



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-22 Measure G1

Grant Application

Due: March 26, 2021

Revised: May 25, 2021

School	United for Success	Contact	Marcos Garcia
School Address	2101 35th Avenue Oakland, CA 94601	Contact Email	marcos.garcia@ousd.org
Principal	Marcos Garcia	Principal Email	marcos.garcia@ousd.org
School Phone	510-535-3880	Recommended Grant Amount*	\$185,140.00
2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)	390	2020-21 LCFF Enrollment	376

*Allocation 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 2020-21

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

Summary of Proposed Expenditures for 2021-22 (listed in order of priority)

2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	1.0 Music Teacher	\$100,000.00
2	.2 FTE Maker Teacher	\$22,000.00
3	Destiny Arts	\$36,000.00
4	Maker, Music, Art Supplies	\$23,140.00
5	Joven Noble	\$4,000.00
Budget Total (must add up to Current Grant Amount)		\$185,140.00

School Demographics		Student Body Ethnic Composition	
Male	49%	Asian/Pacific Islander	9%
Female	51%	Latinx	70%
% LCFF	96.8%	Black or African-American	16%

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	School Role
Marcos Garcia	Principal
Sara Allen	Assistant Principal

% SPED RSP	11.2%	White	1%
% SPED Mild-Moderate	6.2%	Indigenous or Native American	0%
% English Learners	47.8%	Multiracial	2%
% Oakland Residents	98.7%		

Michael Wesley	Maker Teacher
Adrianna Alvarez-Espelage	Visual Art Teacher
Brendan Lodge	Music Teacher

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>	2019-20 (last yr)	2020-21 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2019-20 (last yr)	2020-21 (this yr)
<i>Access and Equitable Opportunity</i>	3	2	<i>Access and Equitable Opportunity</i>	3	2
<i>Instructional Program</i>	2	2	<i>Instructional Program</i>	2	2
<i>Staffing</i>	3	3	<i>Staffing</i>	3	3
<i>Facilities</i>	2	2	<i>Facilities</i>	2	2
<i>Equipment and Materials</i>	2	2	<i>Equipment and Materials</i>	2	2
<i>Teacher Professional Learning</i>	2	2	<i>Teacher Professional Learning</i>	2	2
<u>World Language (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)			
<i>Content and Course Offerings</i>					
<i>Communication</i>					
<i>Real world learning and Global competence</i>					

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2019-20 (last yr)	2020-21 (this yr)	Safe and Positive School Culture (SPSA)	2019-20 (last yr)	2020-21 (this yr)
<i>Enrollment Data (20 day)</i>	394	390	<i>Suspension</i>	N/A	n/a
<i>ES Outreach Strategy Actions</i>	Recruitment fairs, Site Visits, Tours, 5th grade program outreach/special events (e.g. music)	6th grade wheel	<i>Chronic Absence</i>	N/A	n/a
<i>Programs to support ES students transition to MS</i>	Summer Bridge, Orientation Week, Advisory		<i>CHKS data (District) or Culture/Climate survey</i>	N/A	n/a

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

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

Community Engagement Meeting(s)	
Community Group	Date
SSC	4/27/21

Staff Engagement Meeting(s)	
Staff Group	Date

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.

5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

1. Music Program

Programmatic Narrative Based on Rubric

UFSA staff and families are committed to bringing back the long tradition of music at the Calvin Simmons site. The music program was forced to close at the end of the 2014-15 school year as a result of budget restrictions. Because many of our students simply do not have access to high-quality music opportunities, we hope to continue to drive towards our mission and vision and "... interrupt the inequities in our community..." by enhancing and increasing access to enrichment learning opportunities, especially music. Chronic absence is a clear area of needed growth at UFSA, which is why we are focusing our efforts on a new music program. By engaging students in high quality music programs in addition to other school initiatives, we anticipate greater school engagement and improved attendance. Currently, we have reduced chronic absence by 2%, and are looking forward to reviewing California Healthy Kid Survey results regarding school engagement as a second data point in April.

Budget	Description of 2021-22 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.
\$1,700.00	Materials and supplies (sheet music, curriculum, software subscription - Music First, music equipment (mic stands, keyboard stands, mics, cables, etc)	Music: 135-150 students will be served. Students in music program will be able to equitably participate District music festivals and opportunities like Cazadero. This includes developing leveled ensembles and developing master schedule music wheel allowing all 6th grade students to participate in music program, which will then grow the 7th and 8th program for subsequent years. We also anticipate greater school engagement and improved attendance.
\$1,500.00	Instrument Repair and case replacements, piano tuning, chromebook replacements for use with MusicFirst Curriculum	Same
\$4,500.00	Sound System for Theater and Music program in the Calvin Simmons Auditorium (sound board, wireless mics, speakers, head mics, etc)	Same
\$100,000.00	1.0 FTE Music teacher	Same

