the self-assessment, include survey questions on the new programs on the parent survey and gather input from middle school parents on their desires for next year, based upon the changes made. In addition, the leadership team worked with students to get their input on the program and additions they would like to see for the 2019-20 school year. Overall the arts in general is seen as a relative weakness for this school and needs to be more of a focus.

   The priorities from all groups were amazingly similar and were merged along with the results from the parent/staff/student survey and discussions held. Specifically, this grant reflects the prioritized input on parent, students and staff needs and desires. Although not referenced, it is the hope of this team to have the opportunity to use carryover funds from 2018-19 to support the expenditures and goals.

   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 school connectivity has improved over the past few months and they are excited about the changes offered during this semester. Almost 45% of those who participated or responded feel that the school overall program has improved but still feel we are not offering programs and activities to meet their child's needs, particularly in the visual and performing arts areas (including music/band). Using the results of the survey and discussions during the stakeholder meetings, it was determined that Bay Tech's number one priority was continuing to implement a comprehensive and articulated VAPA program to create a pathway for students to participate in and excel in both visual (drawing/painting, photographic and digital) and performing (dance, music) arts. The program needs to be tied to the interests of the students and parents, who have asked for more opportunities to learn and create in percussion, instrumental, dance, digital arts/3-D design and production, and basic painting and drawing. Instructional staff and outside consultants need to be hired, and materials and any special licenses need to be purchased to support these programs.

   Based upon the priorities established, Bay Tech administration will create a fully functioning exploratory wheel within a 5 by 5 black schedule for the 2019-20 school year, to be able to offer rotating VAPA classes required for all students which includes 60 6th graders, 52 7th graders and 51 8th graders. A new part time staff member and a consultant will be added to support the music and dance classes/programs. Bay Tech will also recruit and contract with outside program resources from local universities/colleges and recognized program vendors for such classes as Drum Circles and Multi-cultural dance.

   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, and 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 year with the ultimate goal of performance. These programs will be assigned to the part-time instructors and independent contractor and is included in their salary or expense.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)*
$19,000 (Includes Statutory Benefits)	Hire a part time (40%) salaried instrumental music (including percussion), choir teacher to provide instruction 2 days/week during the designated exploratory wheel. All middle school students (163) will participate in the exploratory wheel the year, but will only have one 12 week session with each class.	Increase by a minimum of 1% attendance rates (we are currently at 95%) as measured by the CA Dashboard Increase the retention rate from 8th grade to 9th grade by 1% and increased

		student engagement/student connectivity. Increase the sense of pride reported by students on the spring CHKS. total students served: 163
Included in cost above	Utilize part time salaried music teacher to run a lunch time and after school choir/chorus 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%) as measured by the CA Dashboard and increased student engagement/student connectivity. Increase the sense of pride reported by students on the spring CHKS. Improved social interactions during school and lunch with supervised activities. Decrease in behavior incidents (10%) as measured by a reduction in lunch time referrals.
$2, 390.97	Utilize local university/college students from Mills College, St. Mary's or program vendors (Beats, Rhymes and Life), to run a coach/consult with PE teachers and implement a rhythm and dance unit along with a rhythm and dance program, one day a week after school. Up to 30 students will participate. (this number may be increased depending upon need)	Increase by a minimum of 1% attendance rates (we are currently at 95%) as measured by the CA Dashboard and increased student engagement/student connectivity. Increase the sense of pride reported by students on the spring CHKS. Improved social interactions during school and lunch with supervised activities. Decrease in behavior incidents (10%) as measured by a reduction in lunch time referrals.

2. *Art 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] Bay Tech never completed a self-assessment nor the application for the initial grant funding from 2017-18. As a result, the interim administration and new administration held parent input meetings and staff meetings to enable them to submit an application for the use of 2017-18 carryover funds, which was not approved until mid-February of 2019. G1 funds were specifically used to Increase access to courses in arts, music, and world languages in grades 6-8 and create a more positive and safe middle school learning environment by creating an exploratory wheel for the middle grades to provide access to world languages, basic art and digital design using digital programs, onsite staff, volunteers and independent contractors. Other components of the initial plan for the positive and safe environment are still in the initial stages of being implemented, so the data available only covers two months of partial implementation. Even with this late start, we have seen an increase in attendance for the days students are participating in the exploratory wheel and an increase in their desire for more choices. There is a decrease in the number of referrals coming from the exploratory classes and an increase in the engagement of students, particularly in the area of general art, graphics and design. Students seem to prefer visual arts to music, perhaps because of the narrow scope of the offerings. They would like to have more time with performance arts including dance, which is addressed above, and they want the ability to have culminating performances and 'shine' for their friends and family.

