



2020-21 Measure G1
Grant Application
Due: April 10, 2020 Revised: May 4, 2020

School	Bay Area Technology School	Contact	Seth Feldman Warren Wallace
School Address	8251 Fontaine St, Oakland, CA 94605	Contact Email	principal@baytechschool.org wwallace@baytechschool.org
Principal	Seth Feldman	Principal Email	principal@baytechschool.org
School Phone	(510) 382-9932	Recommended Grant Amount*	\$49,867.00
2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)	143	2019-20 LCFF Enrollment	101

**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		
2		
3		
4		
5		
Budget Total (must add up to Current Grant Amount)		

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	Carlos Fernandez: BayTech staff to oversee Exploratory Wheel with outside staff	\$19,090.00
2	Carlos Fernandez: BayTech staff to teach Spanish for six weeks	\$3,910.00
3	Art class supplies and digital cameras for Photography class (see spreadsheet for breakdown)	\$11,796.00
4	Outside/contractor teachers (Art, Drama, Dance, etc.)	\$14,577.00
Budget Total (must add up to Current Grant Amount)		\$49,373.00

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
50%	50%	71%	100%	13%	22%	95%

Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
56 students	0	0	95	1	2	2	0

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

Name	Role
Warren Wallace	Assistant Principal
Jennifer Zamora	Coordinator of Student Services
Seth Feldman	Executive Director and Principal

School Vision (insert here): BayTech Charter School believes that through a combined effort of staff, students, parents, and community Bay Tech students will learn the necessary skills required for college and career readiness by engaging in a rigorous curriculum-emphasizing STEM. Our students will demonstrate core Bay Tech E.A.G.L.E.S. values and be equipped with the skill sets required to take on challenges and opportunities in the 21st century.

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.

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

Real world learning and Global competence		basic
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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)
Enrollment Data (20 day)		48	Suspension		9 suspensions
ES Outreach Strategy Actions		School visits, presentations, campus tours, open houses	Chronic Absence		7%
Programs to support ES students transition to MS		Core classes, MS counselor, "senior buddies"	CHKS data (District) or Culture/Climate survey		Annual student and parent surveys

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
Parents (meeting with survey)	2/20/2020
Students (survey, discussed and taken in classes)	3/6/2020

Staff Engagement Meeting(s)	
Staff Group	Date
Middle School Staff (follow up survey)	4/11/2020
All Staff (discussed in meeting)	3/4/2020

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

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

We have offered Music in various ways in the past, but have had limited success. Though the staff surveyed are intersted in offering it again, the student population is much more interested in Art. We have seen much more student engagement and involvement in the visual art classes, so we chose to focus on them instead of Music.

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.
NA	NA	NA

2. Art Program

Programmatic Narrative Based on Rubric

When we have offered Art to our middle school students, it has been a huge success. We have been pleased to see many students' overall views of school improve and many students who struggle in their academic classes have found a place where they can excel in Art classes. The classes have improved the school culture and individual students' joy and self confidence. When surveyed, the students overwhelmingly said they preferred Art over Music or Foreign Language. The parents also preferred Art, though by a smaller margin.

This school year we staffed our Art classes through Higher Ground, who provides our after school program. This was successful in that it created a sense of cohesion and some of the Art teachers they provided were very successful. We plan to look elsewhere for 20-21, however, because we believe we can find more experienced Art teachers. We also found that their staff, along with many Art teachers, have one type of art that they specialize in and are not as comfortable with other types. Their staff, for example, did well with the spray paint lessons, but the drawing lessons were lacking. In hiring externally, we have the ability to find the right teachers for each unit. Higher Ground provided their own supplies for the classes they taught, and the costs were built into their fees. In hiring outside staff, we will need to purchase Art supplies, and while this is an additional step for us, it gives us more control to ensure we have high quality supplies for each lesson.

We were very happy with painting and drawing units in our Art classes before, but we also hope to expand what we offer. We plan to add digital photography, dance, and drama units. This will widen the scope of skills the students are building and will engage a wider range of students. We have many students, for example, who are more interested in dance than visual arts, and we want to get these students involved, as well.

Another lesson we learned from having the Higher Ground teachers was that we need to have our own staff helping manage the classes. Their teachers often struggled with classroom management, didn't know all of the students, and had no experience grading students. This caused numerous problems. When we were able to supplement with one of our own teachers in the room, the results were much better. We plan to have Carlos Fernandez, one of our experienced and credentialed teachers, oversee the Exploratory Wheel classes. He will teach the Spanish portion (see World Languages section) and during the Art portions will oversee grades and help with classroom management and student engagement.