2. Art Program

Programmatic Narrative Based on Rubric

This year we will be investing in our current art program in materials, supplies and equipment for painting, drawing, ceramics, silkscreening, mural painting, and digital art. We would use this money to buy supplies needed to support these classes. Ceramics materials include clay, glaze, tools, stands, and mats. Silkscreening materials include silkscreens, ink, paper, and other printing materials. Mural class materials include paint, primer, paint brushes, paint rollers, trays, etc. A large percentage of our student population has experienced significant trauma throughout the pandemic and a large number of them suffer from varying degrees of PTSD. Working with ceramics and hands-on materials has proven to help people with PTSD process their trauma and develop healthy coping mechanisms. All of these art forms will support students being able to transition back into in-person learning in a fun, creative, and healing way. The goal of our art program is to provide opportunities to create artwork that is healing for each individual child, but also emphasizes community building. Ceramics will support kinesthetic learning while a mural class will allow us to create artwork that is visible and accessible to the community, as well as provide an opportunity to beautify our school. It is very important that moving forward with in-person instruction that we provide opportunities for kinesthetic learning, but also opportunities to learn about digital media art, graphic design, and entrepreneurship. We are hoping to move our school forward with a STEAM emphasis, in which the Art program can collaborate with teachers in these other subject areas. More specifically, the Art program will collaborate with Computer Sciences to focus on incorporating more technology and digital media into the program using convertible Chromebooks and desktop computers with art software (i.e. photoshop, illustrator, drawing tablets, & online access to art specific websites & databases). Students will continue to learn about digital art platforms and program, while using equipment such as drawing tablets, stylus pens, and more.

Budget	Description of 2021-22 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.
\$5,500.00	Art materials and supplies to provide students cermaics, silkscreening, mural painting, and digital art.	60-80 students will be served. We will be expanding programming to include ceramics, silkscreening, mural painting, and digital art.
\$1,200.00	Artist guest speakers.	60-80 students will be served. Students will learn about the artistic process of local artists and the various art mediums listed above.
\$1,000.00	Art of Ed Flex Curriculum & PRO Learning	60-80 students will be served. Students will be delivered a well-rounded and high quality art curriculum that supports learning and growth in the various art mediums listed above.
\$36,000.00	Contract with Destiny Arts	80-120 students will be served. Students will have access robust programming to include percussion, dance and capoeira.

3. Makers Space Class

Programmatic Narrative Based on Rubric		
This year we will be investing in our current STEAM/Technolgy program in materials and supplies and equipment for new hands-on technolgy mediums. We will be expanding programming to include 3D printing, laser cutting and engraving culminating in technology based crafts. We would use this money to buy supplies needed to support these classes. Safe, non-toxic 3D printing materials, wood and paper for cutting and engraving, tools, and mats. All of these technology forms will support students being able to transition back into in-person learning in a hands-on, creative, and healing way. The goal of our technology program is to provide opportunities to create objects that is healing for each individual child, but also emphasies community building and empowering. We are hoping to move our school forward with a STEAM emphasis, in which the technology program will collaborate with teachers in these other subject areas. Students will also gain knowledge of career oriented manufacturing processes in a fun and hands-on experience.		
Budget	Description of 2021-22 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.
\$2,995.00	Glowforge Basic. https://shop.glowforge.com/1722318946/checkouts/ef5907f3d8414cd1b1ea1d73a2423207	Students will learn 2D design and manufacturing operations in a fun and saf manner. Students will be required to learn and use various drawing software to make cool crafts and technology items not limited to jewelry, holiday crafts, family keepsakes, science and robotic devices, and more ...
\$995.00	Glowforge External Air filter unit. Included in above link.	See above
\$1,700.00	MakerBot Sketch TWO Printer Classroom. Comes with 2 teacher certification courses and 10 student online certification licenses. Purchase order Link https://drive.google.com/file/d/1g6rlhsS2pT3_8aR7YUnyJj4b1rFXglkK/view?usp=sharing	Hands-on learning opportunites with current industry technology. Groups can print simultaneously without holding up other groups, or persons. Students who are challenged with 3D design can download and print other people's designs - like a toy factory, thus still learing the basic operating procedures of 'additive maufacturing' equipment.
\$1,900.00	MakerBOT Replicator+ 3D printer with classroom pack (Larger Volume for printing)	See above
\$22,000.00	0.2 FTE Makers teacher	See above (will serve 20-30 students)

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
Budget	Description of 2021-22 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		
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5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
Budget	Description of 2021-22 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.
N/A		

21-22 Carryover Justification Form

Anticipated Carryover Amount	\$
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Carryover Justification and Narrative

In the following section, please explain how you plan to use the Measure G1 carryover funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes. All budget items should total up to the total carry-over grant amount.

Summary of Proposed Use of Carryover for 2021-22

Proposed Carryover Expenditures from Budget Justification and Narrative Section (add more lines if needed)	Budget
Budget Total (must add up to Anticipated Grant Amount)	\$

Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.

Please submit your 2021-22 Measure G1 proposal to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).

UFSA G1 Arts Committee Meeting 4.13.21

Attendance:

Marcos Garcia, principal
Michael Wesley, CS teacher/Makerspace teacher
Adrianna Alvarez-Espelage, Art teacher
Brendan Lodge, Music teacher

Agenda:

Review of G1 Application
Review of G1 Budget Allocation
Review of G1 2019-20 Mid-year reflection
Discussion of proposed budgets for each department

Notes:

- Team began meeting with a review of the 2021G1 application template
- Team reviewed each section and discussed the narratives of each G1 program (Art, Music, Makerspace)
- Team discussed overall G1 budget allocation and individual department budget allocations of \$7700.
- Team reviewed the the 2019-20 G1 Midyear budget review to see examples of approved expenditures as well as outcomes.
- Team set timeline to complete edits by Friday 4.16.21
- Team calendared to present G1 to SSC on 4.26.21
- Team adjourned

Documents Reviewed:

[G1 2021-22 Application](#)

[2019-21 Midyear G1 Reflection](#)