Even with the limited time, administration used its leadership team to work with staff to take the self-assessment, include survey questions on the new programs on the parent survey and gather input from middle school parents on their desires for next year, based upon the changes made. In addition, the leadership team worked with students to get their input on the program and additions they would like to see for the 2019-20 school year. Overall the arts in general is seen as a relative weakness for this school and needs to be more of a focus.

The priorities from all groups were amazingly similar and were merged along with the results from the parent/staff/student survey and discussions held. Specifically, this grant reflects the prioritized input on parent, students and staff needs and desires. Although not referenced, it is the hope of this team to have the opportunity to use carryover funds from 2018-19 to support the expenditures and goals.

During recent meetings with stakeholders, and looking at the results of the survey, it was discovered that almost 45% of those who participated or responded, feel that school connectivity has improved over the past few months and they are excited about the changes offered during this semester. Almost 45% of those who participated or responded feel still feel we are not offering programs and activities to meet their child's needs, particularly in the visual and performing arts areas (including music/band). Using the results of the survey and discussions during the stakeholder meetings, it was determined that Bay Tech's number one priority was continuing to implement a comprehensive and articulated VAPA program to create a pathway for students to participate in and excel in both visual (drawing/painting, photography and digital) and performing (dance, music) arts. The program needs to be tied to the interests of the students and parents, who have asked for more opportunities to learn and create in percussion, instrumental, dance, digital arts/3-D design and production, basic painting and drawing and photography. Instructional staff and outside consultants need to be hired, and materials and any special licenses need to be purchased to support these programs.

Based upon the priorities established, Bay Tech administration will create a fully functioning exploratory wheel withn a 5 x 5 block schedule for the 2019-20 school year, to be able to offer rotating VAPA classes required for all students which includes 60 6th graders, 52 7th graders and 51 8th graders. A new part time staff member will be added to support the classes.

In addition, as identified in the priority list, Bay Tech will offer a lunch time or after school 3-D design and printing class one day per week for up to 20 interested students for the year with the ultimate goal of creating. This program will be assigned to a current staff member and is included in their salary so there will be no extra cost.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)
$19,000 (Includes Statutory Benefits)	Hire a part time (40%) salaried visual arts (including painting, drawing and design, and photography), teacher to provide instruction 2 days/week during the designated exploratory wheel. All middle school students (163) will participate in the exploratory wheel the year, but will only have one 12 week session with each class.	Increase by a minimum of 1% attendance rates (we are currently at 95%)as measured by the CA Dashboard. Increase the retention rate from 8th grade to 9th grade by 1% and increased student engagement/student connectivity measured by the number of students with passing grades of C or better. Increase the sense of pride reported by students on the spring CHKS. total students served: 163
Included in cost above	Utilize the part time salaried visual arts teacher or current graphics teacher to run a lunch time 3-D Printing and design club one day per week and a photography club one day per week. Up to 20 students will participate for	Increase by a minimum of 1% attendance rates (we are currently at 95%) as measured by the CA Dashboard and increased student engagement/student connectivity.

	each club.	Increase the sense of pride reported by students on the spring CHKS. Improved social interactions during school and lunch with supervised activities. Decrease in behavior incidents (10%) as measured by a reduction in lunch time referrals. Total students served: 20 or more depending upon the interest.

3. *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]

   Bay Tech never completed a self-assessment nor the application for the initial grant funding from 2017-18. As a result, the interim administration and new administration held parent input meetings and staff meetings to enable them to submit an application for the use of 2017-18 carryover funds, which was not approved until mid-February of 2019. . G1 funds were specifically used to Increase access to courses in arts, music, and world languages in grades 6-8
   and create a more positive and safe middle school learning environment by creating an exploratory wheel for the middle grades to provide access to world languages, basic art and digital design using digital programs, onsite staff, volunteers and independent contractors. Other components of the initial plan for a safe and positive school environment are still in the initial stages of being implemented, so the data available only covers two months of partial implementation. We have seen an increase in attendance for the days students are participating in the exploratory wheel and an increase in their desire for more choices, and an increase in the level of interest expressed by students for learning a world language. There is a decrease in the number of referrals coming from the exploratory classes, especially the classes where Rosetta Stone is in use and an increase in the engagement of students. Although students seem to prefer classes with a 'live' teacher, they are more receptive to the choices offered through Rosetta Stone.
   Even with the limited time, administration used its leadership team to work with staff to take the self-assessment, include survey questions on the new programs on the parent survey and gather input from middle school parents on their desires for next year, based upon the changes made. In addition, the leadership team worked with students to get their input on the program and additions they would like to see for the 2019-20 school year. Overall the arts in general is seen as a relative weakness for this school and needs to be more of a focus, although World Languages is still a top priority and will be offered in a different fashion without 2019-20 grant funding.
   The priorities from all groups were amazingly similar and were merged along with the results from the parent/staff/student survey and discussions held. Specifically, this grant reflects the prioritized input on parent, students and staff needs and desires. Although not referenced, it is the hope of this team to have the opportunity to use carryover funds from 2018-19 to support the expenditures and goals.
   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 school connectivity has improved over the past few months and they are excited about the changes offered during this semester. Almost 45% of those who participated or responded feel that the school overall program has improved but still feel we are not offering programs and activities to meet their child's needs, particularly in the visual and performing arts areas (including music/band). Using the results of the survey and discussions during the stakeholder meetings, it was determined that Bay Tech's number one priority was continuing to implement a comprehensive and articulated VAPA program to create a pathway for students to participate in and excel in both visual (drawing/painting, photography and digital) and performing (dance, music) arts. The program needs to be tied to the interests of the students and parents, who have asked for more opportunities to learn and create in percussion, instrumental, dance, digital arts/3-D design and production, photography, and basic painting and drawing.