Mr. Fernandez would be a part time (.75 FTE) employee, because he is a Spanish teacher and we do not have enough Spanish classes for a full teaching schedule. With this role overseeing the Exploratory Wheel classes, he would be full time.

We have created his specific job description based on successes and failures working with Higher Ground short-term teachers this year. His role will include:

1. Setting class structures, rules, and procedures during the first six weeks of the year, before bringing in outside teaching staff.
2. Creating a clear syllabus for the classes.
3. Creating and maintaining a structured and weighted gradebook and entering grades at least one time weekly, working with the contracting teachers.
4. Maintaining consistency in the classes as the outside teachers rotate through.
5. Managing the behavior and discipline in the class, using his experience at the school and familiarity with the students.
6. Training the rotating contracting teachers to help them work well within our school environment.
7. Working closely with the rotating contracting teachers to connect content knowledge from one unit to the next.
8. Co-teaching the classes, monitoring student work, and working with small groups when appropriate.

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.
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\$14,583.00	Carlos Fernandez: BayTech staff to oversee Exploratory Wheel with outside staff	<ul style="list-style-type: none"> - Increase access to courses in arts in grade 8 (estimated 60 students) - Students will respond favorably to the classroom environment question on the end of year student survey, with an average rating of 3 or higher on the 1-5 scale. - Due to using an experienced and familiar staff member, decrease behavior incidents in 8th grade elective classes by 5%. - Create a more positive and safe middle school learning environment (as measured by end of year survey for students, families, and staff)
\$11,796.00	Art class supplies and digital cameras for Photography class (see spreadsheet for breakdown)	<ul style="list-style-type: none"> - Students will be able to create a wide range of work using various media. Each student will create at least ten different types of art pieces. - Students will develop a wide breadth of art skills using different media that they can develop more fully in future Visual and Performing Art classes.
\$14,577.00	Outside/contractor teachers (Art, Drama, Dance, etc.)	<ul style="list-style-type: none"> - A wide range of staff members will allow students to learn a wide variety of different skills. - Students will explore at least five artistic categories, such as drama, photography, painting, etc. - Student responses will improve on the end of year survey question: "The school offers elective classes, after school programs, sports programs, and other extra curricular activities that I am interested in." Eighth grade students rated this as a 3 out of 5 during the previous year.

3. World Language Program

Programmatic Narrative Based on Rubric

We have tried various structures for World Language in Middle School, with mixed results. We believe that teaching Spanish as one piece of a rotating Exploratory Wheel is the best option.

One year we provided students with Rosetta Stone and gave them the opportunity to learn any language. Enthusiasm was high at the beginning, but without a structured, teacher-led class, many students struggled and lacked motivation. Some self-motivated students learned a lot, but overall we did not see adequate learning.

Another year we required middle school students to take Spanish. We were motivated by the fact that they will take it again in high school and that getting a head start in middle school will lead to greater fluency. We would like to see our non-Spanish speaking students learn, as it can be a great tool in the work world. We would also like to see our Spanish-speaking students improve their grammar and spelling, which would greatly improve their career prospects, as well. However, while many students were successful, many were interested in other elective classes, and we felt that in offering Spanish for a full year, we were missing out on an opportunity to teach other subjects and skills. Additionally, we plan to have middle school students taking one fewer period in the 2020-2021 school year, so fitting in the desired classes is even more difficult.

Based on these experiences, along with student, parent, and staff feedback, we decided that we would like to continue offering Spanish (instead of all languages), but to do it for six weeks as part of an Exploratory Wheel. We plan to teach it as a traditional teacher-led class, instead of using an online platform, as we have found more success with this model. Our staff member, Carlos Fernandez, currently teaches high school Spanish, including a Spanish for Native Speakers class. This expertise is especially important, we believe, as one of the challenges we have faced in the past was engaging both the native and non-native speakers. Mr. Fernandez would be a .75 FTE teacher, but will be full time if we are able to adopt this 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.
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\$2,916.00	The budget for this item is the proportion of the staff member salary that is required to cover these classes for this period of time. He will also oversee the Art portions, as discussed in that section, but that cost is included in the Art budget.	<ul style="list-style-type: none"> - Increase access to courses in world languages in grade 8 (estimated 60 students) - Students will learn the foundations of the Spanish language, including basic greetings, numbers, and beginning level first-person sentences. - 100% of 8th grade students will present an assignment in front of their classes, developing their public speaking skills and self confidence. - At least two groups of 8th grade students will perform at the Hispanic Heritage Assembly, demonstrating their knowledge of Hispanic culture. - On the end of year student survey question, "How much did you learn in this class?" Students will respond with an average of 3 or higher on a 1-5 scale. - Create a more positive and safe middle school learning environment (as measured by end of year survey for students, families, and staff)
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4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
NA		
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.
NA	NA	NA

