



2020-21 Measure G1
Grant Application
Due: March 26, 2020 Revised: April 27, 2020

School	Frick SOL	Contact	Amapola Obrera
School Address	2845 64th Avenue Oakland, CA 94605	Contact Email	amapola.obrera@ousd.org
Principal	Amapola Obrera	Principal Email	amapola.obrera@ousd.org
School Phone	(510) 729-7736	Recommended Grant Amount*	\$190,767.00
2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)	409	2019-20 LCFF Enrollment	388

*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)*
Oakland SOL - *(2019-20 Approved Proposal & 2018-19 Carryover Form)*

2019-20 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
1	Restorative Bridge Maker (Frick)	\$45,000
2	Niroga Yoga-Mindfulness (Frick)	\$30,000
3	ART - Esteem (Frick)	\$28,075
4	Contract with outside enrichment provider to provide music instruction within the regular school day (SOL)	\$35,000
5	Transportation and fees for Ropes Course at CAL Berkeley as part of new student orientation (SOL)	\$2,000
	Materials and supplies to support art and music program (SOL)	\$2,353
Budget Total (must add up to Current Grant Amount)		\$103,075 (Frick) \$39,353 (SOL)

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	Art Teacher	\$95,000
2	Music Teacher	\$90,767
3	Niroga Mindfulness	\$5,000
Budget Total (must add up to Current Grant Amount)		\$190,767

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
Frick 53.2	46.8	95	13.6	10	55.5	100
SOL 45.8	54.2	95	6.5	0	81.7	100

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
Frick 39.2	0	1.5	54	0	1.5	0	2.7
SOL 13.1	0	5.2	74.5	0	0	5.9	0

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

Name	Role
Amapola Obrera	SOL Principal, Design Team Member, SOL SSC Member
Simone Delucchi	SOL CSM, Design Team Member, SOL SSC Member
Dewanna Slaughter	Frick Assistant Principal, Design Team Member

School Vision (insert here):

Frick-SOL partners with families and community to create a space where students can:
 -practice cultural humility to build friendships across cultures and languages,
 -embrace and celebrate difference,
 -recognize and disrupt racial oppression,
 -feel safe and confident to take the risks necessary to challenge and reimagine current systems....
 as they act as agents of change in their community and the world.

Middle School Measure G1 Self- Assessment:

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

<u>Music (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)
<i>Access and Equitable Opportunity</i>	Basic	Basic	<i>Access and Equitable Opportunity</i>	Entry	Entry
<i>Instructional Program</i>	Quality	Quality	<i>Instructional Program</i>	Entry	Entry
<i>Staffing</i>	Quality	Quality	<i>Staffing</i>	Entry	Entry
<i>Facilities</i>	Basic	Basic	<i>Facilities</i>	Entry	Entry
<i>Equipment and Materials</i>	Basic	Basic	<i>Equipment and Materials</i>	Entry	Entry
<i>Teacher Professional Learning</i>	Quality	Quality	<i>Teacher Professional Learning</i>	Entry	Entry
<u>World Language (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)			
<i>Content and Course Offerings</i>	Emerging	Emerging			
<i>Communication</i>	Emerging	Emerging			

<i>Real world learning and Global competence</i>	Emerging	Emerging
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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)
<i>Enrollment Data (20 day)</i>	20 day - 223 current - 229	current FIA 263	<i>Suspension</i>	42	FIA 38
<i>ES Outreach Strategy Actions</i>	Flyers, in class visits, school fairs, parent meetings	Flyers, in class visits, school fairs, parent meetings	<i>Chronic Absence</i>	17.5%	FIA 24.7%
<i>Programs to support ES students transition to MS</i>	Summer bridge, after school program		<i>CHKS data (District) or Culture/Climate survey</i>	In Progress	In progress

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
FIA-SOL Design Team	
SOL SSC	

Staff Engagement Meeting(s)	
Staff Group	Date
FIA-SOL Design Team	
SOL SSC	

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

Programmatic Narrative Based on Rubric

Hiring a music teacher will give Frick SOL students the opportunity to engage in a formal music class as an elective, an opportunity that most of them have not been afforded before. Students will engage in a culturally relevant music class and will build community with their teacher and peers. At Oakland SOL G1 funds were used to fund a part-time music program. Not all students who wanted to participate were able to do so. Expanding the music class at Frick SOL will give more students the opportunity to participate.

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.
\$90,767	Music Teacher 1.0 FTE	Increase access to courses in music in grades 6-8; provide music instruction to 150 students

2. Art Program

Programmatic Narrative Based on Rubric

Given the high large newcomer student population at the site, hiring a bilingual (Spanish) Art teacher will give students the opportunity to learn and develop formal art skills. Students at Frick SOL have not had the opportunity to have a formal art class. Many students have expressed interest in having Art as an elective class.

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.
\$95,000	Art Teacher 1.0 FTE	Increase access to courses in art in grades 6-8; provide art instruction to 150 students

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.
N/A		

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.
N/A		

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

Mindfulness has been a successful component of the FIA program that Frick SOL would like to continue. Having a mindfulness partnership will allow us to continue to build mindfulness practices with students and will create a positive and safe middle school learning 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). 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.
\$5,000	Niroga Mindfulness	Student survey data will show an increase in satisfaction with their school experience the prior year; Students will report a positive and safe middle school learning environment

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