



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## 2020-21 Measure G1

### Grant Application

Due: March 26, 2020

<b>School</b>	United for Success	<b>Contact</b>	Marcos Garcia
<b>School Address</b>	2101 35th Avenue Oakland, CA 94601	<b>Contact Email</b>	marcos.garcia@ousd.org
<b>Principal</b>	Marcos Garcia	<b>Principal Email</b>	marcos.garcia@ousd.org
<b>School Phone</b>	510-535-3880	<b>Recommended Grant Amount*</b>	<b>\$177,039.00</b>
<b>2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)</b>	<b>372</b>	<b>2019-20 LCFF Enrollment</b>	<b>360</b>

\*Grants will be distributed based on site-projected enrollment at the time that the grant is due. Final distribution of funds will be based on the prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

### Summary of Approved Expenditures from 2019-20 (2019-20 Approved Proposal & 2018-19 Carryover Form)

2019-20 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
1	0.80 FTE Music Teacher	\$72,500
2	5% salary increase	\$1,960
3	52% Unity Council (Joven Noble Program) Note: percentage based on current cost	\$13,250
4	Theater and Music projected cost (materials, supplies, equipment, transportation)	\$54,150
5	Art program expanded curriculum (materials, supplies, equipment, transportation)	\$19,064
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$160,924</b>

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

2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	1.0 Music teacher FTE	\$97,400.00
2	Joven Noble	\$10,000.00
3	Digital Media Elective (AA male mentorship) contract	\$20,000.00
4	Theater, Art and Music projected cost (materials, supplies, equipment, transportation)	\$39,494.00
5	Technology for Art (chromebook cart, desktops, and licenses art programs)	\$10,145.00
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$177,039.00</b>

### School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
54.60%	46.40%	96.80%	11%	3%	78%	99%

### ***Student Body Ethnic Composition***

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
13.40%	0.80%	6.70%	73.70%	0.50%	2.60%	0.50%	0.50%

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

Name	Role
Marcos Garcia	Principal
Ashley Wallace	G1 committee member Drama teacher
Sarah Gord	G1 committee member Drama teacher
Adrianna Espelage-Alvarez	G1 committee member Art teacher
Alexandra Zablotsky	G1 committee member Music teacher

**School Vision:** To interrupt the inequities in our community by ensuring that all students are academically and socially prepared for success in high school and beyond, and to make a positive impact on our school, in our community, and in the world.

**We believe that providing access to high quality STEAM (Science, Technology, Engineering, Arts, and Mathematics) learning is vital to our pursuit of equity and crucial to our commitment to serve the “whole child.”**

### **Middle School Measure G1 Self- Assessment:**

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

<b><u>Music (Rubric)</u></b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>	<b><u>Art (Visual Arts, Theater, and Dance)</u></b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>
<b><i>Access and Equitable Opportunity</i></b>	2	3	<b><i>Access and Equitable Opportunity</i></b>	2	3
<b><i>Instructional Program</i></b>	1	2	<b><i>Instructional Program</i></b>	2	2
<b><i>Staffing</i></b>	3	3	<b><i>Staffing</i></b>	3	3
<b><i>Facilities</i></b>	2	2	<b><i>Facilities</i></b>	2	2
<b><i>Equipment and Materials</i></b>	1	2	<b><i>Equipment and Materials</i></b>	2	2
<b><i>Teacher Professional Learning</i></b>	2	2	<b><i>Teacher Professional Learning</i></b>	2	2
<b><u>World Language (Rubric)</u></b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>			
<b><i>Content and Course Offerings</i></b>	N/A				
<b><i>Communication</i></b>	N/A				

<b>Real world learning and Global competence</b>	N/A	
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### Measure G1 Data Analysis

<b>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment )</b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>	<b>Safe and Positive School Culture (SPSA)</b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>
<b>Enrollment Data (20 day)</b>	370	394	<b>Suspension</b>	N/A	n/a
<b>ES Outreach Strategy Actions</b>	Recruitment fairs, Site Visits, Tours, 5th grade program outreach/special events (e.g. music)	Recruitment fairs, Site Visits, Tours, 5th grade program outreach/special events (e.g. music)	<b>Chronic Absence</b>	N/A	n/a
<b>Programs to support ES students transition to MS</b>	Summer Bridge, Orientation Week, Advisory	Summer Bridge, Orientation Week, Advisory	<b>CHKS data (District) or Culture/Climate survey</b>	N/A	n/a

