



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

**2020-21 Measure G1**

**Grant Application**

**Due: March 26, 2020**

<b>School</b>	Melrose Leadership Academy	<b>Contact</b>	Brianne Zika
<b>School Address</b>	4730 Fleming Avenue Oakland, CA 94619	<b>Contact Email</b>	brianne.zika@ousd.org
<b>Principal</b>	Brianne Zika	<b>Principal Email</b>	brianne.zika@ousd.org
<b>School Phone</b>	510-535-3832	<b>Recommended Grant Amount*</b>	<b>\$39,402.00</b>
<b>2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)</b>	<b>154</b>	<b>2019-20 LCFF Enrollment</b>	<b>80</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 2019-20 (2019-20 Approved Proposal & 2018-19 Carryover Form)

2019-20 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
1	.3 FTE Provide World Language (Spanish) salary and benefits	\$33,271
2		
3		
4		
5		
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$33,271</b>

## Summary of Proposed Expenditures for 2020-21 (listed in order of priority)

2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	.4 FTE Provide World Language (Spanish)	\$39,248.00
2		
3		
4		
5		
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$39,248.00</b>

## School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
n:75 (46%)	n: 88 (54%)	n: 103 64%	9.20%	7%	n: 69 42.3%	99%

### Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
5.5	.6% (n:1)		82.2% (n: 134)	0	0	6.1% (n: 10)	.6% (n:1)

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

Name	Role
Brianne Zika	Principal
Gabriela Casal	Middle School Teacher and Blueprint Design Team Leader
Laura Kaneko	Middle School Teacher and ILT Member
Sydney Morgan	Middle School Teacher and ILT Member
Ursula Aldana	Middle School Parent and Vice President of PTSA
Jose Gonzalez	Middle School Parent and President of PTSA

### School Vision (insert here):

The vision of Melrose Leadership Academy is to partner with families and students to create an environment that enables students to be bilingual, creative, thoughtful, self-motivated learners. We will nurture a culture of mutual respect and multiculturalism, where dialogue among students and adults is central to learning. Melrose Leadership Academy will be a place where students can exercise their curiosity, their voice, make meaningful choices and challenge themselves and each other academically and where students develop their sense of responsibility to transform our school, community and world.

### 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>Music (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2018-19 (last yr)	2019-20 (this yr)
<b>Access and Equitable Opportunity</b>	Basic	Basic	<b>Access and Equitable Opportunity</b>	Basic	Entry
<b>Instructional Program</b>	Basic	Basic	<b>Instructional Program</b>	Basic	Entry
<b>Staffing</b>	Basic	Basic	<b>Staffing</b>	Basic	Entry
<b>Facilities</b>	Entry	Basic	<b>Facilities</b>	Basic	Basic
<b>Equipment and Materials</b>	Basic	Basic	<b>Equipment and Materials</b>	Basic	Basic
<b>Teacher Professional Learning</b>	Basic	Basic	<b>Teacher Professional Learning</b>	Basic	Entry
<u>World Language (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)			
<b>Content and Course Offerings</b>	Sustaining	Basic			

<i>Communication</i>	Sustaining	Sustaining
<i>Real world learning and Global competence</i>	Sustaining	Sustaining

### Measure G1 Data Analysis

<i>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment )</i>	<i>2018-19 (last yr)</i>	<i>2019-20 (this yr)</i>	<i>Safe and Positive School Culture (SPSA)</i>	<i>2018-19 (last yr)</i>	<i>2019-20 (this yr)</i>
<i>Enrollment Data (20 day)</i>	We met projection and are now over projection	We met projection and are now over projection	<i>Suspension</i>	1	2
<i>ES Outreach Strategy Actions</i>	We are a TK-8 program	We are a TK-8 program	<i>Chronic Absence</i>	.7	No data available yet.
<i>Programs to support ES students transition to MS</i>	We are a TK-8 program	We are a TK-8 program; 6th grade camping trip; Crew	<i>CHKS data (District) or Culture/Climate survey</i>	--	No CHKS data available yet

**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>
PTSA Leadership Team Meeting	March 9, 2020

<b>Staff Engagement Meeting(s)</b>	
<b>Staff Group</b>	<b>Date</b>
Middle School Team Meeting	March 9, 2020

### 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

Our music program receives a score of "basic" in all categories of the rubric at this time. We have one music teacher who teaches 3-8 instrumental music, and a PTSA-funded .2 vocal music teacher who teaches singing to TK-2 once a week, and choir to 3-5th graders one a week. The instrumental music teacher has her own classroom space. Kids have access to their own instrument and their own music stand. With funds from G1 carryover from last year, we were able to budget for personalized musical scores for each student. Approximately 1/2 of our middle schoolers participate in music, as it is an elective. Students have choice as to what elective they take -- band, orchestra, etc.

