



<b>2021-22 Measure G1</b>
<b>Grant Application</b>
<b>Due: TBD</b>

<b>School</b>		<b>Contact</b>	
<b>School Address</b>		<b>Contact Email</b>	
<b>Principal</b>		<b>Principal Email</b>	
<b>School Phone</b>		<b>Recommended Grant Amount*</b>	
<b>2020-21 CALPADS Enrollment Data (6-8 Oakland Resident)</b>		<b>2020-21 LCFF Enrollment</b>	

\*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 2020-21**

2020-21 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
1		
2		
3		
4		
5		
<b>Budget Total (must add up to Current Grant Amount)</b>		

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

2021-22 Proposed Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Pre-existing FTE? Check box if yes	Budget Amount
1		<input type="checkbox"/>	
2		<input type="checkbox"/>	
3		<input type="checkbox"/>	
4		<input type="checkbox"/>	
5		<input type="checkbox"/>	
<b>Budget Total (must add up to Current Grant Amount)</b>			

**School Demographics**

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents

**Student Body Ethnic Composition**

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial

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

Name	Role

**School Vision (insert here):****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><a href="#">Music (Rubric)</a></u>	2019-20 (last yr)	2020-21 (this yr)	<u><a href="#">Art (Visual Arts, Theater, and Dance)</a></u>	2019-20 (last yr)	2020-21 (this yr)
<i>Access and Equitable Opportunity</i>			<i>Access and Equitable Opportunity</i>		
<i>Instructional Program</i>			<i>Instructional Program</i>		
<i>Staffing</i>			<i>Staffing</i>		
<i>Facilities</i>			<i>Facilities</i>		
<i>Equipment and Materials</i>			<i>Equipment and Materials</i>		
<i>Teacher Professional Learning</i>			<i>Teacher Professional Learning</i>		
<u><a href="#">World Language (Rubric)</a></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)
Enrollment Data (20 day)			Suspension		
ES Outreach Strategy Actions			Chronic Absence		
Programs to support ES students transition to MS			CHKS data (District) or Culture/Climate survey		

**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

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.

**1. Music Program**

Programmatic Narrative Based on Rubric			
[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]			
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.	How many students will be served?

## 2. Art Program

### Programmatic Narrative Based on Rubric

[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

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.	How many students will be served?

## 3. World Language Program

### Programmatic Narrative Based on Rubric

[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

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.	How many students will be served?

## 4. 5th to 6th Grade Enrollment Retention

### Programmatic Narrative Based on Data Analysis

[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

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.	How many students will be served?

## 5. Safe and Positive School Culture

### Programmatic Narrative Based on Data Analysis

[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

Budget	Description of 2021-22 Proposed Expenditures	<b>Anticipated Student Outcome</b> (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.	How many students will be served?

***Please submit your 2021-22 Measure G1 application to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Karen Lozano ([karen.lozano@ousd.org](mailto:karen.lozano@ousd.org)).***