**MANDATORY: Please provide all meeting agendas, minutes and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without documentation of these engagements.**

**\*\*The agenda and meeting notes must reference overview of Measure G1 and show dialogue and input from stakeholders.**

<b>Community Engagement Meeting(s)</b>	
<b>Community Group</b>	<b>Date</b>
SSC G1 presentation	2/18/20

<b>Staff Engagement Meeting(s)</b>	
<b>Staff Group</b>	<b>Date</b>
G1 Arts Committee meeting	2/8/20
G1 Arts Committee meeting	2/12/20

### Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team's plan to address the following:

#### The Goals of Measure G1

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2019-20 school year.
2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. All budget items should total the amount listed in "Recommended Grant Amount" above.

#### 1. Music Program and Drama

Programmatic Narrative Based on Rubric

UFSA staff and families are committed to bringing back the long tradition of music at the Calvin Simmons site. The music program was forced to close at the end of the 2014-15 school year as a result of budget restrictions. Because many of our students simply do not have access to high-quality music opportunities, we hope to continue to drive towards our mission and vision and "... interrupt the inequities in our community...." by enhancing and increasing access to enrichment learning opportunities, especially music.

With G1 funds, we successfully hired a full 1.0 FTE music teacher, who teaches 5 periods of music daily. Students in music classes performed at the District's Sanctuary Kick Off in August and are currently planning to perform at current events as well (e.g. Black History Month Community Celebration.) We also opened up a second section (2 elective classes altogether) of Drama/ Theater. In 2017-2018 students have put on two performances (Shakespeare's Romeo and Juliet & Macbeth) in the fall and the Spring auditioned for their spring performance of The Bottom of the Lake, voted on and chosen by our students. This year the fall performance was a modern rendition of Cinderella and Little Red Riding Hood. Currently, students have begun working on the Spring performance of The Wizard of Oz Performances which are held for our school community. We hope to invite 5th graders of neighboring schools to upcoming events so as to develop an appreciation for the arts as well as strengthen our 5th grade to middle school pipeline.

Chronic absence is a clear area of needed growth at UFSA, which is why we are focusing our efforts on a new music program. By engaging students in high quality music programs in addition to other school initiatives, we anticipate greater school engagement and improved attendance. Currently, we have reduced chronic absence by 2%, and are looking forward to reviewing California Healthy Kid Survey results regarding school engagement as a second data point in April.

SSC recently reviewed the outcome of our G1 spending and believes the money has been well spent.

<b>Budget</b>	<b>Description of 2020-21 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
	<b>MUSIC</b>	
	<b>Instruments, replacements:</b>	
1450	Instruments, repairs/replacements, case replacements and maintenance	Violin/viola/cello strings (\$200), guitar strings (50\$), ukulele strings (\$50), peg drops, wood glue, wood clamps, small replacement parts (50\$), Replacement parts (100\$)Cases (50\$) Est. 3/year = 150\$Bows 4 vln/vla/year, 2 cello/year = \$300Instrument 3xyear (cycle out old instruments) =\$600 vln vla OR 1 cello
400	Chairs/music stands/mic stands/misc equip.	\$100/chair x 2, \$50/mic stand x 2, \$50/keyboard stand, \$100/mic, \$50 cables
	<b>Supplies:</b>	
900	Basic supplies, books and sheet music	<u>Rosin (\$80), shoulder rests/sponges (\$160), picks (\$10), guitar tuners (\$40), fingerboard tape (\$20), instrument cleaner and cloths (\$120)</u> <u>Replacement method books (est. 25/year) \$250</u> <u>Fall music budget \$125 (avg price \$45-65 each piece)</u> <u>Spring music budget \$125</u>
	<b>Technology:</b>	
2393.95	MusicFirst subscription (yearly) - includes Focus on Sound, O-generator, Soundtrap, Aurelia, Teaching music through composition	Subscription includes curriculum and cloud-based software for orchestra and gen music to include music literacy, ear training and music technology. Each student receives their own account and login so they can access the software and assignments from any computer or device. Price varies based on # students enrolled.
400	Replacement chromebooks or repairs/ replacement headphones	Est 2 per year @ \$180 each
	<b>Field Trips and Workshops:</b>	

