



School	Madison Park Academy	Contact *	Lucinda Taylor
School Address	400 Capistrano Drive	Contact Email	
Principal	Lucinda Taylor	Principal Email	lucinda.taylor@ousd.org
School Phone	510-636-2701	Recommended Grant Amount**	\$149,771
Actual 2018-19 Enrollment (6-8) (20 day count)	215		

*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 2018-19 (link to [2018-19 approved proposal](#))

2018-19 Approved 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		
4		
5		
	Budget Total (must add up to Current Grant Amount)	

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

2019-20 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	1.0 FTE Drama Teacher -to increase access to drama, dance, chorus, and technical theater courses for our middle school students.	109,612.78
2	.35 FTE Art Teacher - to increase access to art, and alignment to our Digital Design	38,364.47

	Pathway	
3	Supplies for performances, floor mats, etc.	\$1,793.75
4		
5		
	Budget Total (must add up to Anticipated Grant Amount)	\$149,771

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
Colette Kang	Instructional Teacher Leader (ILT)
Jessica Tucker	Math Coach, TSA
Layne Hamilton	School Counselor

School Vision (insert here):

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

MPA 6-12 students shall experience a full service educational journey that cultivates resilience, develops innovative design agents of change that both reflect on and evaluate choices, while instilling the value of Pride, Purpose, Perseverance, Possibilities.

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.

Music (Rubric Score)	2017-18 (last yr)	2018-19 (this yr)	Art (Visual Arts, Theater, and Dance)	2017-187 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity	Entry	Basic	Access and Equitable Opportunity	Entry	Basic
Instructional Program	Entry	Entry	Instructional Program	Entry	Entry
Staffing	Entry	Entry	Staffing	Entry	Entry
Facilities	Entry	Entry	Facilities	Entry	Entry
Equipment and Materials	Entry	Entry	Equipment and Materials	Entry	Entry
Teacher Professional Learning	Entry	Entry/Basic	Teacher Professional Learning	Entry	Entry/Basic
World Language (Rubric)	2017-18 (last yr)	2018-19 (this yr)			
Content and Course Offerings	Entry	Basic			
Communication	Entry	Basic			
Real world learning and Global competence	Entry	Basic			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
2017-18 Enrollment Data (20 day)	354		Suspension	SPF	SPF
ES Outreach Strategy Actions	Continued to build vertical alignment with our new high school pathways.		Chronic Absence	SPF	SPF - We have seen a positive improvement in our middle

					school attendance due to electives.
Programs to support ES students transition to MS	Advisory, camping trips, Cored ELA/Social Studies and		CHKS data (district only)		Data suggest student are happier at school.

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

Community Engagement Meeting(s)	
Community Group	Date
SSC/Community Meeting	February 7, 2019

Staff Engagement Meeting(s)	
Staff Group	Date
Westerbek Buy-Back Retreat	January 25, 2019
Middle School Staff Meeting	January 30, 2019

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 total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric		
N/A Not yet.		
Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

2. Art Program

Programmatic Narrative Based on Rubric		
<p>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. For the 2019-20 program, students will learned, designed, and contributed to all of the pieces of building productions. For example, to prepare for our fall production of <i>The Nutcracker</i>, Mrs. Seitu taught students line dancing, choral songs, acting, blocking, set design and building, and costume design, procurement. This programming continues with students choreographing a dance that they will perform our upcoming Black History Month Assembly and in a few months, and will put on <i>The Lion King</i> for our spring production. 2019-20 we will include the desire of students and staff for an .35 Art teacher in support of our high school digital design pathway.</p>		
Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$109,612.78	1.0FTE Drama and dance instructor	<ul style="list-style-type: none"> 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. Based on the maximum class sizes mandated in the OEA Contract, the drama program will be able to

		<p>accommodate up to 168 students (drama classes may have up to 32 students in a class. Currently 47% of our 6th graders are in drama, dance, or technical theater, 26% of 7th graders, and 26% of 8th graders.</p> <ul style="list-style-type: none"> 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.
\$38,364.47	.35 FTE Art Teacher	<ul style="list-style-type: none"> Art classes for 7th and 8th grade students aligned with our Digital Design/Art Pathway at the high school.
\$1,793.75	Supplies for these elective classes	

3. World Language Program

Programmatic Narrative Based on Rubric		
<p>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 2020-21 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.</p>		
Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
<p>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. Our parents also agreed our students should continue to participate in the options for electives.</p>		
Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

Although many of our elective classes have been larger in size than 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 school's 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, and theater. The inclusion of Art classes for the 2019-20 is another area of student interest and is aligned to our high school pathways.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

Please submit your 2019-20 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

Madison Park Academy, 400 Capistrano Drive, Oakland, CA 94603 (510)636-2701

School Site Council | Comité Escolar

SSC

Date: Thursday, December 13
Fecha:

Time/Hora: 3:15 pm

Place/Lugar: Library / Biblioteca

Agenda

1. Instate new SSC **staff**
member to replace Ms.
Correa

2. Measure G spending

3. Title one spending

4. Title one allocations for
Parent education

5. Miscellaneous budget items

1. Instate un nuevo miembro del
SSC Teacher para reemplazar a
la Sra. Correa

2. Medida G gasto

3. Gasto del título uno

4. Asignaciones del título uno
para la educación de los padres

5. Artículos varios de
presupuesto

DATE: 2/7/2019

3:15pm @ MPA Library

MPA SSC Meeting

Today's Agenda

<ol style="list-style-type: none">1. Welcome & Establish Quorum2. Review minutes from previous meeting3. Instate new SSC staff member to replace Ms. Correa4. Measure G spending5. Title one spending6. Title one allocations for Parent education7. Miscellaneous budget items8. Public input9. Next meeting	<ol style="list-style-type: none">1. Bienvenidos y Establecer Quórum2. Repasar los minutos de la reunión anterior3. Instate un nuevo miembro del personal del SSC para reemplazar a la Sra. Correa4. Medida G gasto5. Gasto del título uno6. Asignaciones del título uno para la educación de los padres7. Artículos varios de presupuesto8. Entrada pública9. Siguiente junta
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Documents provided:

Minutes

<ol style="list-style-type: none">1. Welcome Quorum established at 3:462. Review of minutes from previous meeting. Mr. LC motions to approve the minutes. Seconded by Ms. Wang.<ol style="list-style-type: none">a. Minutes from 12/13 are unanimously approved.3. Mrs. Williams motions to approve Ms. Torres, as alternate, to replace Ms. Correa as the non-teaching staff SSC member. Mr. Langer 2nds the motion.<ol style="list-style-type: none">a. Unanimous approval of Ms. Torres as SSC member.b. Mrs. Torres accepts the position as SSC member.4. We need to vote on the usage of measure G funds for the middle school to support the arts program. We funded a .8 FTE drama teacher, Mrs. Taiwo. This funding was \$83,021. The school site payed for the other .2 hours so she could be here the whole day. Our original intention was to hire 2 teachers, but we were only able to hire one because we only got half the allotment. Next year we will be given the whole allotment, \$149,771. We can budget for a .35 FTE art teacher to increase access to art and align with our digital design program.<ol style="list-style-type: none">a. Measure G total funding grant is: \$149,771b. To fund Mrs. Seitu at 1.0 FTE the total payment including benefits is 109,612.78.	<ol style="list-style-type: none">1. Quorum de bienvenida establecido a las 3:462. Revisión de actas de la reunión anterior. El Sr. LC hace una moción para aprobar el acta. Secundado por la Sra. Wang.<ol style="list-style-type: none">a. Las actas del 12/13 son aprobadas por unanimidad.3. La Sra. Williams hace una moción para aprobar a la Sra. Torres, como suplente, para reemplazar a la Sra. Correa como miembro no docente del SSC. El Sr. Langer aprueba la moción.<ol style="list-style-type: none">a. Aprobación unánime de la Sra. Torres como miembro del SSC.b. La Sra. Torres acepta el puesto como miembro del SSC.4. Necesitamos votar sobre el uso de los fondos de la Medida G para que la escuela intermedia apoye el programa de artes. Fundamos a una maestra de drama de .8 FTE, la Sra. Taiwo. Esta financiación fue de \$ 83,021. El sitio de la escuela pagó por las otras .2 horas para que ella pudiera estar aquí todo el día. Nuestra intención original era contratar a 2 maestros, pero solo pudimos contratar uno porque solo obtuvimos la mitad de la asignación. El próximo año recibiremos la asignación completa, \$ 149,7715. Podemos presupuestar un maestro de arte de .35 FTE para aumentar el acceso al arte y alinearlo con nuestro programa de
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<p>c. The .35 FTE teacher would cost \$38,364.47.</p> <p>d. Questions & Clarifications:</p> <ol style="list-style-type: none"> additional supplies for the art teacher will have to be handled through other the school's base funds, amounting to \$1,793.75 classified as non-salary supplies. Ms. Williams motions to approve this plan and hire a 1.0 FTE drama teacher and .35 FTE art teacher. Seconded by Dr. Taylor. Unanimous approval of this plan for G1 spending. <p>5. The title 1 spending window closes sometime before spring break. We need to make sure we decide on budget purchases before this window closes. Department leadership teams will confer for how to spend these funds.</p> <p>6. Title 1 for Parent ed.</p> <ol style="list-style-type: none"> The program from last year was moved to Esperanza, so we have funds freed this year, 1% of the total title I allotment. In previous years it was used for parent conferences, training, drug education. The use of these dollars need to be decided on by parents. This should be decided on before budget closes in mid March or April. We could do robocalls to inform parents about a meeting to make decisions about these funds. We could also send students home with surveys and notices about a parent meeting for decision. We want a group of parents that are involved and would benefit from the application of these funds. We should have a parent meeting in the next 2-3 weeks. One possibility would be a "Parent Cafe" with trainings on various relevant topics. Funding amount for parents is \$4,365.72. It cannot be used for food. Mr. Langer and Ms. Torres will work together to have a survey and informational letter sent out next week, and set a meeting time. Mr. Alvarado, 	<p>diseño digital.</p> <ol style="list-style-type: none"> La subvención de financiación total de la Medida G es de \$ 149,771 Para financiar a la Sra. Seitu a 1.0 FTE, el pago total, incluidos los beneficios, es de 109,612.78. El maestro de .35 FTE costaría \$ 38,364.47. Preguntas y aclaraciones: <ol style="list-style-type: none"> los suministros adicionales para el maestro de arte tendrán que ser manejados a través de otros fondos básicos de la escuela, que ascienden a \$ 2,158.22 clasificados como suministros no salariales. La Sra. Williams hace una moción para aprobar este plan y contratar a una maestra de drama 1.0 FTE y una maestra de arte .35 FTE. Secundado por el Dr. Taylor. <ol style="list-style-type: none"> Aprobación unánime de este plan para el gasto G1. La ventana de gastos del título 1 se cierra en algún momento antes de las vacaciones de primavera. Tenemos que asegurarnos de decidir sobre el presupuesto de compras antes de que se cierre esta ventana. Los equipos de liderazgo del departamento consultarán sobre cómo gastar estos fondos. Título 1 para Padres ed. <ol style="list-style-type: none"> El programa del año pasado se trasladó a Esperanza, por lo que tenemos fondos liberados este año, el 1% de la asignación total del título I. En años anteriores se usó para conferencias de padres, capacitación, educación sobre drogas, el uso de estos dólares debe ser decidido por los padres. Esto debe decidirse antes de que se cierre el presupuesto a mediados de marzo o abril. <ol style="list-style-type: none"> Podríamos hacer llamadas telefónicas para informar a los padres sobre una reunión para tomar decisiones sobre estos fondos. También podríamos enviar a los estudiantes a casa con encuestas y avisos sobre una reunión de padres para tomar una decisión.
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<p>who handles parent outreach would also be good to bring in for input.</p> <p>vii. Examples of trainings: drug education, how to help your students with homework, EL classes, independent study process and effects of taking your child out of school, power dynamics with students especially when parents do not speak English and student often handles transactions</p> <p>7. No items have been submitted by departments yet for miscellaneous title 1 purchase. Dr. Taylor will request submissions.</p> <p>8. No public input</p> <p>9. Schedule the next meeting for the 1st Thursday in March, the 7th, at 3:45pm.</p> <p>10. Adjourn at 4:39</p>	<p>ii. Queremos un grupo de padres que estén involucrados y que se beneficien de la aplicación de estos fondos.</p> <p>iii. Deberíamos tener una reunión de padres en las próximas 2-3 semanas.</p> <p>iv. Una posibilidad sería un "Café para padres" con capacitaciones sobre diversos temas relevantes. La cantidad de fondos para los padres es de \$ 4,365.72. No se puede utilizar para alimentos.</p> <p>vi. El Sr. Langer y la Sra. Torres trabajarán juntos para enviar una encuesta y una carta informativa la próxima semana, y establecer un horario para la reunión. El Sr. Alvarado, quien maneja el alcance de los padres, también sería bueno para aportar información.</p> <p>vii. Ejemplos de capacitación: educación sobre drogas, cómo ayudar a sus estudiantes con las tareas, clases EL, proceso de estudio independiente y los efectos de sacar a su hijo de la escuela, dinámicas de poder con los estudiantes, especialmente cuando los padres no hablan inglés y los estudiantes a menudo manejan las transacciones</p>
	<p>8. Los departamentos aún no han enviado ningún artículo para la compra de títulos 1. El Dr. Taylor solicitará presentaciones.</p> <p>9. No hay entrada pública</p> <p>10. Programe la próxima reunión para el primer jueves de marzo, el 7, a las 3:45 pm.</p> <p>11. Levantamiento a las 4:39</p>