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
This is one of our strengths as a school. We plan to continue to maintain this, but will be focusing Measure G funding on areas where there is more room for growth and where we believe we can have a greater impact on the student population.		
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.
NA	NA	NA

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

art and photography supplies for 2020-2021

item	details	cost (est. w/ tax & count	total cost	link	
drawing notebooks		6	65	390	https://www.amazon.com/dp/B000000000
sketch kit		17	65	1105	https://www.allart.com
clay	check on amount needed	20	53	1060	https://www.amazon.com/dp/B000000000
paint	watercolor too?	42	5	210	https://www.dicksonart.com
paintbrushes		7	65	455	https://www.amazon.com/dp/B000000000
paper for painting	may also need watercolor paper	11	24	264	https://www.dicksonart.com
canvasses for painting	set of 40	93	4	372	https://www.dicksonart.com
spraypaint	set of 12	110	1	110	https://www.amazon.com/dp/B000000000
posters for spraypraint	pack of 5	2	30	60	https://www.bulkart.com
markers	full class set	63	1	63	https://www.dicksonart.com
erasers	pack of 24	11	5	55	https://www.amazon.com/dp/B000000000
art pens	pack of 8	14	8	112	https://www.amazon.com/dp/B000000000
supply boxes	for pencils, brushes, etc.	2	50	100	https://www.bulkart.com
extra charcoal	kit in row 3 includes some	8	2	16	https://www.dicksonart.com
scissors	pack of 3	12	4	48	https://www.amazon.com/dp/B000000000
glue	class set	14	1	14	https://www.amazon.com/dp/B000000000
mat board	11x14, pack of 10	22	10	220	https://www.amazon.com/dp/B000000000
frames	set of 6	23	10	230	https://www.amazon.com/dp/B000000000
paint drying rack	for wet papers	120	1	120	https://www.amazon.com/dp/B000000000
tape	masking tape	10	2	20	https://www.bulkart.com
tracing paper	2 pack 100 sheets each	43	4	172	https://www.amazon.com/dp/B000000000
additional cleaning supplies	paper towels, cups, cleaning solution	100	1	100	(estimate)
digital cameras	Canon powershot	130	50	6500	https://www.bestbuy.com
			TOTAL	11796	



Staff Meeting MINUTES

3/4/20

1:30pm

Rm. 310

Agenda

1. Thank You postcards for staff and students
 - a. Be sure to send postcards to your students! See Mr. Wallace or Ms. Zamora for more post guards.
2. Pi Shirts
 - a. Ms. Caitlin, Ms. Coleman & Mr. Wallace will organize the Pi shirts. Please fill
3. Explain new phones (Farrukh)
4. New York Times (Caitlin)
 - a. The New York Times and archives are available on campus as long as you are using school Wifi (BaytechStudents, BayTechStaff, ATTBayTech)
5. Staff update (Seth)
 - a. Changes:
 - i. Castillo, Alattori & Rose are no longer working at BayTech.
 - ii. Mr. Lane will be taking over PE.
 - iii. Mr. Zeke will be cutting back on his time in PE and will be helping more with the SPED students.
 - iv. Mr. Cagatay is now teaching Chemistry
 - v. Hughes is teaching all 9th grade
 - vi. Gooden is teaching French
 - vii. Ms. Coleman and Cage are teaching credit recovery
 - b. Ms. Price will not be working at BayTech next year :(If you have any recommendations for teachers to work at BayTech next year, let Mr. Wallace know.
 - c. If you want to teach something in particular next year please let Mr. Wallace so we can incorporate it into the schedule.
 - d. We will be having a Middle School & High School Principals next year to help focus and provide individualized attention to both. Ms. Powell will also be moving to the Director of Operations next year.
6. Budget update (Seth)
 - a. The government is requiring a 2.5ish cost of living raise for employees which will lead to raises of about 3% which is less than last year, but a 6% raise would cause a layoff therefore we will be getting the smaller raises compared to last year.
 - b. We are in the black/positives! We have no budget issues and if you want anything for your classes, make a list and a cost break down and send it to Mr. Wallace.
7. State of Charters (Seth)
 - a. We were noted as a model charter for our certifications (keep doing the public works classes), government, stability, budget management, etc.