3800	Guest artist budget	Budget to fund guest artists and workshops (Rob Flax 1-man band, Thingamajigs workshops, skype with industry artists)  Hip Hop for Change: 3000\$ for 6-week course (recommended for 8th graders) Guest artist (1-day fee): \$300 Workshops/assemblies (Baile folklorico, Son Jarocho, Mariachi, Thingamajigs): \$500
2000	Transportation to concerts	Bus to transport students to 2 concert events/year (San Francisco Symphony, Oakland Symphony (if needed dep on location,) If needed Play On Festival, Orchestra festival (depending on location.) These events rotate.
11343.95	total	
	Music Big Ticket items	
	<b>Drama</b>	
500	Fall semester: rights to a play or musical + scripts	<u>We need to pay for permission to do shows. Often we need to pay for both rights and for the scripts themselves. Some companies will send a PDF that can be printed (for an additional cost), while others require us to pay for the hard copies of the scripts. An example of a website we have found scripts on before is <a href="https://www.theatrefolk.com/">https://www.theatrefolk.com/</a>, which has scripts for middle school productions.</u>
1500	Spring semester: rights to a play or musical + scripts	We are interested in doing a musical in the spring. These are more expensive because we need to pay for the rights for both the book and music using MTI Musical Theater International.
1500	Costumes Budget	This would allow us to rent or buy costumes to ensure that our shows look professional. We have a small costume closet which we draw from, but this would enable us to rent pieces that fit the characters in the plays our students are performing.
1000	Materials for set building	We would use this money to buy supplies such as wood, nails, paint, and fabric to make our sets more realistic and three-dimensional. The quality of our sets would elevate the overall professionalism of our productions.
3600	Fieldtrip (one per year) admissions	We believe it is important to give our students the opportunity to experience professional theater and potentially to meet professional actors and ask questions about their career path. Having a model of what high quality theater looks like can inspire our students to become better actors, set designers, costume designers, and stage crew members.
2000	Stipend for teacher	Offering a stipend is a standard practice at most schools for teachers who direct a drama production. Teachers take on a significant amount of work outside of their contract hours and should be compensated for those hours.
2000	Stipend for Mr. Vernell (set builder)	Offering a stipend is a standard practice at most schools for teachers who direct a drama production. Mr. Vernell buys all the wood and builds sets for both productions.

1000	Cast party, two per year Production	Our students work incredibly hard to produce excellent drama productions and deserve the opportunity to both celebrate their hard work and continue to bond as a community.
13100	Total	
	Drama Big Ticket Items	

## 2. Art Program

### Programmatic Narrative Based on Rubric

This upcoming year we will be investing in our current Art program in materials & supplies, guest speakers, local artists & workshops, as well as technology equipment. We will be expanding programming to include drawing, watercolor, acrylic, multimedia, and mural classe (s) in collaboration with local artists & collectives. Watercolor has proven to be an accessible and versatile medium that can be used in many ways for many projects especially as an introduction to painting. However, students will also learn about color theory, technique, art history, contemporary/local art and self expression through a variety of mediums (i.e. drawing, charcoal, acrylic painting, pastels, printmaking, & silkscreening). Students will use these mediums to create artwork that can be shared with friends, family, and the local community using formal display boards & at local galleries through partnerships in the Fruitvale District & beyond (ex. the Unity Council, Restore Oakland, Red Bay, Hasta Muerte Cafe, & more). We will also partner with Restore Oakland and various local artists and collectives to create artwork that is community driven and rooted in restorative justice, as well as focusing on themes of social and environmental justice. Students will be exposed to artists and curriculum that are culturally relevant and focused on current events and personal empowerment through storytelling and personal narratives. Our students have beautified the school and our community in a number of ways every year. Students have painted murals in the past and we plan to expand this as an official spring unit through which we will partner with local community artists & collectives. This year we will be partnering with a local indigenous artist (i.e. Amend) as well as an artist(s) from local art collective (i.e. Trust Your Struggle) to create a mural for/with our school based health clinic the Native American Health Center. Students will also submit a design that represents our school poem & values, which will then be transformed into a large mural/mosaic in the front of the school. We hope to engage parents through this project by collaborating with our afterschool program and parent engagement team. We are hoping to move our school forward with a STEAM emphasis, in which the Art program can collaborate with teachers in these other subject areas. More specifically, the Art program will collaborate with Computer Sciences to focus on incorporating more technology and digital media into the program using convertible Chromebooks and desktop computers with art software (i.e. photoshop, illustrator, drawing tablets, & online access to art specific websites & databases).

