



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2020-21 Measure G1

Grant Application

Due: April 10, 2020

School	Oakland Charter Academy	Contact	Grace Borja
School Address	4215 Foothill Blvd Oakland, CA 94601	Contact Email	gborja@amethodschools.org
Principal	Philip Ellingberg	Principal Email	pellengberg@amethodschools.org
School Phone	510-532-6753	Recommended Grant Amount*	\$110,213.00
2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)	234	2019-20 LCFF Enrollment	224

*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)

2019-20 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
1	Visual Arts Instructor Compensation (1.0 FTE) (4 classes per day, 5 days per week)	\$50,000
2	Visual Arts Instruction - Art Materials and Supplies	\$5,996.70
3	Second Step SEL 6-8 Advisory Curriculum Whole School License	\$7,990
4	World Language Instructional Compensation (French, Japanese, Chinese, Arabic) Hiring Four Instructors for After-school that can teach a minimum of three days a week for three hours. \$40/hr, including 2 hour prep/ week. Seeking to hire for a French, Japanese, Chinese, and Arabic instructor for Afterschool.	\$28,800
5	Instructional materials for World Language Courses	\$1,200
6	Music Instruction: Instructional Staffing with qualified instructor Instructional Compensation: \$45/hr. 3 hours/ week. \$4860/year	\$4,860
7	Instrumental Supplies- brass instruments, electric guitars, keyboard, music stands, recording software, etc.	\$2,000
Budget Total (must add up to Current Grant Amount)		\$100,846.70

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

2020-21 Proposed Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	Visual Art Instructor Compensation (1.0 FTE) (4 classes per day, 5 days per week)	\$50,000.00
2	Visual Art Instruction- Art Materials and Supplies	\$6,124.00
3	School Wide Incentives- Merit Store and Student Personal Achievement/Growth	\$10,245.00
4	Elementary School to Middle School After- School Transitional Support Instructor \$25/hr 17hours/week \$15,300/year	\$15,300.00

5	Elementary School to Middle School Transitional Supplies; agendas, binders, dividers, calculators, ID Holders, Lanyards, etc.	\$6,124.00
6	Music Production Instruction: Instructional Staffing (qualified instructor) Instructional Compensation: \$45/hr. 3 hours/week \$4860/year	\$4,860.00
7	Music Production Instructional Supplies and Services: keyboards, recording sessions, filming and editing, speakers, etc...	\$5,000.00
8	Music Choir Instruction: Instructional Staffing (qualified instructor) Instructional Compensation \$35/hr. 3 hours/week \$3780/year	\$3,780.00
9	Music Choir Instructional Supplies: keyboards, sheet music, music stands, performance uniforms, etc...	\$3,000.00
10	Spanish Instructor (qualified instructor) \$25/hr 3 hours/week \$3,780/year	\$3,780.00
11	Spanish Language Materials: Workbooks, Notebooks, Books, Flashcards, etc...	\$2,000.00
Budget Total (must add up to Current Grant Amount)		\$110,213.00

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
49%	51%	82%	5%		39%	98.50%

Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
11%	N/A	8%	80%	N/A	N/A	1%	N/A

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

Name	Role
Philip Ellingberg	OCA Site Director
Allison Miller- Deschene	OCA Teacher
Na Derris Ward	OCA After-School Coordinator
Luis Arcos	Administrative Assistant
Grace Borja	Finance and Operations Coordinator

School Vision: Oakland Charter Academy believes all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. Through fostering a culture base on honoring hard work and giving students the tools they need to succeed, we know that each of our students will be prepared for the demands of high school and be able to attend the college of their choice.

Middle School Measure G1 Self- Assessment:

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

<u>Music (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2018-19 (last yr)	2019-20 (this yr)
Access and Equitable Opportunity	Entry	Emerging	Access and Equitable Opportunity	Entry	Emerging
Instructional Program	Entry	Emerging	Instructional Program	Entry	Emerging
Staffing	Entry	Emerging	Staffing	Entry	Emerging
Facilities	Entry	Emerging	Facilities	Entry	Entry
Equipment and Materials	Entry	Entry	Equipment and Materials	Entry	Entry
Teacher Professional Learning	Entry	Emerging	Teacher Professional Learning	Entry	Emerging
<u>World Language (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)			
Content and Course Offerings	Entry	Entry			
Communication	Entry	Entry			
Real world learning and Global competence	Entry	Entry			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2018-19 (last yr)	2019-20 (this yr)	Safe and Positive School Culture (SPSA)	2018-19 (last yr)	2019-20 (this yr)
Enrollment Data (20 day)	233	234	Suspension	8.4	6
ES Outreach Strategy Actions	N/A	N/A	Chronic Absence	13.6	
Programs to support ES students transition to MS	N/A	N/A	CHKS data (District) or Culture/Climate survey	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.**

