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Board Cover Memorandum

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

From Middle School Network

Meeting Date March 11, 2025

Subject Madison Park Academy 2025-2026 Measure G1 Application

Ask of the Commission Madison Park Academy 2025-2026 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Madison Park Academy 2025-2026 Measure G1 Application.

Fiscal Impact The recommended amount is **\$132,107.00**. Resource 9332 - Measure G1.

Attachment(s) Grant application attached.





**2025-2026
 Measure G1 Application**

Due: March 1, 2025

School Information & Student Data

School	Madison Park Academy	School Address	400 Capistrano Dr, Oakland, CA 94603
Contact	Grace Gonzales	Contact Email	grace.gonzales@ousd.org
Principal	Tanisha Garrett	Principal Email	tanisha.garrett@ousd.org
School Phone	510-879-2315	Total Number of Students	266
Recommended Grant Amount¹	\$132,107	2024-25 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	259
		2024-25 LCFF³ Enrollment	255

Student Demographics (%)				Measure G1 Team	
English Learners	39.4%	Asian/Pacific Islander	3.8%	Name	Position
LCFF		Latinx	76.5%	Tanisha Garrett	Principal
SPED	17%	Black or African-American	12.1%	Grace Gonzales	AP
		White	1.1%	Bu Oeur	CSM
		Indigenous or Native American	0%	Bianca Lorenz	AP
		Multiracial	1.9%		

¹ 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.

² The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

³ Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

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Chronic Absence
(Include raw number and percent)

	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Student Population Overall	270 (74.1%)	258 (48.8%)	270 (30%)	270 (25%)
Asian/Pacific Islander	19/20 (95%)	8/15 (53.3%)	5/15 (33.3%)	3/15 (20%)
Latinx	130/188 (69.1%)	86/192 (44.8%)	80/205 (39%)	70/205 (34%)
Black or African-American	42/49 (85.7%)	25/37 (67.6%)	20/47 (43.5%)	15/47 (32%)
White	4/5 (80%)	2/4 (50%)	1/ 3 (33%)	1/ 3(33%)
Indigenous or Native American	NA	NA	NA	NA
English Learners	132/270 (49%)	190/258 (73.6%)	86/280 (31%)	80/280 (29%)
Students w/ IEPs	27/44 (61.4%)	23/39 (59%)	20/40 (50%)	15/40 (38%)
Free/ Reduced Lunch Students	177/246 (72%)	124/255 (49%)	115/260 (44%)	110/260 (42%)

Metrics

(all data points are required)

Electives
(Include raw number and percent)

Metric	Area	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Number of students taking elective courses.	Art	67/270 (25%)	164/258 (64%)	1	194/270 (72%)
	Language	NA	NA	NA	NA
	Music	NA	NA	NA	NA
Number of students participating in non-course experiences (e.g. after-school program)	Art	NA	NA	NA	NA
	Language	NA	NA	NA	NA
	Music	25	2	4	15

Positive & Safe Culture
(Include raw number and percent)


Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Absence Rate to Average Daily Attendance Date of Figure: 2/28/25				
Asian/Pacific Islander	2,114/2,534 (83.4%)	1,324/1,452 (91.2%)	389/3052 (12.7%) (87.3%)	2,750/3052 90%
Latinx	27,873/33,088 (84.2%)	21,611/24,487 (88.3%)	10,006/67,891 (14.7) (85.3%)	61,400/67,891 90%
Black or African-American	6,035/8,358 (72.2%)	3,543/4,733 (74.9%)	1,950/8,632 (22.6%) (77.4%)	6,900/8,632 80%
White	632/783 (80.7%)	354/416 (85.1%)	126/631 (20%) (80%)	530/631 85%
Indigenous or Native American	NA	NA	83/93 (89.2%) (10.8%)	16/93 15%
English Learners	60/192 (31.2%)	65/188 (34.6%)	1,929/10,002 19.3% (80.7)	8,500/10,002 85%
Students w/ IEPs	6,796/8,383 (81.1%)	4,351/5,296 (82.2%)	2,325/13,912 (16.7%) 83.3%	12,100/13,912 87%
Free/ Reduced Lunch	36,568/44,470 (82.2%)	33,194/37,772 (86%)	12,819/81,860 15.7% (84.3%)	73,500/81,860 90%


Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Suspended Students Date of Figure: 2/26/25				
Asian/Pacific Islander	5/22 (22.7%)	5/16 (31%)	2/7 (28.6%)	1/7 (14%)
Latinx	18/210 (8.6%)	24/200 (12%)	28/211 (13.3%)	20/211 (9%)
Black or African-American	26/58 (44.8%)	7/38 (18.4%)	12/38 (28.6)	9/38 (24%)
White	0/5 (0%)	0/4 (0%)	0/4 (0%)	0/4 (0%)
Indigenous or Native American	NA	NA	NA	NA

English Learners	50/305 (16.4%)	37/269 (13.8%)	44/284 (15%)	34/270 (12.6%)
Students w/ IEPs	9/52 (17.3%)	4/42 (9.5%)	11/41(26.8%)	3/45 (6.6%)
Free/ Reduced Lunch	43/271 (15.9%)	37/265 (14%)	44/280 (15.7%)	33/270 (12%)

Student Retention from 5th Grade to 6th Grade				
Metric	2022-23	2023-24	2024-25	2025-26 Goal
6th Grade Enrollment	88	85	87	90

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
 Measure G Planning - 2025-2026	2/27/2025

Staff Engagement Meeting(s)	
Staff Group	Date
 Measure G Planning - 2025-2026	2/27/2025

<u>Music (Rubric)</u>	2023-24	2024-25
Access and Equitable Opportunity	N/A	N/A
Instructional Program	N/A	N/A
Staffing	N/A	N/A
Facilities	N/A	N/A
Equipment and Materials	N/A	N/A
Teacher Professional Learning	N/A	N/A
<u>World Language (Rubric)</u>	2023-24	2024-25
Content and Course Offerings	N/A	N/A

Communication	N/A	N/A
Real world learning and Global competence	N/A	N/A
<u>Art (Visual Arts, Theater, and Dance)</u>	2023-24	2024-25
Access and Equitable Opportunity	Entry	Entry
Instructional Program	Entry	Entry
Staffing	Entry	Entry
Facilities	Basic	Basic
Equipment and Materials	Basic	Basic
Teacher Professional Learning	Basic	Basic

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 2024-25 Approved Expenditures

All Actual Expenditures		Budget Amount
Positive & Safe Culture		
1	Culture & Climate Events/Enrollment- School-wide events, celebrations, incentives, restorative justice, family events	\$15,000
Electives (Art, Music, World Language)		
1	1.0 FTE Art Teacher- Aligns with our CTE department and high school pathway: Media Arts and Design to allow students to explore their creativity and develop skills to prepare them for high school at MPA.	\$91,307.30

2	Art & Media Classes Supplies: Furniture and resources for new media classroom (cameras, computers, iPads, green screen, props, etc.) and supplies/furniture for art classroom	\$34,191.70
6th Grade Enrollment		
1	MPA Mentoring- Supporting supplies and resources for our MPA Mentoring program	\$10,000
Budget Total		\$150,499.00

Summary of 2025-26 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Social Worker 1.0 FTE	\$114,700
2	MPA Mentoring- Supporting supplies and resources for our MPA Mentoring program	\$5,815
3	Culture & Climate Events/Enrollment- School-wide events, celebrations, incentives, restorative justice, family events, field trips	\$5,815
4	Media Art Class Supplies: Furniture and resources for media classroom (cameras, computers, iPads, green screen, props, etc.)	\$5,777
Budget Total (must add up to Recommended Grant Amount)		\$132,107

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
Media Class Supplies: Furniture and resources for media classroom (cameras, computers, iPads, green screen, props, etc.)	100%	150	\$5,777