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
4500	Supplies to provide students art materials such as charcoal, acrylic, pastels, printmaking, & silkscreening. This will also cover the cost of display boards & various opportunities to exhibit their work.	All supplies will be used for drawing and painting classes throughout the school year. 150-160 students will be served. These supplies will also be used to support a mural class/project in the Spring of 2021.
1200	Field Trip to exhibition (one per year)	Students will have the opportunity to visit an exhibit at a local gallery or museum. This would give students the opportunity to be exposed to contemporary and/or local art.
3500	Guest Artists + Workshops 2 Mural Projects	Advanced Art students will have the opportunity to learn from, collaborate, and work with various guests artists to learn about various mediums as well as the process of creating a mural for the school community.
9200	Total	
	Big ticket Item	
9864	Technology: 20 Chromebook Convertible Drawing Tablets & Stylus Pens  3 Desktop Computers + 3 Wacom Tablets (Compatible w/Adobe Suite (i.e. Photoshop, Illustrator). Equipment and Licences.	Students will learn to use various drawing programs and apps, while also having access to Google Classroom and various art websites & resources.
19064	Grand Total	

### 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]

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.

### 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]

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students/families to be served and achievement for specific student groups.

### 5. Safe and Positive School Culture

#### Programmatic Narrative Based on Data Analysis

This year, we planned to use remaining G1 dollars to supplement our Joven Noble program and we would like to continue to do so next year. We successfully extended our total minutes serving student from 20 minutes to 68 minutes on a regular day and two 40 minutes advisory periods a week. Our Joven Noble coordinator is taking a greater role in monitoring attendance and has begun attendance contracts with students at risk of being chronically absent. Last year, Joven Noble demonstrated growth in the following areas: reduction of URFs, and improved grade point averages as well. 2019-20 mid-year data on suspensions, referrals, grade point averages, and attendance are being collected to determine effectiveness. Furthermore, as a result of his consistent mentorship, our Joven Noble participants have supported a more positive school culture, resulting in a reduction of suspension incidents.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above). Outcomes should reference data from CHKS or Climate/Culture survey, i.e., Student survey data will show an increase in satisfaction with their school experience prior year.

13250	50-55% Unity Council (Joven Noble Program) Note: Percentage based on current cost	Improved attendance, discipline, and grade point average for the approximately 30 students who participate; overall reduction in suspension incidents school wide.
20000	Digital Media Elective (AA male mentorship) contract	Improved attendance, discipline, and grade point average for the approximately 20 students who participate; overall reduction in suspension incidents school wide.

***Please submit your 2020-21 Measure G1 application to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***





February 18, 2020

Location:	Rm. 12
Meeting Started:	4:37
Meeting Ended:	
Next Meeting:	March 3rd, 2020 (special SSC Budget Meeting)

Attendees			
Attendees	Role	SSC Role	Present?
Marcos Garcia	Principal		X
Shartresa Nixon	Teacher		X
Ron McSwain	Teacher	Vice President	X
Ashley Wallace	Teacher	Secretary	X
Alberto Victorica	UFSA Staff		X
Ruby Gutierrez	Student		X
Brenda Garcia	Student		X
Amani Woodridge	Student		X
Tiana Woodridge	Parent	President	X
Edgar Sanchez	Parent		X
Sheila Lawrence	Community Member		X
Jaida Alvarez	Student		X

Meeting Agenda
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CHECK-IN: In a word or a phrase, how are you feeling?

- All check-in

Agenda

- I. Welcome and call meeting to order



A. President Tiana calls meeting to order at 4:42

B. Mr. Garcia goes over agenda

## II. G1 Proposals

A. Ms. Wallace introduced proposals for Drama, Music and Art, and answered all questions

1. Ms. Lawrence asks about the stipends for drama

a) This is for work outside of contracted hours (about 60-80 hours a year), ie: performances, dress rehearsals, etc.

2. Mr. Sanchez asks why isn't the district covering things like folding chairs and curtains

a) The district is not covering anything related to upgrades (even if needed for safety reasons)

3. Ms. Lawrence asked why isn't the sound being updated?

a) This is happening this year, buying about \$10,000 in funds

4. Ms. Lawrence asked about the music lockers, why not use the \$4000, and get the bigger lockers later

a) We could do that, but would eventually need to put in the bigger lockers, so better to go big now and save money overall

5. Mr. McSwain asked about transportation costs for music and drama

a) Explained that transportation costs would be in with the field trips, or specifically states

6. Mr. McSwain asked about technology licenses for music technology, what happens if a student switches a class, do we lose the license?

