



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

<b>2021-22 Measure G1</b>
<b>Grant Application</b>
<b>Due: March 26, 2021</b> <b>Amended: October 12, 2021</b>

<b>School</b>	Urban Promise Academy	<b>Contact</b>	Tierre Mesa
<b>School Address</b>	3031 East 18th Street Oakland, CA 94601	<b>Contact Email</b>	tierre.mesa@ousd.org
<b>Principal</b>	Tierre Mesa	<b>Principal Email</b>	tierre.mesa@ousd.org
<b>School Phone</b>	(510) 436-3636	<b>Recommended Grant Amount*</b>	<b>\$171,722.00</b>
<b>2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)</b>	<b>368</b>	<b>2020-21 LCFF Enrollment</b>	<b>349</b>

\*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 FTE Music Teacher	\$110,124.00
2	0.52 FTE Student Advisor	\$62,077.00
3	Music Instruction Supplies	\$1,359.00
4	Art Supplies	\$1,359.00
5	Music and Art Licenses for Digital Platforms	\$1,621.00
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$176,537.00</b>

**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 FTE Music Teacher	<del>\$117,514.00</del> \$85,161.00
2	0.7 FTE Student Advisor (Revised FTE from 0.4 to 0.7)	<del>\$48,440.00</del> \$84,770.00
3	Music Supplies	<del>\$4,000.00</del> \$895.00
4	Art Supplies	<del>\$1,768.00</del> \$896.00
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$171,722.00</b>

School Demographics		Student Body Ethnic Composition	
Male	48%	Asian/Pacific Islander	5%
Female	52%	Latinx	86%
% LCFF	95.3%	Black or African-American	5%

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	School Role
Tierre Mesa	Principal
Joseph Blasher	Assistant Principal

% SPED RSP	11.9%	White	1%
% SPED Mild-Moderate	0%	Indigenous or Native American	1%
% English Learners	49.9%	Multiracial	
% Oakland Residents	98.7%		

Glendy Cordero	Community Schools Manager

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

**Measure G1 Data Analysis**

<b>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)</b>	<b>2019-20 (last yr)</b>	<b>2020-21 (this yr)</b>	<b>Safe and Positive School Culture (SPSA)</b>	<b>2019-20 (last yr)</b>	<b>2020-21 (this yr)</b>
<i><b>Enrollment Data (20 day)</b></i>	375	382	<i><b>Suspension</b></i>	2.90%	0%
<i><b>ES Outreach Strategy Actions</b></i>	Recruitment events at elementary schools, walking field trip, student ambassador tours	Virtual Tours and Recruitment Events at elementary schools	<i><b>Chronic Absence</b></i>	11.50%	Not measured the same
<i><b>Programs to support ES students transition to MS</b></i>	6th grade Welcome Day and Early Start	6th grade Welcome Video	<i><b>CHKS data (District) or Culture/Climate survey</b></i>	CHKS	CHKS

**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.**

<b>Community Engagement Meeting(s)</b>	
<b>Community Group</b>	<b>Date</b>
<a href="#">SSC Minutes</a>	March 24th, 2021

<b>Staff Engagement Meeting(s)</b>

Staff Group	Date
<a href="#">Staff Meeting Power Point</a>	March 5th, 2021
<a href="#">Staff Meeting Exit Ticket Results</a>	March 5th, 2021

## 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		
In 20-21, G1 funds were used to hire a 1.0 music teacher. There was the addition of an advanced 7th grade class that is two quarters long and an advanced two quarter music class for 8th graders to increase the rigor of instruction. We will not able to have a virtual choir, however the music teacher hosted an after school virtual music club where students explored their musical interests and created digital music.		
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.
\$85,160.40	Propose to fund a 1.0 Music Teacher who will teach five sections of music class during the school day and a choir class after school for the 2021-22 school year. The day time classes will be accessed by all 6th grade students (124) throughout the school year, 90 7th grade students and 30 8th grade students.	<i>Equitable access to high quality music instruction for 224 students and increased opportunities for all students to perform and share their learning with the school and larger community.</i>
\$895.00	Propose to fund Music Instruction Supplies, specifically more instruments for students. As students now have access to more advanced music instruction and some students may be taking a third year of music instruction, we will need to continue to broaden our music curriculum and provide access to new units and more instrumental use.	<i>Equitable access to high quality music instruction for 224 students and increased opportunities for all students to use and learn more musical instruments.</i>

### 2. Art Program

Programmatic Narrative Based on Rubric		
In 20-21, we utilized Measure G1 and other resources to purchase and distribute high quality art supplies for student to have access to at home during virtual instruction.		
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.
\$896.00	Propose to use G1 funds in 2021-22 for art supplies. As we increase equitable access to art instruction to students and more advanced art instruction, the need for art supplies will increase.	<i>More access to high level art instruction and art practice with more supplies. 220 students will have access to this supplies during the 21-22 school year</i>

### 3. World Language Program

Programmatic Narrative Based on Rubric		

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.
N/A		

#### 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		

#### 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.
\$84,770.00	Propose to fund 0.70 FTE Student Advisor Position. The position will be a total of 1.0 FTE, using LCFF Supplemental school site funds to pay for the remaining 0.3 FTE. In 2021-22, the Student Advisor will continue to case manage Tier 1 and Tier 2 students with weekly check-ins focused on behavioral goals, academic progress and Habits of Success (SEL) and family engagement. The Student Advisor will continue to support with coordinating SEL curriculum across all three grades for all students. Additionally, the Student Advisor Leadership students will continue to support recruitment of 5th grade students by acting as student ambassadors that lead family and student tours and participate in student panels for recruitment events.	<i>Increased student connectedness scores as measured by CHKS survey. Additionally, decrease number of student behavior referrals (URFs), suspension rate, chronic absentee rate and number of students below a 2.0 GPA.</i>

## 21-22 Carryover Justification Form

Anticipated Carryover Amount	\$0.00
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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

<b>Budget Total (must add up to Anticipated Grant Amount)</b>	\$0

**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](mailto:clifford.hong@ousd.org)) and Karen Lozano ([karen.lozano@ousd.org](mailto:karen.lozano@ousd.org)).***