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| Enactment Date                           |           |



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

# Board Cover Memorandum

**To** Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

**From** Middle School Network

**Meeting Date** June 23, 2022

**Subject** 2022-2023 Measure G1 Grant Application

**Ask of the Commission** Approve the 2022-2023 Measure G1 Grant Application for Madison Park Academy

**Discussion** Middle School Network is open to questions from the commission regarding the 2022-2023 Measure G1 Grant Application

**Fiscal Impact** The recommended amount is **\$169,232.96** It's coming from resource 9332 - Measure G1.

**Attachment(s)** Grant Application attached.





**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools, Thriving Students

## 2022-23 Measure G1 Proposal

*Due: May 13, 2022*

### School Information & Student Data

|   |                      |   |   |
|---|----------------------|---|---|
| <b>School</b>                               | Madison Park Academy | <b>School Address</b>   | 400 Capistrano Dr,<br>Oakland, CA 94603 |
| <b>Contact</b>                              | Annie Hatch          | <b>Contact Email</b>  | annie.hatch@ousd.org                    |
| <b>Principal</b>                            | Tanisha Garrett      | <b>Principal Email</b>  | tanisha.garrett@ousd.org                |
| <b>School Phone</b>                         | 510-636-2701         | <b>2021-22 CALPADS Enrollment Data (6-8 Oakland Residents Only)</b> | 272                                     |
| <b>Recommended Grant Amount<sup>1</sup></b> | <b>\$169,232.96</b>  | <b>2021-22 LCFF Enrollment</b>                                      | 724 (668 per ousddata.org)              |

| Student Demographics (%) |       |                               |     | Measure G1 Team     |                           |
|--------------------------|-------|-------------------------------|-----|---------------------|---------------------------|
| English Learners         | 40.1% | Asian/Pacific Islander        | 4%  | Name                | Position                  |
| SPED                     | 17%   | Latinx                        | 79% | Tanisha Garrett     | Principal                 |
| LCFF                     | 95%   | Black or African-American     | 15% | Annie Hatch         | AP                        |
|                          |       | White                         | .4% | Bianca Lorenz       | Pathway Coach             |
|                          |       | Indigenous or Native American | <1% | Francisco Alvarado  | Community Schools Manager |
|                          |       | Multiracial                   | <1% | Mary Prime-Lawrence | Dean Culture and Climate  |

<sup>1</sup> 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.

|  |  |  |  |  |                |              |
|--|--|--|--|--|----------------|--------------|
|  |  |  |  |  | Layne Hamilton | MS counselor |
|--|--|--|--|--|----------------|--------------|

| Chronic Absence               |                                |                                  |                                     |  |
|-------------------------------|--------------------------------|----------------------------------|-------------------------------------|--|
| Metric                        | 2019-20                        | 2020-21                          | 2021-22                             | 2022-23 Goal                             |
| Student Population Overall    | moderate= 6.6%<br>severe= 1.8% | moderate=11.7%<br>severe= 17.3%  | moderate=30.4%<br>severe= 16.9%     | <b>moderate= 8%</b><br><b>severe= 2%</b> |
| Asian/Pacific Islander        | moderate=22.2%<br>severe= 0%   | moderate= 8.3%<br>severe= 25%    | moderate=40 %<br>severe= 0%         | moderate= 8%<br>severe= 2%               |
| Latinx                        | moderate=6.0%<br>severe= 2.1%  | moderate=11.1%<br>severe= 16.2%  | moderate= 30%<br>severe= 15.6%      | moderate= 8%<br>severe= 2%               |
| Black or African-American     | moderate= 8.9%<br>severe= 1.0% | moderate=15.4%<br>severe= 24.8%  | moderate=<br>26.2%<br>severe= 26.2% | moderate= 8%<br>severe= 2%               |
| White                         | moderate=0%<br>severe= 0%      | moderate= 25%<br>severe= 50%     | moderate=<br>33.3%<br>severe= 0%    | moderate= 8%<br>severe= 2%               |
| Indigenous or Native American | moderate=0%<br>severe= 0%      | moderate= 0%<br>severe= 0%       | moderate= 0%<br>severe= 0%          | moderate= 8%<br>severe= 2%               |
| English Learners              | moderate= 5.7%<br>severe= 2.9% | moderate= 11.2%<br>severe= 21.6% | moderate=<br>37.1%<br>severe= 20.6% | moderate= 8%<br>severe= 2%               |
| Students w/ IEPs              | moderate=6%<br>severe= 6%      | moderate= 11.6%<br>severe= 23.1% | moderate=<br>26.3%<br>severe= 28.9% | moderate=8 %<br>severe= 2%               |
| Free/ Reduced Lunch Students  | moderate=6.7%<br>severe= 1.7%  | moderate= 11.8%<br>severe= 17.4% | moderate= 30%<br>severe= 17%        | moderate= 8%<br>severe= 2%               |