a) Will check with Ms. Z, but believe this might be per program, not per student

## III. Budget updates and priorities discussion

A. Mr. Garcia goes through the budget allocations and information

1. Ms. Lawrence asked about Joven Noble

a) Mr. Garcia responded with this comes out of G1

2. Mr. Sanchez asked what happens if Sales Force money goes away

a) Mr. Garcia responded with SF helps with the budget crisis, but not a long term solution, but it is a wonderful thing

B. We do not currently have the budget one-pager to let us know where the cuts are happening, should be coming by the end of February

C. G1 is very specific and nothing can be added unless it's brand new

1. ie: we want to hire a language teacher, that's ok, it's a new program

2. Can we hire another music teacher with these funds? No, already have that program

D. Salesforce Funds, additional \$70,000 is coming

1. Flexible spending

## IV. Closure

A. President Tiana officially closes at 5:47

1. Closed



January 11th, 2019

Location:	Remote
Meeting Started:	2:00p
Meeting Ended:	3:00p
Next Meeting:	February 5th, 2020

Attendees		
Attendees	Role	Present?
Alex Zablotsky	Music Teacher	x
Sarah Gord	Drama Teacher	x
Ashley Wallace	Drama Teacher	x
Arianna Alvarez	Art Teacher	x
Paul Antony-Levine	Teacher Arts Rep	
Eva Lomeli	Office Assistant	x
Marcos Garcia	Principal	x

## Meeting Agenda

1. Drama
2. Music
3. Art

### Meeting Notes

#### *Drama*

- 1.) Drama is working on their proposal for next year
- 2.) Still have not heard from lighting department, CC'd Marcos on email as well
- 3.) Need to order sound by end of February
- 4.) Looking for costume vendors

#### *Music*

- 5.) working on their proposal for next year

#### *Art*

- 6.) working on their proposal for next year



February 5th, 2020

Location:	Marcos Office
Meeting Started:	3:30p
Meeting Ended:	4:00p
Next Meeting:	February 5th, 2020

Attendees		
Attendees	Role	Present?
Alex Zablotsky	Music Teacher	x
Sarah Gord	Drama Teacher	x
Ashley Wallace	Drama Teacher	
Arianna Alvarez	Art Teacher	x
Paul Antony-Levine	Teacher Arts Rep	
Eva Lomeli	Office Assistant	
Marcos Garcia	Principal	x

## Meeting Agenda

### Review of G1 proposal submitted on 1/11/19

- Reviewed procedure for how to create budget proposal, looked at models from previous years
- Presented and reviewed wording for each proposal and mid-year report, reflected on mid-year report

### Make final recommendations based on Budget Lock-in for 2019-20

- Reviewed options for music big-ticket items (instrument storage options, chairs)
- Questions:
  - How to approve vendors more quickly for next year
  - How to create funding “buckets” to align with payment system more easily

### Closure

- Next steps: Complete and turn in budget proposals



February 8th, 2020

Location:	Remote
Meeting Started:	1:30p
Meeting Ended:	3:30p
Next Meeting:	2/12

Attendees		
Attendees	Role	Present?
Alex Zablotzky	Music Teacher	x
Sarah Gord	Drama Teacher	x
Ashley Wallace	Drama Teacher	x
Arianna Alvarez	Art Teacher	
Paul Antony-Levine	Teacher Arts Rep	
Eva Lomeli	Office Assistant	
Marcos Garcia	Principal	

## Meeting Agenda

- I. Research on lighting (to be purchased this month) for Music and Drama programs
  - \$9,000-11,5000
  - List of wants for sound:
  - two locking cabinets:  
<https://www.guitarcenter.com/H-Wilson/Tuffy-Plastic-26-2-Shelf-Cart-Cabinet-26-Black-1274319721636.gc?rNtt=storage&index=1>
  - 2 soundboards
  - 5 more head mics  
<https://www.guitarcenter.com/Shure/BLX188-DUAL-Lavalier-System-with-CVL-Lavalier-microphone.gc?rNtt=lapel%20microphone&index=6>
  - 20 x headset mic  
<https://www.guitarcenter.com/Shure/PGA31-Performance-Headset-Condenser-Microphone.gc?rNtt=headset%20microphones&index=5>
  - 1 wireless mic  
<https://www.guitarcenter.com/Shure/PGA31-Performance-Headset-Condenser-Microphone.gc?rNtt=headset%20microphones&index=5>
  - cabling



February 12th, 2020

Location:	Marcos Office
Meeting Started:	1:30p
Meeting Ended:	
Next Meeting:	