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount

Supplies/Resources: Prizes–MPA lanyard, hat, bumper stickers, food, and materials for culture and climate monthly events like holiday celebrations, community meetings, and academic achievement recognition, family events, field trips. These assemblies bring the school community together and celebrate students in authentic ways.	Attendance & Suspensions	\$5,815
Social Worker 1.0 FTE- Supports with mental health and behavioral problems, helps students navigate challenges in their lives. Collaborates with teachers and staff to reduce barriers to learning and promote emotional well-being.	Attendance & Suspensions	\$114,700

Proposed Expenditures for Retention of 6th Graders	
Description of Proposed Expenditures	Budget Amount
MPA Mentoring - Supporting supplies and resources for our MPA Mentoring program hoodies, board games, binders, field trip costs and buses,craft items (lined/construction/tissue paper, glue, watercolors, paint, markers/colored pencils)	\$5,815

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

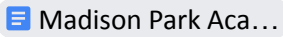
Measure G Planning 2025-26 Community Engagement

MPA's Goals 2025-2026 (Blue = Dept / Yellow = GLT)				
LCAP 1: All students graduate college, career, and community ready		LCAP 2: Focal student groups demonstrate accelerated growth to close our equity gap	LCAP 3: Students and families are welcomed, safe, healthy, and engaged	LCAP 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity
By June 2025, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 65% of students reaching their stretch* growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments		By the end of 25-26 school year, the percentage of all students reading multiple years below grade level will decrease by 10% points as measured by i-Ready	By the end of 25-26, the out-of-school suspension rate will decrease to 8% by measured by the CA dashboard, to promote a safe, welcome, and engaging campus.	By the end of 25-26, we will retain 75% of first year teachers at MPA. Additionally, we increase the number of teachers that are people of color and/or speak Spanish by 10% measured by the school staff survey given every semester.
HS Measurement	MS Measurement	Measurements	Measurements	Measurements
<ul style="list-style-type: none"> - Graduation Rate - Dropout Rate - Capstone Completion - Overall GPA - On track to graduate - SBAC 	HS readiness Overall GPA 8th Grade Defense SBAC	<ul style="list-style-type: none"> - iReady - SBAC - MP Grades 	<ul style="list-style-type: none"> - CHKS Survey - Progress Monitoring - Sown to Grow - Aeries Attendance 	<ul style="list-style-type: none"> - Aeries Attendance - Retention data

February 27, 2025

Community: None

Staff/Teacher: Tanisha Garrett, Grace Gonzales, Bianca Lorenz, Trina Brown, Bu Oeur, Bree Wilkinson

Agenda	Time	Notes
Purpose of Measure G  Madison Park Aca...	10 min	The purpose of Measure G (grades 6-8) is: <ul style="list-style-type: none"> ● Attract and retain highly qualified teachers ● Maintain courses that help students qualify for college ● Maintain up-to-date textbooks and instructional materials ● Keep class sizes small ● Continue after-school academic programs ● Maintain school libraries ● Provide programs, including arts and music, that enhance student achievement For the 25-26 school year: \$132,107
Past Usage of Funding	10 min	Culture & Climate Events/Enrollment- School-wide events, celebrations, incentives, restorative justice, family events 1.0 FTE Art Teacher- Aligns with our CTE department and high school pathway: Media Arts and Design to allow students to explore their creativity and develop

		<p>skills to prepare them for high school at MPA.</p> <p>Art & Media Classes Supplies: Furniture and resources for new media classroom (cameras, computers, iPads, green screen, props, etc.) and supplies/furniture for art classroom</p> <p>MPA Mentoring- Supporting supplies and resources for our MPA Mentoring program</p>
Proposal	5 mins	Social Worker: to create a positive and safe middle school learning environment, and supports social and emotional development
Staff Feedback	10 mins	<ul style="list-style-type: none"> ● Something that builds community with relationships and trust with kids. ● Partnerships ● Family engagement things ● Outside equipment to engage students
Community Feedback	10 mins	No community members showed up on Zoom.
Closing	10 mins	Everyone agrees that we should spend funding on a Social Worker