Based upon the priorities established, Bay Tech administration will create a 5 x 5 block schedule with a fully functioning exploratory wheel for the 2019-20 school year, to be able to offer rotating VAPA classes required for all students which includes 60 6th graders, 52 7th graders and 51 8th graders. Rosetta Stone along with world language teachers will be continued as a part of the wheel but will not be a 2019-20 grant expenditure. We will instead ask, via a submitted application, to use 2018-19 carryover funds to support the continuing work of implementing the Goals of Measure G1, for increased access to courses in World Languages.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)*
0	No grant funds will be used this year for World Languages	NA

4.   5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis
[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] 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. In addition we are developing and implementing an outreach program targeting 5th grade students exiting elementary schools who may desire the education that Bay Tech Offers.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)*
NA	NA	NA

5.   Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis
[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]   Bay Tech never completed a self-assessment nor the application for the initial grant funding from 2017-18. As a result, the interim administration and new administration held parent input meetings and staff meetings to enable

them to submit an application for the use of 2017-18 carryover funds, which was not approved until mid-February of 2019. G1 funds were used to create an exploratory wheel for the middle grades to provide access to world languages through Rosetta Stone, basic art and digital design. Other components of the initial plan for a safe and positive environment are still in the initial stages of being implemented including 1st year PBIS and " Not in Our School" campaign, so the data available only covers two months of partial implementation. We have seen an increase in attendance for the days students are participating in the exploratory wheel and an increase in their desire for more choices, and an increase in the level of interest expressed by students for making their school environment a safe one. There is a decrease in the number of referrals coming from the exploratory classes, especially the classes where students are engaged in creating PSA's.

   Even with the limited time, administration used its leadership team to work with staff to take the self-assessment, include survey questions on the new programs on the parent survey and gather input from middle school parents on their desires for next year, based upon the changes made. In addition, the leadership team worked with students to get their input on the program and additions they would like to see for the 2019-20 school year. Overall the school culture and discipline in general is seen as a relative weakness for this school and needs to be more of a focus, so it is a priority.

   The priorities from all groups were amazingly similar and were merged along with the results from the parent/staff/student survey and discussions held. Specifically, this grant reflects the prioritized input on parent, students and staff needs and desires. Although not referenced, it is the hope of this team to have the opportunity to use carryover funds from 2018-19 to support the expenditures of this goal.

   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 school connectivity has improved over the past few months and they are excited about the direction that the school is moving. That same 45% of those who participated or responded feel that the school overall program has improved but still feel we need to improve in overall school safety and climate. Using the results of the survey and discussions during the stakeholder meetings, it was determined that Bay Tech's number one priority was continuing to implement a comprehensive and articulated VAPA program to create a pathway for students to participate in and excel in both visual (drawing/painting, photography and digital) and performing (dance, music) arts, while continuing to focus on the creation of a positive, safe and engaging school culture.

   Based upon the priorities established, Bay Tech administration will create a 5 x 5 block schedule with a fully functioning exploratory wheel for the 2019-20 school year, to be able to offer rotating VAPA classes required for all students which includes 60 6th graders, 52 7th graders and 51 8th graders. PBIS will be continued, but will not use current grant funds from 2019-20, but will instead ask, via a submitted application, to use 2018-19 carryover funds to support the continuing work with PBIS and the development of a positive and safe school culture and environment.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)*
0	No 2019-20grant funds will be expended in this area	NA

Please submit your 2019-20 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

Middle School Staff Meeting Agenda:
Measure G Funds and Expenditures
April 17, 2019
2:00pm
Rm. 310

1. Discussion and review of use 2017/18 funds
2. Trio Self-Assessments using Music, Art and World Language Rubrics/ Results discussion
3. Staff and Parent survey results
4. Additional needs based upon surveys and self assessment
5. Scheduling issues
6. Additional areas for consideration.
7. Other

Middle School Staff Meeting Minutes:
Measure G Funds and Expenditures

April 17, 2019

2:00pm

In attendance: Warren Wallace- Facilitator, See sign -in sheet

Meeting called to order by Warren Wallace who gave an overview of the items to be discussed.