## Metrics

(all data points are required)

| Electives |      |         |         |         |              |
|-----------|------|---------|---------|---------|--------------|
| Metric    | Area | 2019-20 | 2020-21 | 2021-22 | 2022-23 Goal |
|           | Art  | 46      | 84      | 49      | 75           |

|  |          |                             |                             |                             |                           |
|--|----------|-----------------------------|-----------------------------|-----------------------------|---------------------------|
| Number of students taking elective courses.  | Language | 0                           | 0                           | 0                           | 0                         |
|  | Music    | 93 (dance, drama and music) | 72 (dance, drama and music) | 60 (dance, drama and music) | 90                        |
| Number of students participating in non-course experiences (e.g. after-school program) | Art      | 20                          | 0 (no ASP)                  | 20                          | 30 (BACR + safe passages) |
|  | Language | –                           | –                           | –                           |                           |
|  | Music    | –                           | –                           | –                           | 20 (vocal class)          |

| Positive & Safe Culture  |                                 |                    |                    |                                      |
|--|---------------------------------|--------------------|--------------------|--------------------------------------|
| Metric   | 2019-20                         | 2020-21            | 2021-22            | 2022-23 Goal                         |
| Connectedness on CHKS Survey<br><b>"At my school, there is a teacher or some other adult who really cares about me."</b> |                                 |                    |                    |                                      |
| Asian/Pacific Islander   | Very or pretty much true: 45%   | Data not available | Data not available | <b>Very or pretty much true: 80%</b> |
| Latinx   | no data                         | Data not available | Data not available | Very or pretty much true: 80%        |
| Black or African-American  | Very or pretty much true: 60.7% | Data not available | Data not available | Very or pretty much true: 80%        |
| White  | Very or pretty much true: 75%   | Data not available | Data not available | Very or pretty much true: 80%        |
| Indigenous or Native American  | No data                         | Data not available | Data not available | Very or pretty much true: 80%        |
| English Learners   | No data                         | Data not available | Data not available | Very or pretty much true: 80%        |
| Students w/ IEPs   | Very or pretty much true: 52.6% | Data not available | Data not available | Very or pretty much true: 80%        |
| Free/ Reduced Lunch  | No data                         | Data not available | Data not available | Very or pretty much true: 80%        |
| Metric   | 2019-20                         | 2020-21            | 2021-22            | 2022-23 Goal                         |

| Suspension Incidents          |                       |                    |                     |              |
|-------------------------------|-----------------------|--------------------|---------------------|--------------|
| Asian/Pacific Islander        | 1 incident<br>2.7%    | 0 incidents        | 7 incidents<br>8.8% | 2 incidents  |
| Latinx                        | 22 incidents<br>59.5% | 1 incident<br>100% | 52 incidents<br>65% | 20 incidents |
| Black or African-American     | 14 incidents<br>37.8% | 0 incidents        | 20 incidents<br>25% | 5 incidents  |
| White                         | NA                    | NA                 | NA                  | NA           |
| Indigenous or Native American | NA                    | NA                 | NA                  | NA           |
| English Learners              | 15 incidents          | 1 incident         | 40 incidents        | 15 incidents |
| Students w/ IEPs              | 19 incidents          | 1 incident         | 23 incidents        | 10 incidents |
| Free/ Reduced Lunch           | 37 incidents          | 1 incident         | 80 incidents        | 25 incidents |

| Student Retention from 5th Grade to 6th Grade |         |         |         |              |
|---|---------|---------|---------|--------------|
| Metric  | 2019-20 | 2020-21 | 2021-22 | 2022-23 Goal |
| 6th Grade Enrollment                          | 84      | 117     | 75      | 90           |