Submitted by SSC Secretary, Karl Langer

Minutes for Previous SSC Meeting, for review

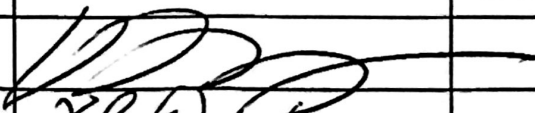
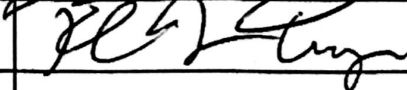
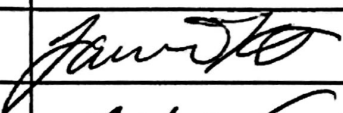
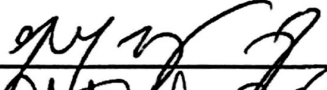
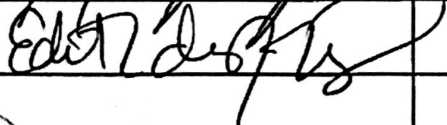
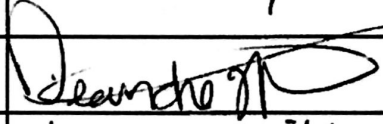
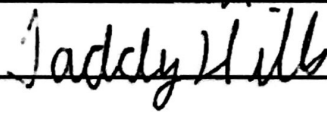
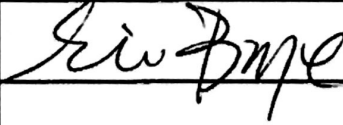
<p>1. Welcome and establish quorum at 3:27</p> <p>a. Present: Dr. Taylor, Karl Langer, Deandre Williams, Taddy Hills, Taiwo Seitu, Dianna Correa, Toby Goodwin, Jessica Maldonado, Alma Guzman, Pilar Mendez-Cruz.</p>	<p>1. Bienvenida y establecer quórum a las 3:27.</p> <p>a. Presente: Dr. Taylor, Karl Langer, Deandre Williams, Taddy Hills, Taiwo Seitu, Dianna Correa, Toby Goodwin, Jessica Maldonado, Alma Guzmán, Pilar Méndez-Cruz.</p>
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School Site Council

Sign-In

School: Madison Park Academy Upper Campus

Date: Feb. 7, 2019

Printed Name	Signature	Other Staff or Teacher	Parent or Student	Student
Principal: Dr. Taylor				
Teacher: Mr. Langer-Croager		✓		
Teacher: Mrs. Mendez-Cruz		✓		
Teacher: Mrs. Seitu		✓		
Teacher: Mrs. Wang		✓		
Other Staff: Mrs. Torres		✓		
Parent: Sra. Guzman			✓	
Parent: Mrs. Williams			✓	
Parent: Mr. Hills			✓	
Student: Jorge Rivera-Perez				✓
Student: Jessica Maldonado				✓
Student: Toby Goodwin				✓
Alternate: Elaine Byle		✓		



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Measure G1 Mid-Year Reflection 2018-19 Due: February 19, 2019

School:	Madison Park Academy Middle School	Principal	Dr. Lucinda Taylor
School Address	400 Capistrano Drive Oakland, CA 94603	Principal Email:	lucinda.taylor@ousd.org
School Phone	510-636-2701	Grant Amount	\$76,965
2017-18 LCFF Enrollment (6-8)	354		

- Grant allocation is based on 2017-18 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

1. Music Program (PRELOADED)

Programmatic Narrative Based on Rubric		
NA - Currently MPA does not offer a Music Program.		
Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.
While we do not have an instrumental music program, Mrs. Seitu, our drama is working to launch a section of choir for the 2019-20 school year.

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric		
Budget	2018-19 Activities	Anticipated Outcome

\$76,965	0.8 FTE Drama Teacher for MS Electives	<ul style="list-style-type: none"> • 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. • 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. • 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.
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Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

We hired a 1.0 drama teacher .08 FTE G-1; .02 FTE MPA to ensure a lasting program. Mrs. Seitu have taught all of our middle school drama sections this year, close to 75% of our students, which are very popular with students. For example, to prepare for all fall production of *The Nutcracker*, Mrs. Seitu taught MPA students line dancing, choral songs, acting, blocking, set design and building, and costume design, procurement. This programming continues with students choreographing a dance that they will perform during our upcoming Black History Assembly, and in a few months, will put on *The Lion King* for our spring performance.

In addition to being able to choose from drama, dance, technical theater electives, MPA Middle School students were offered, basketball, soccer, study hall and Read 180 intervention classes.

3. World Language Program (PRELOADED)

Programmatic Narrative Based on Rubric		
NA		
Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: World Language Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

2. 5th to 6th Grade Enrollment Retention (PRELOADED)

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on school enrollment data here]

Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: 5th to 6th Grade Enrollment Retention

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

3. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis

N/A

Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: Safe and Positive School Culture

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

Our students were excited about participating in electives this year. Unfortunately, because our G1 budget was cut in half, we were only able to hire one FTE, giving students limited choices in their electives. Additionally, we had to completely cut the music, and art, and cultural incentive programs we had planned, liked reviews and celebrations for our students.