1. Discussion and review of use 2017/18 funds
   a. Students are excited about Exploratory Wheel
   b. Behavior in World languages has improved once all students were finally assigned to their language
   c. Some students with poor academics and behavior are thriving in Art and Drama
   d. Intro to College class is a good introduction to them and will help with the college app process and actual transition to college. So good to start this as early as we are as our kids need the organizational skills.
   e. Students have asked for more music
2. Trios self assessment results: thoughts and questions
   a. We are really in the beginning stages of everything
   b. We need more space and better space
   c. We need to have these topics as discussion items during our staff meetings
   d. This should be a part of our PLC discussions
   e. How can we afford to pay fully credentialed teachers
   f. We need to narrow our focus
3. Staff and parent results similar. Everyone likes the changes made so far, need more time to fully implement well, need more opportunities as all students don't fit into just one style of class. Need to focus on student behavior and not just the arts.
4. Additional needs based upon parent survey and staff input
   a. expand Art offerings but hard with limited time. Add more forms of digital art and performance art (choir, dance, instrumental)
5. Additional areas for consideration.
   a. Discussing how this will fit into next year's class schedule. No conclusions yet. Offer more forms of art and change the configuration of the schedule to allow for block periods. Hire a certificated teacher or intern for all sections with one of the assignments being either lunch or after school or both. Use a consultant to work with current staff, especially PE for the addition of dance.

Other: Can we have more space for the programs. What if the people we want cost too much? Need to be mindful of the amount of time needed for the exploratory classes

Warren shared that the results of this meeting would be merged with the parent meeting ad input for the Measure G1 grant.

Meeting adjourned at 3:40 pm

BAYTECH

**Middle School Parent Meeting Agenda:
Measure G Funds and Expenditures**
April 18, 2019
2:30pm
Rm. Computer lab

Welcome and Introductions

1. Discussion and review of use 2017/18 funds
2. Trio Self-Assessments using Music, Art and World Language Rubrics/ Results discussion
3. Staff and Parent survey results
4. Additional needs based upon surveys and self assessment
5. Scheduling issues
6. Additional areas for consideration.
7. Other

Middle School Parent Meeting Minutes:
Measure G Funds and Expenditures

April 18, 2019
2:30pm
In attendance: Seth Feldman Facilitator. See sign in Sheet

Meeting called to order by Seth Feldman who welcomed everyone.   He gave an introduction to the grant and explained the processes for the discussion. He shared the results of the discussions with the staff and let the parents know that their input would be combined with the staff to develop the expenditures for the Measure G1 grant.

1. Discussion and review of use 2017/18 funds
    a. Parents love the new classes. Wished they had started sooner.
    b. Some wished there was more choice and more art, but understood given the lack of time.
    c. Parents shared that their children are coming home excited about what they are doing.
    d. Parents like the Intro to College class and would like to see more study skills.
    e. Parents would like to see instrumental music, dance and more graphic/design.
2. Trios self-assessment results: thoughts and questions
    a. Parents felt unprepared to do the self-assessment with such a short time frame of implementation. They also didn't feel qualified to rate the staff and program.
    b. Parents expressed a desire to observe. (Seth shared that they could volunteer if they had fingerprint clearance)
    c. Parents are concerned about the facilities issues.
3. Staff and parent results similar. Parents liked the fact that their survey results were shared. Parents would also like to see some focus on the overall school climate and student behavior, although they admitted that it has been slowly improving. A few parents also admitted that they were considering changing schools until these changes were made, and appear to be continuing.
4. Additional needs based upon parent survey and staff input
    a. Parents want to see more Art, especially choir, instrumental and dance.
    b. Parents would like to see the art showcased/displayed
5. Additional areas for consideration.
Parents weren't concerned with the schedule, but did want to see more offerings before and after school. They would also like to see more activities during lunch.

BayTech
Middle School Parent Meeting:
Measure G1 For 2019-20 Expenditures

Please attend this very important meeting to give your input on our current program and your desires for Middle students to expand the Arts, World Languages and overall Electives for the 2019-20 school year

- **When: Thursday 4/18 @ 2:30pm**

- **Where: Computer Lab**

We hope to see you there.