## Community and Staff Engagement

| Community Engagement Meeting(s)                         |               |
|---|---------------|
| Community Group   | Date          |
| <a href="#">Measure G1 Community Engagement Meeting</a> | June 14, 2022 |
|   |               |

| Staff Engagement Meeting(s)                         |               |
|---|---------------|
| Staff Group   | Date          |
| <a href="#">Measure G1 Staff Engagement Meeting</a> | June 10, 2022 |
|   |               |

## Proposed Expenditures

### Guidelines

1. In the following sections, please discuss your team's plan to address the goals of G1:
  - a. Increase access to courses in arts, music, and world languages in grades 6-8.
  - b. Improve student retention during the transition from elementary to middle school.
  - c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
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.

## Summary of 2021-22 Actual Expenditures

| All Actual Expenditures |  | Budget Amount       |
|-------------------------|--|---------------------|
| 1                       | 1.0 FTE Drama Teacher (2474) - To increase middle school access to drama, dance, chorus, and technical theater courses for middle school students.   | \$130,509.95        |
| 2                       | Field Trip for 50-70 drama, and dance students to see the Oakland/SF Ballet Performance, or similar performance this year. This cost would include tickets, and transportation. Ms. Tawio would also like to have a dance class compete in a dance competition this year. The cost would include registration, costumes, and transportation. | \$20,000.00         |
| 3                       | Supplies for performances; Ms. Tawio indicated that her students do not have proper shoes for dance, so this amount includes tap, jazz and ballet shoes that would remain at MPA as a resource, costumes for the 2 major performances this year, props, and paint.   | \$16,042.05         |
| <b>Budget Total</b>     |  | <b>\$166,552.00</b> |

## Summary of 2022-23 Proposed Expenditures

| All Proposed Expenditures (from sections below) |  | Budget Amount |
|---|--|---------------|
| 1   | 1.0 FTE Drama Teacher (2474) - To increase access to drama, dance, chorus, and technical theater courses for middle school students. | \$121,778.68  |
| 2   | Pay 3 MS teachers a \$2,000 stipend to support with activities during middle school  | \$6,000       |

|   |   |                     |
|---|---|---------------------|
|   | lunch time to reduce conflict, improve student retention during the transition from elementary to middle school, and build a positive and safe culture  |                     |
| 3   | Funding for our mentoring program (where upperclassmen mentor our middle school students) including community engagement project supplies, field trips, art projects, and other activities to improve retention and create a more positive and safe middle school learning environment. | \$10,000            |
| 4   | Supplies for cultural events, grade level celebrations, honor roll events, community meetings and other tier 1 events to improve retention and create a more positive and safe middle school learning environment.  | \$10,000            |
| 5   | Recruitment swag for incoming 6th graders to increase enrollment and retention  | \$5,000             |
| 6   | Fieldtrips to art and musical events to increase access and exposure to music and the arts<br>Money to pay guest speakers/performers in the arts and music for cultural events  | \$6,454.28          |
| 7   | Food for student events, including EXPO, Family Conference showcase, Honor Roll, Promotion BBQ, etc. to create a more positive and safe middle school learning environment.   | \$10,000            |
| <b>Budget Total (must add up to Recommended Grant Amount)</b> |   | <b>\$169,232.96</b> |