8. Parent Student Teacher Conferences (Warren)
 - a. Monday through Wednesday (Short school days aka Wednesday schedule)
 - b. [Guidelines](#)
9. Requests for next year (Seth)
10. Measure G: What it is and what we can offer (Warren)
 - a. Funding for middle school art, music, or foreign language. We need input from staff on what to offer. Art is most popular, many also want music, some language. Prefer to have language as optional if possible.
 - b. <https://www.ousd.org/Page/12996>

Next meeting

- 3/11/20

Upcoming

- Parent Teacher Conferences 3/9-3/11
- PSAT 10 Test (10th grade only) 3/12
- MOCHA 6th grade trip 3/20
- Cesar Chavez + Spring Break 3/27-4/5
- Open House 4/18/20 9:30am (required for those who missed the last one)
 - Planting trees with Sequoia(!) Marx



Staff Meeting

3/4/20

1:30pm

Rm. 310

Agenda

1. Thank You postcards for staff and students
2. Pi Shirts - decision on and ordering? (C-Price)
3. Explain new phones (Farrukh)
4. New York Times (Caitlin)
5. Staff update (Seth)
6. Budget update (Seth)
7. State of Charters (Seth)
8. Parent Student Teacher Conferences (Warren)
 - a. Monday through Wednesday
 - b. Short school days (Wednesday schedule)
 - c. [Guidelines](#)
9. Requests for next year (Seth)
10. Measure G: What it is and what we can offer (Warren)
 - a. <https://www.ousd.org/Page/12996>

Next meeting

- 3/11/20

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Staff Meeting Sign In

Meeting: All Staff

Date: 3/4/20 Location: rm. 310

1. Warren Wallace
2. Mark Frody
3. Mberif Ceter
4. Y Coleman
5. Caitlin Emig
6. Cogotay Akifozla
7. Ryan Hughes
8. ~~Jessie Nieves~~
9. Jonathan Rice
10. ~~Chris~~
11. Kristine Bloch
12. ~~N~~
13. ~~HS~~ Cage
14. Yesenia Perez
15. Carlos Fernandez
16. Ezekiel Harold

BayTech March 2020 STUDENT Survey (Responses)

Timestamp	Email Address	What grade	Which elective class wo
3/6/2020 12:38:36	drodriguez@baytechschool.org	8	Art
3/6/2020 12:38:40	sallahabi@baytechschool.org	6	Art
3/6/2020 12:38:43	clittle@baytechschool.org	6	Art
3/6/2020 12:39:01	malopez@baytechschool.org	8	Art
3/6/2020 12:39:07	vcrespin-moreno@baytechschool.org	6	Art
3/6/2020 12:39:24	dmtorres@baytechschool.org	7	Art
3/6/2020 12:44:04	ealvarezsalazar@baytechschool.org	6	Art
3/6/2020 12:48:42	jmarisilino2@baytechschool.org	7	Art
3/6/2020 12:48:49	dgaribay-gonzalez@baytechschool.org	8	Art
3/6/2020 12:49:11	mwilliams@baytechschool.org	6	Art
3/6/2020 12:53:53	abarragan@baytechschool.org	7	Art
3/6/2020 12:57:11	abarragan@baytechschool.org	7	Art
3/6/2020 12:59:33	dmherrera@baytechschool.org	7	Art
3/6/2020 13:00:20	vcarrilloespain@baytechschool.org	8	Art
3/6/2020 13:00:29	hcontreras@baytechschool.org	6	Art
3/6/2020 13:00:48	bsoto@baytechschool.org	6	Art
3/6/2020 12:21:51	aloganjones@baytechschool.org	6	Art
3/6/2020 12:37:56	nflopez@baytechschool.org	7	Art
3/6/2020 12:38:18	amarcial@baytechschool.org	8	Art
3/6/2020 12:38:40	ablackwell@baytechschool.org	8	Art
3/6/2020 12:38:56	rgonzalezcontre@baytechschool.org	7	Art
3/6/2020 12:38:56	cjrabagonebreda@baytechschool.org	7	Art
3/6/2020 12:38:58	gbenavides@baytechschool.org	6	Art
3/6/2020 12:39:06	xpayne@baytechschool.org	8	Art
3/6/2020 12:39:08	aavelasquez@baytechschool.org	7	Art
3/6/2020 12:39:34	aalmanza@baytechschool.org	8	Art
3/6/2020 12:39:56	mangulo@baytechschool.org	7	Art
3/6/2020 12:40:06	imoran@baytechschool.org	8	Art
3/6/2020 12:40:18	dquintero@baytechschool.org	8	Art
3/6/2020 12:40:49	jmatiasramirez@baytechschool.org	6	Art
3/6/2020 12:41:13	jaordezlopez@baytechschool.org	8	Art
3/6/2020 12:41:14	fmendezbarbosa@baytechschool.org	7	Art
3/6/2020 12:41:20	crobinson@baytechschool.org	6	Art
3/6/2020 12:41:21	nlarauz@baytechschool.org	8	Art
3/6/2020 12:41:22	alowe@baytechschool.org	8	Art
3/6/2020 12:41:25	jarodriguez@baytechschool.org	8	Art
3/6/2020 12:41:38	econtreras@baytechschool.org	8	Art
3/6/2020 12:41:43	vvacaelias@baytechschool.org	6	Art
3/6/2020 12:42:25	jacastro@baytechschool.org	8	Art
3/6/2020 12:42:27	kafraizer@baytechschool.org	7	Art
3/6/2020 12:42:51	avacaelias@baytechschool.org	7	Art
3/6/2020 12:42:51	nvgomez@baytechschool.org	7	Art