STAFF SIGN IN SHEET:

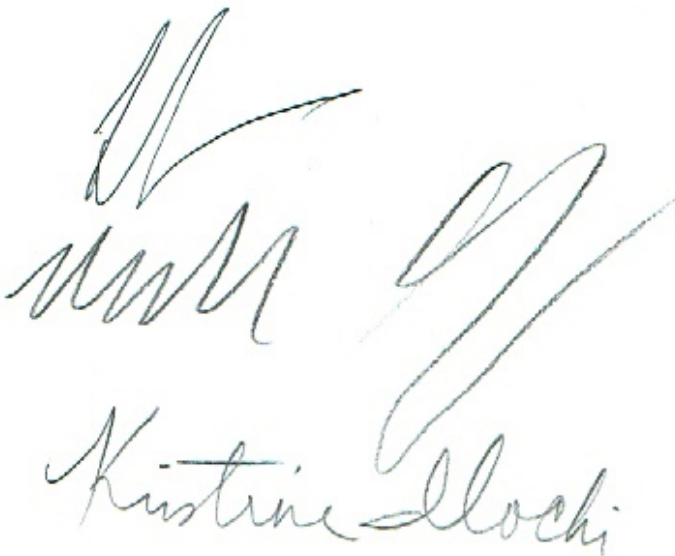April 18, 2019
Bay Tech Charter
8251 Fontaine Street
Oakland, CA. 94605

Cagatay Atlekala

DR Paris

Mycal Hixon

Kristine Ilochi

PARENT SIGN IN SHEET:

April 18, 2019
Bay Tech Charter
8251 Fontaine Street
Oakland, CA 94505

Raul Ramirez

Juan Correa

FABIOLA RODRIGEZ

Agne Aklifazla

Mari Mendez

Francisco Mendez

Willina Perkins

Ashe
Edith Escalante

Antonia Escalante

Sandy Barrios

Roshunda Lambert

Janine Nkoro

Middle School Elective Input (Parents)

We're choosing new classes for next school year and want your input. Please help us learn about what classes you enjoy and would want added.

1. **What is your son/daughter's favorite class?** *
   Mark only one oval.

   ◯ ELA

   ◯ Social Studies

   ◯ Math

   ◯ Science

   ◯ PE

   ◯ Exploratory Wheel

2. **What classes would you like to see offered next year? Choose your FIRST choice.** *
   Mark only one oval.

   ◯ Art

   ⬤ Band

   ◯ Drum Circle

   ⊗ Photography

   ◯ Graphic Design

   ⊗ Dance

   ◯ 3D design and printing

   ⊗ Choir

   ◯ Foreign Language

   ◯ App Maker

3. **What classes would you like to see offered next year? Choose your SECOND choice.** *
Mark only one oval.

- ☒ Art
- ◯ Band
- ◯ Drum Circle
- ◯ Photography
- ◯ Graphic Design
- ◯ Dance
- ◯ 3D design and printing
- ◯ Choir
- ◯ Foreign Language
- ◯ App Maker

4. **What classes would you like to see offered next year? Choose your THIRD choice.** *
Mark only one oval.

- ◯ Art
- ◯ Band
- ◯ Drum Circle
- ☒ Photography
- ◯ Graphic Design
- ◯ Dance
- ◯ 3D design and printing
- ◯ Choir
- ◯ Foreign Language
- ◯ App Maker

5. **If a class were offered at lunch time, would your son/daughter want to take it?** *
Mark only one oval.

- ◯ Yes
- ◯ No
- ☒ Maybe

6. **If a class were offered after school, would your son/daughter want to take it?** *
Mark only one oval.

- ◯ Yes
- ◯ No
- ☒ Maybe

7. what other schedule changes would you like
to see next year?

Early drop off like
Before school starts breakfast
start

BAYTECH

2019 Bay Area Technology School Parent and Community LCAP Survey

1. BATS Parent/Community Strategic and Local Control Action Plan Survey

The Bay Area Technology School is in the process of evaluating the progress made on the current LCAP (Local Control Accountability Plan and creating a new action plan for the following 3 years. It is important for the School to gather parent and community input as a means to evaluate the effectiveness of our current programs and plan, and set new Bay Tech goals and a direction for student learning and student success in future years. The results of this survey will have a significant impact on budget decisions made regarding allocating the revenues received from the state for 2019-20 and beyond. We thank you in advance for taking your time to provide input in several different areas as specified by the funding model for California Schools . Your input is vital and very much appreciated. This survey may only be taken once per family.

We need to know who you are. Please respond to these first two questions to help us understand your connection to the school.

