OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2020-21 Measure G1
Grant Application
Due: April 10, 2020 **Revised: May 4, 2020** **Revised: May 18, 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 Princial

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.

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

Real world learning and Global competence		basic

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 co-teaching 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, co-teach the Exploratory Wheel classes. He will teach the Spanish portion (see World Languages section) and during the Art portions will oversee grades 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 co-teaching the Exploratory Wheel classes, he would be full time.

We have created his specific co-teaching 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.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome
$14,583.00	Carlos Fernandez: BayTech staff to co-teach Exploratory Wheel with outside staff	*- 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 having an experienced and familiar staff member co-teaching, 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)	*- 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.)	*- 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.

$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.	*- 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)*

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).