Budget	Description of 2020-21 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.
0	na	na

## 2. Art Program

### Programmatic Narrative Based on Rubric

Our budget for our visual arts program was fully slashed this year. We do have the classroom facility for a visual arts teacher, and we do have funding for some basic visual arts materials, but we lost our 1.0 art teacher in budget cuts due to middle schools no longer being able to make appeals for additional funding. Our students had access to visual art as an elective this year but they will not have this option moving forward.

Budget	Description of 2020-21 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.
0	na	na

## 3. World Language Program

### Programmatic Narrative Based on Rubric

Our World Language Program has historically been robust, but the funding for the program was fully cut in 20-21 budget cuts. Due to the loss of teachers from the appeals process, we will not be able to afford to offer Spanish to every student. MLA is a dual language school, based on the theory of action that all students can develop biliteracy. We have the curriculum, facilities, materials, and professional development to support Spanish for every student. By allocating G1 funds to the Spanish program, we will be able to continue to "sustain" a high quality program where every student has access.

Budget	Description of 2020-21 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.
\$39,248	.4 of a Spanish Teacher's salary and benefits	All middle schoolers will have access to Spanish Language Arts instruction; 100% of newcomers will participate in Spanish intervention; students' Avant scores will increase by 10%

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

### Programmatic Narrative Based on Data Analysis

Our school is a TK-8, so we have an automatic feeder pattern of 5th graders into 6th grade.

Budget	Description of 2020-21 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.
0	n/a	n/a

## 5. Safe and Positive School Culture

### Programmatic Narrative Based on Data Analysis

Our suspension rates are low for the district, but they have increased over the course of the last couple of years due to having increased physical conflicts that occur on the playground during unstructured play, recess, and lunch. Our middle schoolers do not have options such as sports teams to engage in. With our increasing newcomer population, there is an increase in the amount of trauma our students are processing. We have a strong tier 1 system of support in the classroom through our crew program and our camping trips. We need additional support in our Tier 2 and Tier 3 programs.

Budget	Description of 2020-21 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.
0	n/a	n/a

***Please submit your 2020-21 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)).***

Measure G1 Meeting

Date: March 9, 2020

Time: 4:30pm

Materials:

- 2019-2020 G1 [proposal](#)
- [2020-2021 G1 Proposal](#)

Participants:

Name	Role	Signature
Bri Zika	Principal	Couldn't be signed before shelter in place
Anabel West	MS Teacher	Couldn't be signed before shelter in place
Andy Acosta Acevedo	MS Teacher	Couldn't be signed before shelter in place
Debbie Gold	MS Teacher	Couldn't be signed before shelter in place
Sydney Morgan	MS Teacher	Couldn't be signed before shelter in place
Charmaine Escobar	MS Teacher	Couldn't be signed before shelter in place
Hilda Bucio	MS Teacher	Couldn't be signed before shelter in place
Laura Kaneko	MS Teacher	Couldn't be signed before shelter in place

Time	Agenda	Notes
3 min	Check-In	Purpose of the meeting
2 min	What is G1?	<a href="#">Guidelines for Measure G1</a> Previous <a href="#">proposal</a> <a href="#">MLA SPSA 19-20</a>
5 min	G1 reflection at MLA	<ol style="list-style-type: none"><li>1. Self-reflection using the rubric<ol style="list-style-type: none"><li>a. See attached rubrics</li></ol></li><li>2. General feedback on MLA MS program:</li></ol> <p>What's going well:</p> <ul style="list-style-type: none"><li>- Kids really love the instrumental music program</li><li>- Kids love the visual arts, so losing that feels like a loss</li><li>- The electives -- students have a lot of options</li><li>- Crew and advisory feels important -- kids really</li></ul>