Community Engagement Meeting(s)	
Community Group	Date
Family Staff Team (FST)	April 09, 2020

Staff Engagement Meeting(s)	
Staff Group	Date
Oakland Charter Academy Staff Meeting	April 09, 2020

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

- 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

Programmatic Narrative Based on Rubric		
During the 2019-2020 school year Measure G1 supported both the introduction to music production at Oakland Charter Academy, run by a qualified instructor. Student interest in this program during the first semester was hot and cold. Students often enjoyed the class, but not on a regular bases. After collecting data, student attendance and student surveys, it was brought to the staffs' attention the students hesitation with the programs was because of a lack of goals. In semester two, the music production class set goals for the students' to work towards throughout the semester. The instructor focused on not only instructing the students, but also producing songs in which the students were proud of. The music production class was able to create a hip-hop song, record the song, and make a music video. Next year, we hope to improve the program by allowing students more opportunities to showcase their acquired skills with higher quality materials and more rigorous instruction. In addition, we are hoping to use G1 funds to hire a part-time music instructor to instructor a choir class within the after-school program. The choir class would works towards the goal of performing two to three times a year for not only students, but outside guests such as parents and the community. This class was taught previously at Oakland Charter Academy by a in-house Mathematics Teacher. However, the program died out after she left the organization. G1 funds would be allocated to fund the instructors salary, musical equipment, sheet music, and student uniforms for performance (Choir Robes).		
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.
\$4,860.00	Music Production Instruction: Instructional Staffing (qualified instructor) Instructional Compensation: \$45/hr. 3 hours/week \$4860/year	We hope to produce one new song made solely by the Oakland Charter Academy music production students and increase our student participation by 25%.
\$5,000.00	Music Production Instructional Supplies and Services: keyboards, recording sessions, filming and editing, speakers, etc...	We hope to provide the students with equipment and opportunities to produce, record, and share their creations.
\$3,780.00	Music Choir Instruction: Instructional Staffing (qualified instructor) Instructional Compensation: \$35/hr. 3 hours/week \$3780/year	We hope to host two performances for the students of the school, parents, and community memebers and serve at least 30-40 students each semester next year.
\$3,000.00	Music Choir Instructional Supplies: keyboards, sheet music, music stands, performance uniforms, etc...	We hope to have 1:1 sheet music and choir performance uniforms. We also hope to have all required equipment to host performances.

2. Art Program

Programmatic Narrative Based on Rubric		
During the 2019-2020 school year Oakland Charter Academy hired 1 Full Time Visual Arts Teacher. The visual arts teacher taught each cohort of students once a week visual art. Every student at Oakland Charter Academy participated in visual arts weekly. The students completed various units such a calligraphy, textiles, and much more. Teachers and parents have both commented on the students enjoyment of the program overall. Next year, we hope to grow this program by offering students more opportunities to showcase their work created, to other students, parents, and the community. The G1 funds would help Oakland Charter Academy make sure students have access to materials to channel their creative side and create masterpieces.		
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.
\$50,000.00	Visual Arts Instructor Compensation (1.0 FTE) (4 classes per day, 5 days a week)	We hope to maintain the employment of of Visual Arts Instructor so students can continue to grow their visual arts abilities.

\$6,124.00	Visual Arts Instruction- Art Materials and Supplies	We hope to provide students with materials and supplies needed to create and showcase their abilities within Visual Arts.

3. World Language Program

Programmatic Narrative Based on Rubric

During the 2019-2020 school year various attempts were taken to gain student interest in World Languages; all attempts failed. The After-School staff attempted to teach Japanese, but the students were not interested and often asked to attend a different class. This coming school year we are hoping to use G1 funds to teach students Spanish that do not speak Spanish. The staff at Oakland Charter Academy feel this will be well received by the students because a large population of students speak Spanish and those who do not often feel left out and have a desire to learn to better communicate with their peers. We wish to hire a qualified staff member to teach this course and provide students with helpful and enjoyable materials to learn the language in a welcoming environment.

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.
\$3,780.00	Spanish Instructor (qualified staff) \$25/hrs. 3 hours/week \$3,780 /year	We hope to increase student participation by 30%.
\$2,000.00	Spanish Language Materials: Workbooks, Notebooks, Flashcards, Etc..	We hope to provide materials the students find helpful and enjoyable.