Attendees		
Attendees	Role	Present?
Alex Zablotzky	Music Teacher	x
Sarah Gord	Drama Teacher	x
Ashley Wallace	Drama Teacher	x
Arianna Alvarez	Art Teacher	x
Paul Antony-Levine	Teacher Arts Rep	
Eva Lomeli	Office Assistant	
Marcos Garcia	Principal	x

## Meeting Agenda

- I. [Finalize Mid-year Reflection](#)
- II. Discuss Budget proposals
  - A. Art
  - B. Music
  - C. [Drama](#)
- III. Discuss budget buckets
- IV. Auditorium Needs
  - A. Sound proofing
  - B. Chairs
  - C. Repairing chairs
  - D. Remove the balcony and make a wall, add a studio space?
  - E. Add rows of chairs from balcony to the floor?



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## Measure G1 Mid-Year Reflection 2019-20 Due: January 31, 2020

School:	United for Success	Principal	Marcos Garcia
School Address	2101 35th Avenue Oakland, CA 94601	Principal Email:	marcos.garcia@ousd.org
School Phone	510-535-3880	Grant Amount	<b>\$160,924</b>
2018-19 LCFF Enrollment (6-8)	<b>348</b>		

- Grant allocation is based on 2018-19 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

### Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

#### 1. Music Program (PRELOADED)

Programmatic Narrative Based on Rubric		
<p>UFSA staff and families are committed to bringing back the long tradition of music at the Calvin Simmons site. The music program was forced to close at the end of the 2014-15 school year as a result of budget restrictions. Because many of our students simply do not have access to high-quality music opportunities, we hope to continue to drive towards our mission and vision and "... interrupt the inequities in our community...." by enhancing and increasing access to enrichment learning opportunities, especially music.</p> <p>With G1 funds, we successfully hired a full 1.0 FTE music teacher, who teaches 5 periods of music daily. Students in music classes performed at the District's Sanctuary Kick Off in August and are currently planning to perform at current events as well (e.g. Black History Month Community Celebration.) We also opened up a second section (2 elective classes altogether) of Drama/ Theater. In 2017-2018 students have put on two performances (Shakespeare's Romeo and Juliet &amp; Macbeth) in the fall and the Spring auditioned for their spring performance of The Bottom of the Lake, voted on and chosen by our students. This year the fall performance was a modern rendition of Cinderella and Little Red Riding Hood. Currently, students have begun working on the Spring performance of The Wizard of Oz Performances are held for our school community. We hope to invite 5th graders of neighboring schools to upcoming events so as to develop an appreciation for the arts as well as strengthen our 5th grade to middle school pipeline.</p> <p>Chronic absence is a clear area of needed growth at UFSA, which is why we are focusing our efforts on a new music program. By engaging students in high quality music programs in addition to other school initiatives, we anticipate greater school engagement and improved attendance. Currently, we have reduced chronic absence by 2%, and are looking forward to reviewing California Healthy Kid Survey results regarding school engagement as a second data point in April.</p> <p>SSC recently reviewed the outcome of our G1 spending and believes the money has been well spent.</p>		
Budget	2019-20 Activities	Anticipated Outcome

\$1,000	Licensing costs for play/musical scripts	Theater: Serves up to 50 students in two sections. Students have access to SEL curriculum, community building, reading and literacy through memorization and performance. These focal areas allow students to develop academic and social skills that then transfer to core classes. Through the rigorous course objectives students produce and perform two performances a year. Theater program has developed four categories: acting, set design, stage crew, and costume/props. We also anticipate greater school engagement and improved attendance.
\$3,600	Materials and Equipment - for costumes, set building, performance production	See Above
\$3,600	Field trip (Tickets and transportation to theater production)	See Above
\$17,000	Curtain front and back Valances	See Above
\$12,000	Dedicated chromebooks to be used with MusicFirst curriculum and to support digital music production aspects of the class.	Music: 135-150 students will be served. Students in music program will be able to equitably participate District music festivals and opportunities like Cazadero. This includes developing leveled ensembles and developing master schedule music wheel allowing all 6th grade students to participate in music program, which will then grow the 7th and 8th program for subsequent years. . We also anticipate greater school engagement and improved attendance.
\$2,500	Instrument Repair and case replacements, piano tuning, chromebook replacements for use with MusicFirst Curriculum	See Above
\$3,500	Materials and supplies (sheet music, curriculum, software subscription - Music First , music equipment (mic stands, keyboard stands, mics, cables, etc)	See Above
\$8,950	Sound System for Theater and Music program in the Calvin Simmons Auditorium (sound board, wireless mics, speakers, head mics, etc)	See Above