BayTech March 2020 STUDENT Survey (Responses)

Timestamp	Email Address	What grade	Which elective class wo
3/6/2020 12:42:56	jesquivel@baytechschool.org	6	Art
3/6/2020 12:43:05	drodriguezcastro@baytechschool.org	6	Art
3/6/2020 12:43:16	meramirez@baytechschool.org	7	Art
3/6/2020 12:43:41	jjackson@baytechschool.org	8	Art
3/6/2020 12:45:59	jmoralesgomez@baytechschool.org	6	Art
3/6/2020 12:48:31	vjrodriguez@baytechschool.org	7	Art
3/6/2020 12:49:20	jsmontoya@baytechschool.org	7	Art
3/6/2020 12:49:48	scole@baytechschool.org	7	Art
3/6/2020 12:49:52	jibenavides@baytechschool.org	8	Art
3/6/2020 12:50:10	csuarezmartinez@baytechschool.org	6	Art
3/6/2020 12:52:02	ejohnson@baytechschool.org	7	Art
3/6/2020 12:53:12	mcrockett@baytechschool.org	6	Art
3/6/2020 12:53:44	ambautista@baytechschool.org	8	Art
3/6/2020 12:53:44	emiranda@baytechschool.org	8	Art
3/6/2020 12:54:47	jsoberanis@baytechschool.org	6	Art
3/6/2020 12:55:34	jford@baytechschool.org	8	Art
3/6/2020 12:55:40	jdrawn@baytechschool.org	6	Art
3/6/2020 13:00:00	asalazar@baytechschool.org	7	Art
3/6/2020 13:00:24	hjbecerra@baytechschool.org	7	Art
3/6/2020 13:00:30	sgutierrezavalos@baytechschool.org	6	Art
3/6/2020 13:00:31	yhernandez@baytechschool.org	8	Art
3/6/2020 13:00:35	agonzalez@baytechschool.org	7	Art
3/6/2020 13:00:50	jfigueroa@baytechschool.org	6	Art
3/6/2020 14:54:03	abarragan@baytechschool.org	7	Art
3/6/2020 13:00:44	gmoscoso@baytechschool.org	6	Foreign Language
3/6/2020 12:37:05	vcmajail@baytechschool.org	7	Foreign Language
3/6/2020 12:37:15	dpablomatias@baytechschool.org	7	Foreign Language
3/6/2020 12:39:28	scarapia@baytechschool.org	6	Foreign Language
3/6/2020 12:41:57	ymbecerra@baytechschool.org	8	Foreign Language
3/6/2020 13:00:26	aalvarez@baytechschool.org	8	Foreign Language
3/6/2020 12:38:45	mzepedamorales@baytechschool.org	8	Foreign Language
3/6/2020 12:38:46	tjrobinson@baytechschool.org	7	Foreign Language
3/6/2020 12:39:07	ajcastaneda@baytechschool.org	8	Foreign Language
3/6/2020 12:40:27	kcprice@baytechschool.org	7	Foreign Language
3/6/2020 12:40:32	sgarciajuarez@baytechschool.org	6	Foreign Language
3/6/2020 12:40:56	jmendozamatias@baytechschool.org	6	Foreign Language
3/6/2020 12:41:26	dagarcia@baytechschool.org	8	Foreign Language
3/6/2020 12:41:38	bmccullough@baytechschool.org	8	Foreign Language
3/6/2020 12:41:38	ericarnold@baytechschool.org	7	Foreign Language
3/6/2020 12:41:56	aquinney@baytechschool.org	7	Foreign Language
3/6/2020 12:42:03	acoleman@baytechschool.org	7	Foreign Language
3/6/2020 12:42:05	mjaureguisilvestre@baytechschool.org	7	Foreign Language

BayTech March 2020 STUDENT Survey (Responses)