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

During 2019-2020 Oakland Charter Academy did not provide any services or materials for 6th grade students to assist with the transition from Elementary School to Middle School. The staff have brought concerns of students falling behind because of a lack of skills such as time management, study skills, and test taking strategies. With this new course offered in the after-school program we hope to fill some of the gaps our 6th grade students have within the classroom and guide them towards success.

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.
\$15,300.00	Elementary School to Middle School Transitional Support Instructor \$25/hr. 17 hours/week \$15,300.00/year	We hope to provide 6th graders with needed tools to succeed in Middle School and beyond; time management, study skills, and test taking strategies.
\$6,124.00	Elementary School to Middle School Transitional Supplies: Agenda, Binders, Dividers, ID Holders, Lanyards, etc...	We hope to provide students will necessary materials to succeed in Middle School and remove any burden school materials cause for families of our community.

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

During the 2019-2020 school year, measure G1 did not fund any incentivising programs for Oakland Charter Academy. However, this year we are hoping to fund a Merit Store that pairs with the use of Kickboard, a PBIS program, at Oakland Charter Academy. The Merit Store would be a somewhere the students can purchase items with their merits earned during school hours. We also hope to use G1 funding to fund Personal Growth/Achievement recognition that we believe would motivate our students and families towards success in education.

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.
\$10,245.00	School Wide Incentives: Merit Store and Personal Growth/Achievement recognition.	We hope to be able to celebrate students successes and growth throughout the year in ways the students find incentivising.

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

Staff Meeting

Thursday 4/9/2020 (Virtual Meeting)

Agenda

G1 Grant Application

1. Discuss 1-11 Proposed Categories for Spending
2. Discuss Success/Failures in the Past: Example: World Language, Choir
3. Discuss What is After-School and What is In-School
4. Open Discussion

Staff Team: Meeting Notes

Attendees

- Dr. Ellingberg
- Mrs. Miller-Deschene
- Ms. Dunn
- Mr. Kirker
- Mr. Vazquez
- Mr. Limon
- Mr. Arcos

Meeting Notes

1. G1 Grant Application

- Teacher expressed interest in seeing a plan for the 5th to 6th grade after school transition class. Specifically so they do not teach the same lesson within their class.
- Teacher wanted to know if the 5th to 6th grade after school class would be mandatory for all 6th grade students.
- Many teachers had ideas about how and when to showcase the choir, art projects, and music production classes work.
- Teacher thought Spanish was a good idea, but wanted to know if the culture would be taught within that class as well.
- Teacher mentioned a lack of sport teams within the school to balance all the art and music happening.

Family Staff Team Meeting

Thursday 4/9/2020 (Virtual Meeting)

Agenda

CoronaVirus (Covid-19) Update

1. School Closure (August 2020)

G1 Grant Application

1. Discuss 1-11 Proposed Categories for Spending
2. Discuss Success/Failures in the Past: Example: World Language, Choir
3. Discuss What is After-School and What is In-School
4. Open Discussion

Open Discussion and Questions

Family Staff Team: Meeting Notes

Attendees

- Dr. Ellingberg
- Mrs. Miller-Deschene
- Mr. Arcos
- Bobbi Lewis
- Juana Pena

Meeting Notes

1. Coronavirus (Covid-19) Update

- Parent expressed concern about their student not know how to work Google Classroom properly.
- Parent expressed concern about their student not understanding the book they are reading online.
- Parents expressed concern about staff not email back promptly enough.

2. G1 Grant Application

- Parents expressed gratitude for keeping Arts at Oakland Charter Academy.
- Parent wants to know what other Art projects they will do during school. They expressed concern about one particular unit taking too long and their students complaining.
- Parents were excited that Music Production was included again. They wanted to know when the students will be able to share the video they made.
- ***Parents had no concerns or feelings towards to World Language: Spanish***
- Parent wanted to know if these are the only clubs being offered.
- Parent wanted to know if Dance Class would still be offered and if the students could perform.

3. Open Discussion

- Concerns about Coronavirus closure were mentioned; specifically the amount of time out of school.
- Parent wanted to know if they could be added to Google Classroom so they could see assignments.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Measure G1 Mid-Year Reflection 2019-20 Due: February 3, 2020

School:	Oakland Charter Academy	Principal	Phillip Ellingberg
School Address	4215 Foothill Blvd	Principal Email:	pellingberg@amethodschools.org
School Phone	510-532-6751	Grant Amount	\$100,846.70
2018-19 LCFF Enrollment (6-8)	218		

- 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		
OCA began to utilize funds to augment and build a symphonic band. We wish to continue to budget to purchase more instruments in order to have a small, but well instructed symphonic band Oakland Charter Academy. We plan on building upon the program initiated from G1 funds to have a more significant impact on students served.		
Budget	2019-20 Activities	Anticipated Outcome
\$4,860	Music: Instruments and Supplies	<p>Increase the reach of the current music program to at least thirty consistent participants.</p> <ol style="list-style-type: none"> 1. Improve student participation in the music program to reach 40 students. 2. Have students understand the basic concepts of musical composition, rhythm, and basic elements of musical performance. 3. Increase participation and engagement in the school via a deduction in minor incidents as evidenced from Illuminate Ed minor incident reports.

