



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*ols, Thriving Students*

**Measure G1  
Grant Application  
2018-19**

**Due Date: February 13, 2018**

**Revised: February 23, 2018**

File ID Number: 18-0320  
 Introduction Date: 2-23-18  
 Enactment Number: 18-0437  
 Enactment Date: 3-14-18  
 By: \_\_\_\_\_

School	Madison Park Academy Middle School	Principal	Dr. Lucinda Taylor
School Address	400 Capistrano Drive Oakland, CA 94603	Principal Email	<a href="mailto:Lucinda.Taylor@ousd.org">Lucinda.Taylor@ousd.org</a>
School Phone	510-636-2701	Recommended Grant Amount*	\$76,965
Actual 2017-18 Enrollment (6-8) (20 day count)	370	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	354

*\*Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected revenue, and 20 day LCFF enrollment of Oakland residents. All recommended grant amounts are subject to Measure G1 Commission and School Board approval.*

**Summary of Approved Expenditures from 2017-18 ([link to 2017-18 full approved proposal](#))**

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	0.8 FTE Drama Teacher	\$83,021
2		
Budget Total (must add up to Current Grant Amount)		\$83,021

**Summary of Proposed Expenditures for 2018-19 (listed in order of priority)**

2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	0.8 FTE Drama Teacher -to increase access to drama, dance, chorus, and technical theater courses for our middle school students.	
2		
3		
Budget Total (must add up to Anticipated Grant Amount)		\$76,965

### School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
49.9%	50.1%	93.5%	11.3%	11.3%	32.1%	N/A

### Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
13%	0%	2%	80%	0%	1.4%	2%	0.8%

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

Name	Role
Dr. Lucinda Taylor	Executive Principal
Elaina Amos	Instructional Teacher Leader (ILT)
Jessica Tucker	Math Coach
Nan Howard	School Counselor
Laurel Schwartz	Assistant Principal

### School Vision (insert here):

**Our mission is to know all students well, and in so doing, provide them with engaging opportunities for relevant, authentic, interdisciplinary projects, learning situations, both within and beyond our walls.**

### 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.*

<b>Music (Rubric Score)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>	<b>Art (Visual Arts, Theater, and Dance)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>
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<b>Access and Equitable Opportunity</b>	N/A	N/A	<b>Access and Equitable Opportunity</b>	Entry	Basic
<b>Instructional Program</b>	N/A	N/A	<b>Instructional Program</b>	Entry	Entry
<b>Staffing</b>	N/A	N/A	<b>Staffing</b>	Entry	Entry
<b>Facilities</b>	N/A	N/A	<b>Facilities</b>	Entry	Entry
<b>Equipment and Materials</b>	N/A	N/A	<b>Equipment and Materials</b>	Entry	Entry
<b>Teacher Professional Learning</b>	N/A	N/A	<b>Teacher Professional Learning</b>	Entry	Entry/Basic
<b><u>World Language (Rubric)</u></b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>			
<b>Content and Course Offerings</b>	N/A	N/A			
<b>Communication</b>	N/A	N/A			
<b>Real world learning and Global competence</b>	N/A	N/A			

### Measure G1 Data Analysis

<b>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>	<b>Safe and Positive School Culture (SPSA)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>
<b>2017-18 Enrollment Data (20 day)</b>	354		<b>Suspension</b>	SPF	SPF
<b>ES Outreach Strategy Actions</b>	Continued to build vertical alignment with our new high school pathways.		<b>Chronic Absence</b>	SPF	SPF - We have seen a positive improvement in our middle school attendance due to electives.
<b>Programs to support ES students transition to MS</b>	Boost, Advisory, camping trips, Cored ELA/Social Studies and		<b>CHKS data (district only)</b>		Data suggest student are happier at school.

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

Community Engagement Meeting(s)	
Community Group	Date
G1 Information Meeting with Community and Staff	2/12/18
Student Input and Survey of 369 Middle School Students 6-8	1/17/18

Staff Engagement Meeting(s)	
Staff Group	Date
Upper School Instructional Leadership Team Weekly Meeting	2/12/2018
Staff Survey	2/14/18

### ***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 the Measure**

- 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 2017-18 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 up to the recommended grant amount based on actual 2017-18 LCFF 20 day enrollment.