Timestamp	Email Address	What grade	Which elective class wo
3/6/2020 12:42:58	kcruzmiranda@baytechschool.org	8	Foreign Language
3/6/2020 12:43:06	escasco@baytechschool.org	8	Foreign Language
3/6/2020 12:44:10	rhip@baytechschool.org	6	Foreign Language
3/6/2020 12:44:16	immelmarmartine@baytechschool.org	8	Foreign Language
3/6/2020 12:44:22	epena@baytechschool.org	6	Foreign Language
3/6/2020 12:48:55	ymazariegovillagran@baytechschool.org	6	Foreign Language
3/6/2020 12:49:00	jamendoza@baytechschool.org	8	Foreign Language
3/6/2020 12:53:15	epeterson@baytechschool.org	6	Foreign Language
3/6/2020 12:54:07	mjealy@baytechschool.org	8	Foreign Language
3/6/2020 12:54:10	ghernandezcruz@baytechschool.org	8	Foreign Language
3/6/2020 12:55:22	ghernandezcruz@baytechschool.org	8	Foreign Language
3/6/2020 12:58:13	egarcia@baytechschool.org	6	Foreign Language
3/6/2020 13:00:59	fvergaramorales@baytechschool.org	6	Foreign Language
3/6/2020 16:27:21	dfrazier@baytechschool.org	8	Foreign Language
3/6/2020 12:38:40	cgutierrez@baytechschool.org	6	Music
3/6/2020 12:40:16	lromero@baytechschool.org	6	Music
3/6/2020 12:40:50	cgutierrez@baytechschool.org	6	Music
3/6/2020 12:41:14	clittle@baytechschool.org	6	Music
3/6/2020 12:42:13	cgutierrez@baytechschool.org	6	Music
3/6/2020 12:42:51	amusa@baytechschool.org	8	Music
3/6/2020 12:43:37	yaredbecerra@baytechschool.org	7	Music
3/6/2020 12:44:59	liherrera@baytechschool.org	8	Music
3/6/2020 12:52:25	tbell@baytechschool.org	7	Music
3/6/2020 12:54:07	twheat@baytechschool.org	6	Music
3/6/2020 12:54:25	acontrerasmedin@baytechschool.org	8	Music
3/6/2020 12:56:14	jparedesalvarado@baytechschool.org	6	Music
3/6/2020 13:00:26	jmarisilino@baytechschool.org	7	Music
3/6/2020 13:00:42	tbell@baytechschool.org	8	Music
3/6/2020 12:37:10	agaribay@baytechschool.org	6	Music
3/6/2020 12:38:23	aherrero@baytechschool.org	6	Music
3/6/2020 12:40:10	earnold@baytechschool.org	6	Music
3/6/2020 12:40:10	mshernandez@baytechschool.org	7	Music
3/6/2020 12:40:55	garnold@baytechschool.org	7	Music
3/6/2020 12:41:38	mrichardson@baytechschool.org	7	Music
3/6/2020 12:41:47	garnold@baytechschool.org	7	Music
3/6/2020 12:41:57	wstamos@baytechschool.org	8	Music
3/6/2020 12:42:04	owashington@baytechschool.org	6	Music
3/6/2020 12:44:26	admendoza@baytechschool.org	7	Music
3/6/2020 12:48:51	jmmontano@baytechschool.org	8	Music
3/6/2020 12:49:12	aowens@baytechschool.org	6	Music
3/6/2020 12:52:03	csuarezmartinez@baytechschool.org	6	Music
3/6/2020 12:54:59	aaperdomo@baytechschool.org	7	Music

BayTech March 2020 STUDENT Survey (Responses)

Timestamp	Email Address	What grade	Which elective class wo
3/6/2020 12:55:36	kmiller@baytechschool.org	6	Music
3/6/2020 12:55:56	aclimacoparedes@baytechschool.org	6	Music
3/6/2020 12:59:34	cdmalone@baytechschool.org	7	Music
3/6/2020 13:00:04	yeros@baytechschool.org	7	Music
3/6/2020 13:00:17	tjones@baytechschool.org	6	Music
3/6/2020 13:00:46	cle@baytechschool.org	6	Music
3/12/2020 12:34:32	agaribay@baytechschool.org	6	Music
3/12/2020 12:34:46	aherrero@baytechschool.org	6	Music
3/26/2020 12:23:04	jmiller@baytechschool.org	8	Music
TOTAL:			
class	number of students	percentage	
Art	67	47.5177305	
Foreign Language	37	26.2411347	
Music	37	26.2411347	
	141		

Measure G input

A pie chart titled 'Measure G input' showing the distribution of elective classes. The chart is divided into three segments: a large blue segment for 'Art' (47.5%), a red segment for 'Foreign' (26.2%), and a yellow segment for 'Music' (26.2%). Each segment has a label with a line pointing to it.