## Proposed Expenditures By Focus Area

| Proposed Expenditures for Electives (Art, Language, and Music only)  |   |   |               |
|--|---|---|---------------|
| Description of Proposed Expenditures   | Number of students taking a course in art, language, or music (based on the specific investment). | Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity. | Budget Amount |
| 1.0 FTE Drama Teacher (2474) - To increase access to drama, dance, chorus, and technical theater courses for middle school students.   | 90  |   | \$121,778.68  |
| Fieldtrips to art and musical events to increase access and exposure to music and the arts<br>Money to pay guest speakers/performers in the arts and music for cultural events |   | 250   | \$6,454.28    |

**Proposed Expenditures for Positive & Safe Culture**

| Description of Proposed Expenditures  | Which metric will this investment impact - chronic absence, suspensions, CHKS survey results, or another metric named by the site? | Budget Amount |
|---|--|---------------|
| Food for student events, including EXPO, Family Conference showcase, Honor Roll, Promotion BBQ, etc. to create a more positive and safe middle school learning environment.   | Suspensions, absences, CHKS survey result  | \$10,000      |
| Supplies for cultural events, grade level celebrations, honor roll events, community meetings and other tier 1 events to improve retention and create a more positive and safe middle school learning environment.  | Suspensions, absences, CHKS survey result  | \$10,000      |
| Funding for our mentoring program (where upperclassmen mentor our middle school students) including community engagement project supplies, field trips, art projects, and other activities to improve retention and create a more positive and safe middle school learning environment. | Suspensions, absences, CHKS survey result  | \$10,000      |
| Pay 3 MS teachers a \$2,000 stipend to support with activities during middle school lunch time to reduce conflict, improve student retention during the transition from elementary to middle school, and build a positive and safe culture  | Suspensions  | \$6,000       |

**Proposed Expenditures for Retention of 6th Graders**

| Description of Proposed Expenditures   | Budget Amount |
|--|---------------|
| Recruitment swag for incoming 6th graders to increase enrollment and retention | \$5,000       |

**Please submit your Measure G1 proposal to Cliff Hong ([clifford.hong@ousd.org](mailto:clifford.hong@ousd.org)) and Karen Lozano ([karen.lozano@ousd.org](mailto:karen.lozano@ousd.org)).**

**Measure G1 Engagement Meeting June 14, 2022 1:00pm**

Parents: Viki Lauaki, Maria Munoz, Luz Perez

Staff/teachers: Francisco Alvarado, Joanna Navarro, Annie Hatch

**Goals of Measure G1:**

- a. Increase access to courses in arts, music, and world languages in grades 6-8.
- b. Improve student retention during the transition from elementary to middle school.
- c. Create a more positive and safe middle school learning environment.

**Last year's expenditures:**

| All Actual Expenditures |  | Budget Amount       |
|-------------------------|--|---------------------|
| 1                       | 1.0 FTE Drama Teacher (2474) - To increase middle school access to drama, dance, chorus, and technical theater courses for middle school students.   | \$130,509.95        |
| 2                       | Field Trip for 50-70 drama, and dance students to see the Oakland/SF Ballet Performance, or similar performance this year. This cost would include tickets, and transportation. Ms. Tawio would also like to have a dance class compete in a dance competition this year. The cost would include registration, costumes, and transportation. | \$20,000.00         |
| 3                       | Supplies for performances; Ms. Tawio indicated that her students do not have proper shoes for dance, so this amount includes tap, jazz and ballet shoes that would remain at MPA as a resource, costumes for the 2 major performances this year, props, and paint.   | \$16,042.05         |
| <b>Budget Total</b>     |  | <b>\$166,552.00</b> |

**Brainstorm of possible allowable expenses for Measure G1 2022-23 (169,000 total):**

- Required: Fund Taiwo Seitu's position (approx \$130,000)
- Funding for art for Arie and music supplies for dance? We have a lot of supplies ordered from other buckets of money.
- *Funding our para educators to stay all day and support— prob not allowable*
- Lunch supervision of fun activities— games, sports, etc
- Cultural events
- Community meetings
- Tier 1 activities
- Language elective class
- Honor roll events.
- Events to connect MS and elementary?
- Recruitment swag for recruiting 5th graders
- Supplies for music and art
- Mural supplies for after school/during day programs

- Busses for field trips to music and art
- Performance groups
- Guest speakers
- After school electives
- Culture keepers
- Food for student events
- Funding our mentoring program
  - community engagement projects
  - field trips
  - Groups
  - art projects

### **Thoughts/suggestions?**

#### **Viki Lauaki**

- More resources that actually benefit the students and fit their needs.