\$2,000	Instrumental Supplies- brass instruments, electric guitars, keyboard, music stands, recording software, etc.	Encourage increased student participation by providing enough instruments so student to instrument ratio is 1:1.
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Mid-Year Reflection: Music 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.

Purchases for additional music equipment have occurred and students are 1:1 during drum instruction. Student attendance for music classes have risen and is at an average of 35 students total. As a school we are going to continue to grow our music department and branch out with the variety of instruments available for students to learn.

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric

As a staff and parents want art to be a part of the core curriculum at OCA to have the maximum effect. We plan on utilizing a significant portion of funds to hire a full time art teacher. This will provide a more balanced education and equity of access to arts education for all students of OCA. All students will be have an art class providing another elective besides gym with three levels of art being offered. We also plan on utilizing funds to provide significant start up supplies for the art teacher and school day art program so that the teacher can implement a number of showcases and projects that students can show to the broader community.

Budget	2019-20 Activities	Anticipated Outcome
\$50,000	Visual Arts Instructor Compensation (1.0 FTE)	<p>All students at Oakland Charter Academy would have access to an art class at least once a week. It will provide a more balanced and holistic education provided to every single student at OCA.</p> <ol style="list-style-type: none"> 1. Improve student engagement and culture through improvement in student surveys and a reduction in minor incidents, as recorded from Illuminate Ed reports. 2. Improve family satisfaction on instructional programs via the AMPS

		family survey, by providing a more balanced offerings of electives during the day for students.
\$5,996.70	Visual Arts Program Instructional Supplies	<p>This measure would help all students have access to quality art instruction with high quality materials. It would also allow the arts program to have the proper tools to have the supplies to involve various community stakeholders to get involved in the arts program with quarterly student showcases.</p> <ol style="list-style-type: none"> 1. Have a quarterly art showcase for all students 2. Ensure all students are able to express themselves in all mediums. 3. Ensure students learn print-making, drawing, painting, ceramics, and photography. 4. Have a well rounded understanding of the visual arts.

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.

Currently visual arts is occurring throughout the school day once a week for all students. Students are exploring drawing and painting at this time. As a school we are working towards collecting data to check family satisfaction and student engagement.

3. World Language Program (PRELOADED)

Programmatic Narrative Based on Rubric

We budgeted from Rosetta Stone so all students would be able to access to foreign language instruction. However we want to shift towards bringing in instructors to provide instruction in a core language. We are beginning to make movements in a blended learning environment at OCA and we want to provide in person instructors through qualified and compensated world language instructors. We are targeting French, Arabic, Mandarin, and Japanese as these languages are also represented in our student population.

Budget	2019-20 Activities	Anticipated Outcome
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\$28,800	World Language Instructional Compensation (French, Japanese, Chinese, Arabic)	Increase the reach of the World Language program to serve at max 70 students. Provide instruction in the basics of a foreign language and culture with a focus on enhancing and understanding various viewpoints through language acquisition.
\$1,200	Instructional materials for World Language Courses	Hard copy workbooks and other materials given to students on a 1:1 ratio

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.

World Language has not been addressed at this time.

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

We have had a spike in suspensions, detentions, and Saturday Detentions and significant staff turnover over the past two years. In order to address promoting a safe and positive school culture we want to purchase a 5 year license for the Second Step Social Emotional Learning Curriculum. We will have an advisory that meets daily and the teacher will follow the students, however Second Step will provide the SEL curriculum that can build stronger relationships between teachers, staff members, parents, and students. Second Step is research based SEL curriculum that helps promote students' social and emotional growth, while building stronger student and staff relationships. This will help promote more student ownership of their learning and behavior.

Budget	2019-20 Activities	Anticipated Outcome
\$7,990	5 year subscription to Second Step Curriculum	All students at Oakland Charter Academy will be placed into an advisory with an staff member as their mentor that will meet daily in the morning at the start of the day. The curriculum will implemented with an anticipated outcome of 50% less suspensions and after school detentions.

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.

Second Step Curriculum is continuing to be envisioned for the Advisory block. To reach our goal of 50% less suspensions and after school detentions implementation is continuing to be a discussion amongst teachers at this time.

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).