#### **1. Music Program**

**Programmatic Narrative Based on Rubric**

N/A

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

**2. Art Program**

**Programmatic Narrative Based on Rubric**

Currently MPA offers 1 drama, 1 dance, 1 choir and 1 theater section. We intend to continue this in the 2018-2019 school year. While our initial hope was to hire one 0.4 FTE music and one 0.4 FTE art teacher, we were unable to staff those positions and were able to hire an excellent drama teacher who has launched our drama program. In this program, students are learning, designing, and contributing to all of the pieces of building productions. For example, to prepare for our fall production of *A Christmas Carol*, Mrs. Seitu taught students line dancing, choral songs, acting, blocking, set design and building, and costume design and procurement. This programming continues with students choreographing a dance that they will perform our upcoming Black History Month Assembly and in a few months will put on *Annie the Musical* for our spring production.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$76,965	0.8 FTE Drama Teacher for MS Electives	<ul style="list-style-type: none"> <li>• This teacher will continue to teach 4 class periods, each with between 20-52 students in grades 6-8, as well as have an advisory of between 15-25 students.</li> <li>• Based on the maximum class sizes mandated in the OEA Contract, the drama program will be able to accommodate up to 168 students (drama classes may have up to 32 students in a class; choir and dance may have up to 52 students in a class). Currently 47% of our 6th graders are in drama, dance, choir or technical theater, 26% of 7th graders, and 26% of 8th graders.</li> <li>• Drama, Dance, Choir and Technical Teacher classes will continue to meet 5 times a week during the regular school day, 50 min. a day Mon., Tues., Thurs., Fri., and 32 min. on Wed., totaling 232 minutes per week.</li> </ul>

		<ul style="list-style-type: none"> <li>The drama program will have at least two major productions each school year (a minimum of one per semester), as well as perform at assemblies and community events.</li> </ul>

### 3. World Language Program

#### Programmatic Narrative Based on Rubric

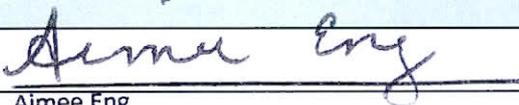
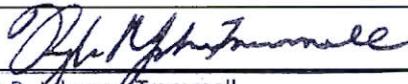
Currently MPA does not offer a World Language Program. While several of our advisories regularly study world language with the Duolingo application, we do not plan to launch a formal World Language Program for the 2018-19 School Year. With limited funds we will not apply our fund to this year. However, we hope to build out a World Language Program in the next couple of years.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

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

<b>Programmatic Narrative Based on Data Analysis</b>		
<p>All of our middle school students took a survey, that included a variety of questions about how they like the current electives being offered, and what they would like to see in future. We learned our students are very interested in the arts, and enjoy music, dance and drama. We are expanding the exposure of these option to our rising 5th graders, and potentially working together on a campus production for 2018-19. Our parents also agreed our students should continue to participate in the options for electives.</p>		
<b>Budget</b>	<b>Description of 2018-19 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

**5. Safe and Positive School Culture**

<b>Programmatic Narrative Based on Data Analysis</b>		
<p>Although many of our elective classes have been larger in size that our regular PE program, our teacher is strong and very talented. The school culture and climate has improved with the variety of elective options, and the students ability to participate in programs not recently offered. Our attendance has improved over the previous year, and our schools Climate Culture Team is excited about how the G1 dollars have supported our students and their desire to participate in middle school electives like drama, dance, choir, and theater.</p>		
<b>Budget</b>	<b>Description of 2018-19 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
		
	<p>Aimee Eng President, Board of Education</p>	
		
	<p>Kyla R. Johnson-Trammell Secretary, Board of Education</p>	

Please submit your 2018-19 Measure G1 application to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).

Madison Park Academy Staff Engagement Meeting Notes  
Measure G1 2/13/18

Briefly reflect on our program so far this year. How have electives gone? What should our electives program look like next year? Should we continue to use our G1 allocation for electives?

On Thu, Feb 15, 2018 at 12:09 PM, Lucinda Taylor <[lucinda.taylor@ousd.org](mailto:lucinda.taylor@ousd.org)> wrote:

Name	Email	What worked well about our time together today?	What should we change for our next Culture and Climate time together?	Briefly reflect on our program so far this year. How have electives gone? What should our electives program look like next year? Should we continue to use our G1 allocation for electives?
Lauren	<a href="mailto:lauren.brown@ousd.org">lauren.brown@ousd.org</a>	Ice Breaker and sharing ideas	idk people were GRRRUMMPYYYY	I love electives. I think we need more electives.
Filiberto Chavez	<a href="mailto:filiberto.chavez@ousd.org">filiberto.chavez@ousd.org</a>	Having a modeling of conferences.	Have lots of coffee.	I think it has worked well. I would like to see more choices for students like art and typing.
Elisha Davis	<a href="mailto:elisha.davis@asu.edu">elisha.davis@asu.edu</a>	Compromising, listen to different ideas and wanting to be efficient.	Nothing. Keep the good vibe and continue sharing different perspectives.	Electives are okay. Constant class switches out the deadlines so having an additional deadline or extension for special cases.
JUAN RODRIGUEZ		Students demonstration of parent conference.	So far , so good.	This is a work in progress. We will develop newer strategies as go move on.
Agnes Marcelo	<a href="mailto:agnes.marcelo@ousd.org">agnes.marcelo@ousd.org</a>	Modeling the student-led conference and planning time by grade level	I think that it is great having the CC discuss issue relevant to the school	It's great that students have a choice. Yes.
Colette	<a href="mailto:colette.west@ousd.org">colette.west@ousd.org</a>	6th grade developed a way to get	Nothing	We need room for electives. Some students need to have the option to take math/english intervention, instead of electives
Edith Torres	<a href="mailto:edithdejesus.torres@ousd.org">edithdejesus.torres@ousd.org</a>	N/A	N/A	N/A
Katie Alton	<a href="mailto:katherine.alton@ousd.org">katherine.alton@ousd.org</a>	It was great to talk about parent teacher conferences, and have it modeled for us.	not sure	It seemed like the students really loved being able to choose electives.
Pilar	<a href="mailto:pmendezcruz@fordham.edu">pmendezcruz@fordham.edu</a>	planning time	nothing	students need art class. if this is an art and design track students need to be working in the arts in middle school
Nicole Green	<a href="mailto:nicole.green@ousd.org">nicole.green@ousd.org</a>	Seeing examples of conferences	Have a survey where teachers can report what they need most for PD	I think electives are really important. Giving students a chance to suggest some, as well as surveying teachers to see what skills and content they may be able to teach as an elective (for example, I'm aching for a horror literature class, or a cognition class [yaaaaas I also science]). It would be fun to connect with students over topics we share passion for!

				And I firmly believe student choice can be really powerful. Choice + Rigor = Kickass School.
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**Madison Park Academy**  
**Meeting Minutes for February 12, 2018**  
**Measure G 1 Information Meeting**  
**12:30pm**

Dr. Taylor discussed -

This meeting is to inform you, how we would like to use our Measure G1 Money for the 2018-19, \$66,447 to fund a 1.0FTE for Middle School Electives. We talked about MPA Elective student data, collected on January 17, 2018, that had been collected by all 369 middle school students, and their suggested options for the second semester electives. We then took feedback on this year's program. Parent were happy to see students participating in drama, music and dance. We then began a discussion about next years elective plans. That's when parent opted to let students determine options, like this year.

Esta reunión es para informarle cómo nos gustaría utilizar nuestra Medida G1 Money para el 2018-19, \$ 66,447 para financiar un 1.0FTE para las Electivas de la Escuela Secundaria. Hablamos acerca de los datos de los estudiantes, recopilados el 17 de enero de 2018, que habían sido recopilados por los 369 estudiantes de escuela intermedia, y sus opciones sugeridas para las materias optativas del segundo semestre. Luego recibimos comentarios sobre el programa de este año. Los padres estaban felices de ver a los estudiantes participar en el drama, la música y el baile. Luego comenzamos una discusión sobre los planes electivos del próximo año. Es entonces cuando los padres optaron por dejar que los estudiantes determinen las opciones, como este año.

**Questions and Answers**

We announced the upcoming SSC Meeting scheduled for this year.

(See attached sign in sheet.)

G1 Information Meeting

2/12/2018

12:30pm

Notes:

Dr. Taylor discussed -

This meeting is to inform you, we will be using our G1 Money for 2018-19, \$66,447 to fund a 1.0FTE for Middle School Electives.

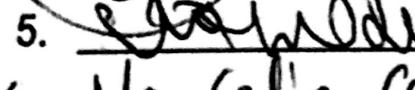
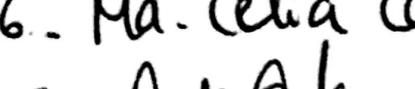
SSC will be able to have a full dialogue about G1 during our upcoming SSC Meeting.

Q&A

Esta reunión es para informarle que utilizaremos nuestro G1 Money para 2018-19, \$ 66,447 para financiar un 1.0FTE para Electivas de escuela media.

El SSC podrá tener un diálogo completo sobre G1 durante nuestra próxima reunión del SSC.

Q & A

1.  Dr. Taylor
2.  Karl Langer
3.  Juan Rodriguez
4.  CLAUDIA ORTIZ
5.  Clothilde Escudero
6. Ma. Celia Cotano, Parent
7.  - Angelica Ortega, Parent