1. Please indicate your connection with the School (Check all that apply.)

☐ I have a child/children in Bay Area Technology School

☐ I don't currently have children attending this school

☐ My children graduated from Bay Tech in the last 4-5 years

☐ My children graduated from Bay Tech more than 6 years ago

☐ I am an employee of Bay Tech

2. Your child(ren) is/are currently in which of the following grade levels? (Please choose all that apply as you only fill this survey out once.)

- [ ] 6th
- [ ] 7th
- [ ] 8th
- [ ] 9th
- [ ] 10th
- [ ] 11th
- [ ] 12th
- [ ] I don't currently have children in Bay Tech
- [ ] My children never attended Bay Tech

3. The following are the 2018-19 LCAP goals. For each goal, please let us know if you would like to continue the goal or revise the goal a little or eliminate this goal. At the end of this question you may add additional goals for consideration.

	Continue This Goal	Revise This Goal	Eliminate this Goal
Improve Academic Performance and Increase Rigorous Learning Experiences	○	○	○
Increasing the retention of credentialed teachers and hire fully credential teachers.	○	○	○
Maintain 30% proficiency in Reading and Math on MAP tests. Maintain 30% proficiency rate on CAASPP (ELA & Math).	○	○	○
BayTech will maintain a 100% (for all student groups) high school cohort graduation rate each year to satisfy state, UC or CSU entrance requirements.	○	○	○
Students will achieve grade level academic standards while meeting CELDT/ELPAC proficiency levels.	○	○	○

	Continue This Goal	Revise This Goal	Eliminate this Goal
BayTech will continue to provide appropriate differentiated, accommodated, and instructional, services by professionals experts in the field. All unduplicated pupils and exceptional individuals will be offered resources according to their needs.	○	○	○
Develop a comprehensive academic program that will enable English learners to access all California standards and ELD standards. Students will achieve grade level academic standards while meeting EL proficiency levels.	○	○	○
BayTech will continue to provide professional developments with a focus on observations and feedback to support the implementation and alignment of CCSS and ELD standards.	○	○	○
Increase Parent Involvement and Student Engagement	○	○	○
BayTech will maintain 85% participation in parent/student orientations and 50% participation in parent/teacher conferences.	○	○	○
BayTech will maintain monthly parent club meetings and encourage parent engagement through various communication methods, social events, and educational sessions.	○	○	○

	Continue This Goal	Revise This Goal	Eliminate this Goal
BayTech will continue to conduct meetings as a collaborative parent-professional team which respects cultural differences and differing viewpoints of disability. BayTech will continue conducting home visits to help establish a better understanding of the learning environment at home.	◯	◯	◯
BayTech will maintain at least a 95% Average Daily Attendance (ADA) rate and less than 10% chronic absenteeism rate.	◯	◯	◯
BayTech will maintain a less than 5% dropout rate school wide and a 90% graduation rate for high school seniors.	◯	◯	◯
BayTech will maintain a less than 5% suspension rate school wide.	◯	◯	◯
BayTech will maintain a 70% positivity rate amongst the students, parents, and teachers who take school surveys.	◯	◯	◯

Goal you would like to see

Some of the following questions or statements are based on the Bill and Melinda Gates Foundation's "Attributes of High Achieving Schools and Essential Components of Teaching and Learning".
http://www.gatesfoundation.org/topics/Pages/high-schools.aspx# .
Other areas are based upon common core implementation and components of the new California funding system (LCAP).

4. HTVCS has HIGH EXPECTATIONS for staff and students.

***Staff members are dedicated to helping students achieve state and local standards.

***Students are engaged in an ambitious and rigorous course of study

***Students leave HTVCS prepared for success in work, further education and citizenship.

◯ Strongly Agree ◯ Agree ◯ Neutral ◯ Disagree ◯ Strongly Disagree ◯ Unknown

Commendations/Recommendations

5. Education in Bay Tech is PERSONALIZED.

(The school is designed to promote sustained student relationships with adults and students feel connected.)

◯ Strongly Agree

◯ Agree

◯ Neutral

◯ Disagree

◯ Strongly Disagree

◯ Unknown

Commendations/Recommendations

6. There is an atmosphere of RESPECT AND RESPONSIBILITY at Bay Tech.

(The environment is authoritative, safe, ethical, and studious. The staff teaches, models, and expects responsible behavior. Relationships are based on mutual respect. Students feel safe and respected at school.)