Class	Percentage
Art	47.5%
Foreign	26.2%
Music	26.2%

class	staff	notes	number of weeks
Spanish	Carlos Fernandez		6
Art (painting, drawing, sculpture)	contractor	need supplies	12
Dance	contractor		6
Digital photography	contractor (Costanza)	need cameras (\$100 each)	6
Drama	contractor (Costanza)		6
		TOTAL	36
Contractor cost			
Annual full salary	70000		
30 week adjusted	58310		
.25 FTE adjusted	14577.5		



Measure G Info for Parent Session

2/20/2020

Measure G is an opportunity for BayTech to collect money from the local parcel tax to improve our academic program. In order to apply for this funding, we need to plan what we will change for next year, or what we will continue to offer. The first step in this is getting input from parents, students, and staff.

Traditionally, BayTech has used Measure G to:

- Attract and retain highly qualified teachers
- Maintain courses that help students qualify for college
- Keep class sizes small
- Provide programs, including arts and music, that enhance student achievement

For more information:

<https://www.ousd.org/Page/12996>



2/20/2020

Middle School Elective Input: Measure G

Parent Sign In:

1. *[Signature]*
2. Maria Hernandez
3. Liliana Espain
4. Rosalba Gonzalez
5. Gloria Gill
6. Cindy Mendoza
7. Jessica Cash
8. *[Signature]*
9. *[Signature]*
10. Ofelia Ramirez T
11. Aidee Castro
12. MINERVA LOPEZ
13. Roger Ordonez
14. Michaela Jauregui

BAYTECH



Bay Area Technology School
8251 Fontaine Street
Oakland, CA 94605

15. DANIEL CASTAÑEDA
16. NANCY RODRIGUEZ / ALBERTO MARCIAL
17. Kyle Thompson Daine Oliver
18. " " Ruthie Oliver
19. Yaneth Carrillo
20. Katherine Cruz / Reynalda Miranda
21. PATRICIA STAMOS / WILLIAM STAMOS
22. Mario Gonzalez / Diego Garibay
23. Ann Silva / Diego Garcia
24. Jessica Peza / Michelle Zepeda
25. Aisha Blackwell
26. Kimberly Hunt / ADAUKUS Klier
27. Denise Duff
28. Sonia Montenegro
- 29.
- 30.