\$2,000	Transportation to concerts (Bus to transport students to 2 concert events/year (San Francisco Symphony, Oakland Symphony (if needed dep on location,) If needed Play On See Above Festival, Orchestra festival (depending on location.) These events rotate.	See Above
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### ***Mid-Year Reflection: Music and Drama Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

#### The plan for Drama 101 has been to:

- Install new fire-retardant curtains on the stage and on the windows
  - completed for the windows
  - stage halfway completed, just need back curtain and side panels (x4)
- Add new vendors
  - Added TheatreFolk
  - Added BroadwaySF
- Perform two shows, one play and one musical
  - Fall play performed by all drama students in December 2019
  - Spring musical is coming in April!
- Attend a musical performance for a field trip
  - This has not happened and will not happen for the 19-20 school year

#### Drama 101 Successes

- Purchased a play script through TheatreFolk for fall play
- Curtains installed on the stage and windows
- All students participated in the Fall play, having the opportunity to showcase and present for parents on three different nights, from all departments (stage crew, actors, costumes & props, set design) on and off stage

#### Drama 101 Challenges

- Adding vendors has been a significant challenge
  - We are no longer able to go on the musical field trip because the vendor was not added in time, it took 3+ months to get them added in the system)
- Reimbursements have been impossible. Ms. Wallace is still owed over \$1000 from purchases for the Fall play from non-OUSD vendors that can't be added in the system (paint and lumber from Home Depot, craft items from Michaels, costumes from Goodwill). We were not told that this would be difficult and unrealistic.
- It takes a long time to pay vendors (months) and this puts a strain on the relationship
- Extremely hard to get any materials for the show because vendors can't be added (ie: Goodwill, Amazon.com)
- Extremely hard to get cost efficient materials (we have to rent costumes vs. purchasing basics to have for future shows, renting also costs additional shipping charges)

#### Music Plan and Successes:

- Increase access to music by creating a 6th grade wheel
- Increase equity of access to OUSD arts opportunities
  - OUSD Orchestra festival
  - Cazadero JumpStart
  - Play On festival
- In-school performance opportunities
  - 2 afterschool concerts per year
  - Monthly cultural celebrations (such as Pride assembly, Black History Month Night of Elegance, Asian Pacific Islander assembly and more)
- Strengthen elementary-middle-high school pipeline through joint performances and activities
  - Joint concert and field trip opportunities
- Create a music technology opportunity for students to create and produce music digitally
  - Chromebook cart and MusicFirst licenses

#### Music Successes:

- Have been able to increase access and offer to ⅔ of 6th graders this year
- Will attend the OUSD Orchestra festival on March 4th with all Orchestra students
- A small group attended 3-day Cazadero JumpStart in October, and one student is auditioning for a summer scholarship
- Will host the Play On festival 2nd year in a row at our school site for both elementary and middle school alternative ensembles (Modern bands, choirs, steel drum ensembles, ukulele ensembles, etc)
- Will have 2 afterschool concerts this year
- Have performed in monthly cultural celebrations (such as Pride assembly, Black History Month Night of Elegance, Asian Pacific Islander assembly and more)
- We are bridging the Middle school to High school transition by having a joint UFSA-Skyline field trip to the San Francisco Symphony - students will meet the teacher and the other Orchestra factors
- Have received a chromebook cart and MusicFirst licenses for 90 students, which students have used to create original music

#### Music Challenges:

- Has taken a long time to approve vendors, so some of the funds have not been able to be used (for example, we only gained access to the MusicFirst software in January even though we submitted in August, so we paid for a half year subscription)
- Difficult to pay independent contractors for guest artists and workshops for enrichment - would like to clarify to improve system for next year