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unknown
◯	◯	◯	◯	◯	◯

Other (please specify)

7. Does your child feel safe at school? If yes, skip question. If not, where does he or she not feel safe?

☐ Classroom

☐ Cafeteria or outside areas

☐ Before school

☐ After school

☐ Online

☐ Other- Please explain or describe

Please expain

[ ]

8. Bay Tech is adequately preparing students for college and career readiness and to be successful in a 21st Century global society with 21st Century Skills.
(http://www.p21.org/)

○ Strong Agree ○ Agree ○ Neutral ○ Disagree ○ Strongly Disagree ○ NA or Need More Information

Commendations/Recommendations

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9. Education at Bay Tech is Differentiated as well as project-based.
(Students who are struggling are given the assistance and support they need to be successful. All students are challenged at their academic level and promoted to the next instructional level when they have achieved competency.
Parents and students have access to alternative delivery systems.)

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unknown
○	○	○	○	○	○

Commendations/Recommendations

[ ]

10. There is PERFORMANCE ACCOUNTABILITY for staff and students in Bay Tech.
(The school establishes clear student expectations and accountability
There are grade level standards and standards based assessments in core academic areas guide teaching and learning.There are policies that guide student promotion
School funding provides the time and assistance students need to meet performance expectations Staff members remain accountable for student learning and achievement.)

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unknown
◯	◯	◯	◯	◯	◯

Commendations/Recommendations

11. My child has access to Common Core and 21st Century aligned textbooks, websites and materials, including technology.

◯ Strongly Agree ◯ Agree ◯ Neutral ◯ Disagree ◯ Strongly Disagree ◯ No Knowlege

12. My child has access to a broad course of study during the school day including basic and enrichment/exploratory/elective offerings. (i.e. Language Arts, Math, Science, Social Studies, Health, PE, Music, Band, Choir, Library, Sports, Foreign Languages, Dance, Art, etc.)

◯ Strongly Agree ◯ Agree ◯ Neutral ◯ Disagree ◯ Strongly Disagree ◯ No Knowlege

Commendations/Recommendations

13. My Middle School student has access to the following programs/services. (Pick all that apply)

☐ Career Technical Ed (CTE) Classes and opportunities

☐ Advanced curriculum/Individualized curriculum

☐ Visual and Performing Arts (VAPA)

☐ Leadership Opportunities

Other (please specify)

14. My High School student has access to the following programs/services. (Pick all that apply)

☐ A-G Courses

☐ AP Courses

☐ Career Technical Ed (CTE) Classes and opportunities

☐ College Career Counseling

☐ Visual and Performing Arts (VAPA)

☐ Leadership Opportunities

Other (please specify)

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15. Regarding Curriculum and Instruction: What would you like to see during the school day at Bay Tech in addition to the core subjects of Language Arts/Reading, Math, History/Social Studies, Science, PE?

☐ Visual Arts

☐ Drama/Theater

☐ Music (Instrumental or Vocal)

☐ Dance

☐ Technology/Advanced Technology

☐ STEM (Science, Technology, Engineering, Math curriculum)

☐ Other

Other (please specify)

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16. Aside from current program offered during the school day, what EXTRA CURRICULAR after school activities would you like to see offered?

☐ Visual Arts

☐ Drama

☐ Dance

☐ Service Clubs

☐ Debate/Speech

☐ Music (vocal and instrumental)

☐ Technology/Advanced Technology

☐ STEM (Science, Technology, Engineering, Math Curriculum)

☐ Sports

☐ Other

Other (please specify)

17. TECHNOLOGY IS USED AS A TOOL for delivering engaging and imaginative curriculum linked to learning standards.

○ Strongly Agree ○ Agree ○ Neutral ○ Disagree ○ Strongly Disagree ○ NA/Unknown

Commendations/Recommendations

18. The TECHNOLOGY INFRASTRUCTURE is effective.
(Every student has adequate access to working technology and support.)

○ Strongly Agree ○ Agree ○ Neutral ○ Disagree ○ Strongly Disagree ○ NA/Unknown

Commendations/Recommendations

19. Bay Tech focuses on improving student attendance and learning.
(I.E. availability to provide assistance and support, provision of books and materials to assist with assignment completion, independent study, Saturday School, Promptness)

○ Strongly Agree ○ Agree ○ Neutral ○ Disagree ○ Strongly Disagree ○ No Knowlege

Comments

20. Bay Tech has EFFECTIVE GOVERNANCE.
(The Governance Board makes effective hiring, budget, policy and program decisions.)

○ Strongly Agree ○ Agree ○ Neutral ○ Disagree ○ Strongly Disagree ○ Unknown

Comments

21. Bay Tech demonstrates a sense of SHARED VALUES.
(The school board and school leaders seek regular feedback from students, staff and parents.)

○ Strongly Agree ○ Agree ○ Neutral ○ Disagree ○ Strongly Disagree ○ Unknown

Commments

22. Bay Tech practices DISTRIBUTED LEADERSHIP.
(The Governance Board, administration, staff, school committees/organizations, and all involved parents share a goal of helping all students achieve. They engage all parents and community members in helping all students achieve at high levels.)