BAYTECH

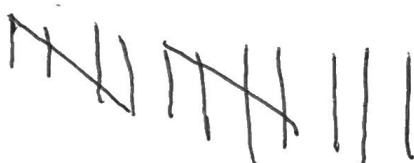



Bay Area Technology School
8251 Fontaine Street
Oakland, CA 94605

2/20/2020

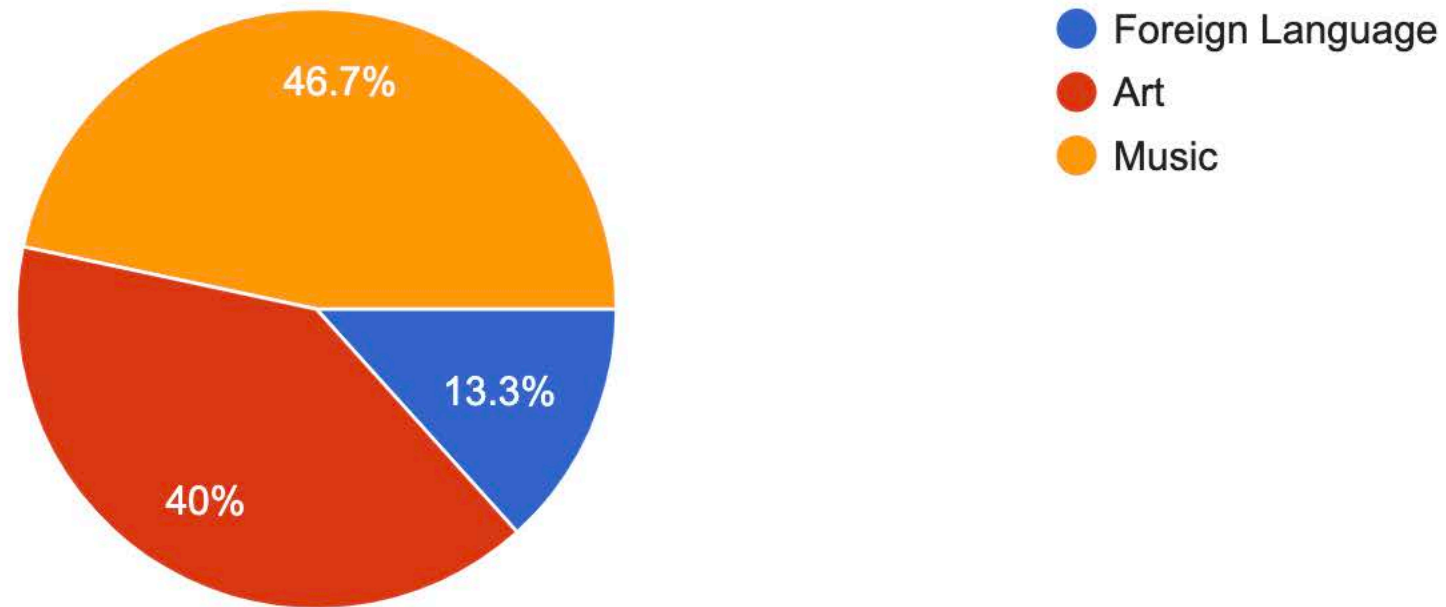
Middle School Electives Input Measure G

Vote for One

Art	Music
 <p>Hand-drawn tally marks for Art: two groups of four vertical lines with a diagonal slash, and one group of three vertical lines.</p> <p>(13)</p>	 <p>Hand-drawn tally marks for Music: two groups of four vertical lines with a diagonal slash, and one single vertical line.</p> <p>(11)</p>

Which class would you most like to see offered to our middle school students next school year?

15 responses





OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

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

School:	Bay Area Technology School (Baytech)	Principal	Seth Feldman, ED/Principal Warren Wallace, AP
School Address	8251 Fontaine St Oakland, CA 94605	Principal Email:	sfeldman@baytechschool.org Wwallace@baytechschool.org
School Phone	510.382.9934	Grant Amount	\$40,390.97
2018-19 LCFF Enrollment (6-8)	87		

- 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		
Budget	2019-20 Activities	Anticipated Outcome
19,000	Music/Band/Percussion Teacher to provide instrumental (exploratory and pull out) and choir (exploratory and pull out) classes (40%)	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
\$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	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

	participate. (this number may be increased depending upon need)	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.
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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.

To facilitate our music program we are working with our after school provider, Higher Ground. Students learned to play drums, to write lyrics, and make hip-hop beats. Further units will be canceled due to COVID-19 school closures.

ADA: Has increased from 95% last year to as high as 97 and 98% several months so far this year.

8th to 9th retention: According to our Intent to Re-Enroll survey, 39 plan to return, and 3 plan to switch schools. This is a large increase from the past.

Pride: Pride and excitement about our school has increased, as hoped. We haven't done a full student survey yet, which takes place at the end of the year, but from interviewing students individually we have learned that many feel like the music program creates a more full school experience. Some students had complained in previous years that we didn't offer enough arts or other elective classes, and we have not heard that complaint this year.

Behavior: our discipline system changed from last year to this year, so year-to-year data can't be fairly compared. In general, though, we believe discipline has improved this year.

The main challenge we have faced is classroom management. This is due to two main challenges. Firstly, one of the teachers assigned to the classes has limited teaching experience and struggles to manage the group. Secondly, the nature of this type of music class creates some structural management challenges due to limited equipment and space. For example, the teacher often needs to meet with individual students or small groups, leaving the rest of the class without close supervision. We have remedied this some by creating a separate recording space for them and assigning one of our staff members to assist.

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric

Budget	2019-20 Activities	Anticipated Outcome

19,000	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
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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.

To facilitate our Art program we are working with our after school provider, Higher Ground. Students learned drawing, painting, collage, spray paint, along with general fundamentals of art. Further units will be canceled due to COVID-19 school closures.

ADA: Has increased from 95% last year to as high as 97 and 98% several months so far this year.

8th to 9th retention: According to our Intent to ReEnroll survey, 39 plan to return, and 3 plan to switch schools. This is a large increase from the past.

Pride: Pride and excitement about our school has increased, as hoped. We haven't done a full student survey yet, which takes place at the end of the year, but from interviewing students individually we have learned that many feel like the music program creates a more full school experience. Some students had complained in previous years that we didn't offer enough arts or other elective classes, and we have not heard that complaint this year.

Behavior: our discipline system changed from last year to this year, so year-to-year data can't be fairly compared. In general, though, we believe discipline has improved this year.

The main challenge we have faced is classroom management, though it's much better than the Music class. This also has the challenge of inexperienced teachers and an intrinsically lively nature of the class, but the teachers have still been able to deliver content and instruction successfully, and students have created very impressive art.

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

Budget	2019-20 Activities	Anticipated Outcome

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.

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).