#### **Marina Munoz**

- More mental health resources and violence prevention.
- New comer language resources so they wont fall behind for graduation requirements.  
(newcomer assistant + language navigator grant to support newcomers)
- Scholarship support and academic support earlier on in the year so they aren't struggling last minute.
- early on mental health for bully prevention
- mental health support and food bank for families

#### **Luz Perez**

- Finding ways for kids to stay focused and on track.
- Helping and motivating students stay in class

#### **Chris Arellano**

- Programs such as carpentry, MA programs, CNA programs, auto tech programs etc.
- Programs that make kids want to come to school.
- Class that supports kids with life after high school.
- Lots of students graduate high school and don't know how to do basic adult things like write a resume or file taxes.

**Measure G1 Engagement Meeting June 10, 2022 1:30pm**

Staff/teachers: Bianca Lorenz, Annie Hatch, Francisco Alvarado, Mary Prime-Lawrence, Layne Hamilton

**Goals of Measure G1:**

- a. Increase access to courses in arts, music, and world languages in grades 6-8.
- b. Improve student retention during the transition from elementary to middle school.
- c. Create a more positive and safe middle school learning environment.

**Last year's expenditures:**

| <b>All Actual Expenditures</b> |  | <b>Budget Amount</b> |
|--------------------------------|--|----------------------|
| <b>1</b>                       | 1.0 FTE Drama Teacher (2474) - To increase middle school access to drama, dance, chorus, and technical theater courses for middle school students.   | \$130,509.95         |
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| <b>3</b>                       | Supplies for performances; Ms. Tawio indicated that her students do not have proper shoes for dance, so this amount includes tap, jazz and ballet shoes that would remain at MPA as a resource, costumes for the 2 major performances this year, props, and paint.   | \$16,042.05          |
|                                | <b>Budget Total</b>  | <b>\$166,552.00</b>  |

**Brainstorm of possible allowable expenses for Measure G1 2022-23 (169,000 total):**

- Required: Fund Taiwo Seitu's position (approx \$130,000)
- Funding for art for Arie and music supplies for dance? We have a lot of supplies ordered from other buckets of money.
- *Funding our para educators to stay all day and support— prob not allowable*
- Lunch supervision of fun activities— games, sports, etc
- Cultural events
- Community meetings
- Tier 1 activities
- Language elective class
- Honor roll events.
- Events to connect MS and elementary?
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- Supplies for music and art
- Mural supplies for after school/during day programs

- Busses for field trips to music and art
- Performance groups
- Guest speakers
- After school electives
- Culture keepers
- Food for student events
- Funding our mentoring program
  - community engagement projects
  - field trips
  - Groups
  - art projects

### **Thoughts/suggestions?**

Bianca: I would strongly advocate for mentoring supplies - were headed in 7th year of mentoring without explicit funding (it's always been a last minute thing to figure out to pay for a couple hundred bucks) and fundraising outside of work time.

Additionally the lunch activities and the general tier 1 which I think honor roll events fall under!!

Additionally, I'd be happy to hold agenda and meeting for this group because measure n is really effective because of the oversight and I want this money to be utilized as effectively!! We could meet monthly?

Mary: Anyway we can add some small amount of funding for a garden/garden club as well as gardening supplies, lumber or benches, and a couple of rain barrels? I'd love to get our courtyards cleaned up and more plants out in so teachers and students can use them more.

Tanisha: Bianca, it would be beneficial if you could hold monthly/bimonthly meetings to ensure we are utilizing this money efficiently.

All of these ideas are wonderful. I wonder how we can utilize these funds for the MS Black girl/boy classes. I think Chantel would be a good person to include here to support ideas on how we can utilize these funds with her doing case management.