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Unknown
○	○	○	○	○	○

Commendations/Recommendations

23. As a parent, rate the satisfaction you have with communication from your child's teacher/school?

	Excellent	Good	Neutral	Needs Improvement	Very Poor	Unknown
Classroom Teacher	◯	◯	◯	◯	◯	◯
School/Administration	◯	◯	◯	◯	◯	◯

Commendations/Recommendations

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24. A new Bay Tech goal is to engage parents as partners through education, communication, and collaboration to promote a safe, welcoming and inclusive, positive learning environment to ensure all students are engaged and moving forward. Please rate our efforts in this area

◯ Above average

◯ Average

◯ Below average

25. "We are developing a plan to improve the way School Leaders
(Staff, Administration, and Board of Directors) communicate and seek feedback from students, parents, and the community. I would like to provide feedback in the following ways (check all that apply)

☐ survey

☐ open forum/school site meeting

☐ email

☐ PTC/Site Council/Governance Council meeting time

☐ Parent conferences

☐ Program evaluation response forms

☐ other

Other (please specify)

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26. Bay Tech develops LEARNING PARTNERSHIPS.
(Parents are recognized as the first teachers and are involved in instructional decisions.)

○ Strongly Agree ○ Agree ○ Neutral ○ Disagree ○ Strongly Disagree ○ Unknown

Commendations/Recommendations

27. I would like to see additional communication regarding the following (check all that apply)

☐ Local Control Accountability Plan (LCAP) progress/status

☐ Site Safety

☐ Curriculum (subject and/or classes offered)

☐ School Calendar

☐ Opportunities for parents to be involved in decision making

☐ Parent participation opportunities in general

☐ Extra Curricular and/or After School Activities/Programs

☐ The After School program

☐ Other

Other (please specify)

28. School Programs: Student Services Please rate your level of satisfaction. (Please check all that apply)

	Not Eligible	Exceeds	Meets	Does not meet	Not Available but would like to see added
English Learner	○	○	○	○	○
Title 1	○	○	○	○	○
Gifted and Talented (GATE)	○	○	○	○	○
Special Education (Includes Speech)	○	○	○	○	○
Counseling	○	○	○	○	○
Foster Youth	○	○	○	○	○
Food Services (Breakfast/Lunch)	○	○	○	○	○
Higher Ground (the after school program)	○	○	○	○	○

29. One of our major goals is to involve parents and community in DECISION MAKING OPPORTUNITIES as a valued stakeholder. How would you rate the school efforts this past year?

Excellent	Good	Neutral	Poor	Very Poor	Unknown
○	○	○	○	○	○

Commendations/Recommendations

30. The School has a positive and welcoming atmosphere for engaging community members. The school encourages active community participation.

• Excellent	• Good	• Neutral	• Needs Improvement	• Very Poor
○	○	○	○	○

Commendations/Recommendations

31. What resources would you like to see available for parents and families?

☐ Extended Access to technology and Internet time after school

☐ A library for student and family use

☐ Parent Education

☐ English Language classes for parents

☐ Homework assistance

☐ Other

Other (please specify)

[   ]

32. Bay Tech Vision,Mission, Core Value: Do you believe the following represents the direction the School should be heading?

" Vision: We strive to shape our future by: Preparing students for academic success.Enabling students to have a broad spectrum of options for their future endeavors. Preparing students to be responsible and productive citizens.

Our mission is to enhance educational opportunities for children and families in Northern California, and to improve the quality of teaching and learning at the middle and secondary levels.

Core Value : We believe that all students are unique and gifted individuals. All of our actions are guided by the following belief's.

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

○ Don't know

Commendations/Recommendations

[   ]

33. Bay Tech Mission: What would you like to see included in the mission?

[   ]

34. What is the single best thing about Bay Tech School?

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35. Bay Tech priorities for the 2018-19 school year include: Student Learning and Achievement, Fiscal Soundness/Positive Cash Flow, Safe and Fully Functional Campus. Please list three priorities Bay Tech should focus on during the next 3 years? (If you feel the above priorities should be continued, please type continue, but add additional priorities to be considered, if any.

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36. Additional Comments:

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Thank you for taking the time to complete this survey. Your open and honest answers are very much appreciated. The results will be compiled by the LCAP planning committee. They will also be posted to the website. They will use the results to revise the Local Control Accountability Plan. This plan will guide budget decisions made regarding allocating the revenues received from the state for 2019-20 and beyond. If you would like to be a part of the planning committee, please contact Seth Feldman sfeldman@baytechschool.org