## 2. Art Program (PRELOADED)

### Programmatic Narrative Based on Rubric

This year we will be investing in our current Art program in materials and supplies and equipment. We will be expanding programming to include watercolor class, ceramics, and printmaking. Watercolor is a very accessible and versatile medium that can be used in many ways for many projects. Students will learn about color theory, technique, art history, and self expression in a way that is not as intimidating or rigid as other mediums. Printmaking is an excellent way for students to share their art with their families and friends, as well as the greater community. It is a great introduction to the processes of the old masters and an engaging way to experience art history. Our students beautify the school and our community in a number of ways every year. We have painted murals in the past, but they have become harder and harder to fundraise for in recent years. Students would love to see themselves and their heroes reflected back to them and helps with their confidence and feeling represented makes them feel welcomed in a way that can have a significant impact. We would use this money to buy supplies such as clay, glaze, tools, replacement kiln shelving and stands, and mats. Working with ceramics has been proven to help people with PTSD process their trauma and develop healthy coping mechanisms. A large percent of our student population has experienced severe trauma and a large number of them suffer from varying degrees of PTSD. Our students work incredibly hard to produce inspiring artwork that lifts up the school community as well as the larger community in Oakland. My students have been on the news and had articles written about their art in the past and it makes the district look good as well as the school. These young artists deserve the opportunity to both celebrate their hard work and introduce it to the greater community with gallery and business receptions.

Budget	2019-20 Activities	Anticipated Outcome
\$6,964	Art materials and supplies to provide students watercolor class, printmaking and ceramics, as well as providing an opportunity to exhibit their work.	60-80 students will be served. We will be expanding programming to include watercolor class, ceramics, and printmaking.
\$1,200	Field Trip to exhibition (one per year)	We believe it is important to give our students the opportunity to experience events in which their art is displayed. Transportation is paramount to student and chaperone attendance. 92% of students qualify for free lunch and transportation is very difficult for parents in our community to provide to farther distances.
\$1,000	Exhibition receptions and advertising costs (Table and chair rentals, flyers, postcards, hanging supplies, are a few examples of supplies needed.)	See Above
\$9,900.00	Ceramics: Kiln, kiln installation, potter's wheels, and accessories. Installation - \$1,650 Kiln - \$4,500 Kiln Shelving/ stands - \$500 Potter's Wheels - \$3,250	See Above

### Mid-Year Reflection: Art Program

**Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

Watercolor has proven to be an accessible and versatile medium that can be used in many ways for many projects. Students have created artwork using watercolor & other paint mediums (tempura, acrylic) and have focused on drawing techniques. Students are currently creating portraits in collaboration with the Music department for Black History Month. At the beginning of March, students will visit the De Young for the Soul of Nation: Art in the Age of Black Power. In the upcoming months and following the exhibit, students will create posters using printmaking supplies & tools while studying the history of propaganda art and art as a tool for social action and awareness. In the last months of school, various classes will look at art as a healing tool and use clay to create sculptures with this focus in mind. Challenges include not having a kiln, shelving/stands, potter's wheel for ceramics. Due to staffing changes and coordinating installation of the kiln, funds were reallocated toward curtains for our auditorium. In place of a ceramics class and supplies, Advanced Art students will also work on a mural for our school based health center (Native American Health Center) with a local indigenous artist (i.e. Amend).

**3. World Language Program (PRELOADED)****Programmatic Narrative Based on Rubric**

N/A

Budget	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

**Mid-Year Reflection: World Language Program****Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

**4. 5th to 6th Grade Enrollment Retention (PRELOADED)****Programmatic Narrative Based on Data Analysis**

N/A

Budget	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

**Mid-Year Reflection: 5th to 6th Grade Enrollment Retention**

**Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

**5. Safe and Positive School Culture (PRELOADED)**

**Programmatic Narrative Based on Data Analysis**

This year, we plan to use G1 dollars to supplement our Joven Noble program and we would like to continue to do so next year. We successfully extended our total minutes serving student from 20 minutes to 68 minutes on a regular day and 20 minutes to 36 minutes on a minimum day. Our Joven Noble coordinator is taking a greater role in monitoring attendance and has begun attendance contracts with students at risk of being chronically absent. Last year, Joven Noble demonstrated growth in the following areas: reduction of URFs by 57% and improved grade point averages by 0.7. 2017-18 mid-year data on suspensions, referrals, grade point averages, and attendance are being collected to determine effectiveness.

Budget	2019-20 Activities	Anticipated Outcome
\$10,000	40% Unity Council (Joven Noble Program) Note: Percentage based on current cost	Improved attendance, discipline, and grade point average for the approximately 20 students who participate; overall reduction in suspension incidents school wide

**Mid-Year Reflection: Safe and Positive School Culture**

**Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

This year Joven Noble has expanded from a daily period class to include an adjointed advisory period twice a year. Joven Noble serves 30 students and provides academic and social mentoring. It has proven to be a positive intervention. Attendance is positive for students in the program and students have few if any disciplinary incidents.



***Please submit your 2019-20 Measure G1 Mid-year Self Reflection Form to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).***