		<p>respond well to that</p> <ul style="list-style-type: none"> <li>- Smaller crews in 6th grade feel like they're working; smaller groups in PE</li> <li>- Visual arts, kids are really detailed in their drawings</li> <li>- Options overall for electives and PE, getting to pick what activity they want to do</li> </ul> <p>Areas for growth:</p> <ul style="list-style-type: none"> <li>- PE -- I hate teaching PE; not a multiple subject teacher</li> <li>- It would be great to have 3 7th grade crews</li> <li>- Loss of the visual arts program feels really jarring, especially to the MS students</li> <li>- It would be really hard to not have Debbie last year</li> </ul> <p>Importance of Spanish every day:</p> <ul style="list-style-type: none"> <li>- It's really difficult for students to stick with Spanish every day; English is so dominant -- it's important for them to have Spanish so that they maintain their home language</li> <li>- They're learning academic Spanish here</li> <li>- Especially thinking of our students who have recently arrived from other places, it's a great way for them to transition in and become proficient</li> <li>- Spanish is integral to our model and the values of our community</li> <li>- Supports Mam-speaking students</li> </ul>
2 min	Vote	<p>Proposal to spend \$39,000 on hiring a .4 Spanish teacher</p> <ul style="list-style-type: none"> <li>- All are in approval</li> </ul> <p>Intended Impact</p> <ul style="list-style-type: none"> <li>- Currently, with the budget as it stands, only <math>\frac{1}{3}</math> of middle schoolers will have access to Spanish instruction (55/170)</li> <li>- With additional .4 of a Spanish teacher, an additional, 50 students will have access to Spanish instruction, increasing our access to 105/170.</li> <li>- Newcomers will continue to develop their home language while developing English skills.</li> <li>- Will allow for Spanish differentiation by grade level</li> </ul>
1 min	Closing	<p>Additional thoughts?</p> <ul style="list-style-type: none"> <li>- How can we get additional funding to bring our visual arts program back too?</li> </ul>



PTSA Leadership Team Meeting  
Measure G1 Meeting  
Date: March 9, 2020  
Time: 4:30pm

Materials:

- 2019-2020 G1 [proposal](#)
- [2020-2021 G1 Proposal](#)

Participants:

Name	Role	Signature
Bri Zika	Principal	Couldn't be signed before shelter in place
Jose Gonzalez	5th Parent	Couldn't be signed before shelter in place
Ursula Aldana	7th Parent	Couldn't be signed before shelter in place

Time	Agenda	Notes
3 min	Check-In	Purpose of the meeting
2 min	What is G1?	<a href="#">Guidelines for Measure G1</a> Previous <a href="#">proposal</a> <a href="#">MLA SPSA 19-20</a>
5 min	G1 reflection at MLA	<ol style="list-style-type: none"><li>1. Self-reflection using the rubric<ol style="list-style-type: none"><li>a. See attached rubrics</li></ol></li><li>2. General feedback on MLA MS program:<ol style="list-style-type: none"><li>a. What's going well:<ol style="list-style-type: none"><li>i. Music program is growing and expanding</li><li>ii. Students have choice in electives from computer science to women's studies</li><li>iii. Newcomers are immediately integrated into the community through Spanish Language Arts</li><li>iv. Crew supports students with high school readiness</li><li>v. Teaching team is really strong and collaborative; kids feel held and</li></ol></li></ol></li></ol>

		<p>seen</p> <p>vi. Leadership program got back up and running this year</p> <p>b. Areas for growth:</p> <p>i. Next year we are losing \$400,000 from our budget so we won't have access to choice electives or Spanish for every student</p> <p>ii. Worry about the loss of Spanish for every student, especially for newcomers</p> <p>iii. Concern about impact on community if not all students have access to Spanish</p>
5 min	Vote	<p>Proposal to spend \$39,000 on hiring a .4 Spanish teacher</p> <ul style="list-style-type: none"> <li>- All are in approval</li> </ul> <p>Intended Impact</p> <ul style="list-style-type: none"> <li>- Currently, with the budget as it stands, only <math>\frac{1}{3}</math> of middle schoolers will have access to Spanish instruction (55/170)</li> <li>- With additional .4 of a Spanish teacher, an additional, 50 students will have access to Spanish instruction, increasing our access to 105/170.</li> <li>- Newcomers will continue to develop their home language while developing English skills.</li> <li>- Will allow for Spanish differentiation by grade level</li> </ul>
1 min	Closing	

**Measure G1**  
**Mid-Year Reflection 2019-20**  
**Due: February 3, 2020**

School:	Melrose Leadership Academy	Principal	Brianne Zika
School Address	4730 Fleming Avenue Oakland, CA 94619	Principal Email:	brianne.zika@ousd.org
School Phone	510-535-3832	Grant Amount	<b>\$33,271</b>
2018-19 LCFF Enrollment (6-8)	<b>78% 6-8</b> (42% TK-8)		

- Grant allocation is based on 2018-19 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		
<p>We are at Basic level on the Music program evaluation rubric. We are able to offer 2 elective periods of Introductory Music 4 times a week, and one Intermediate class 3 times a week. The teacher currently uses the stage for instruction. Next year we should have a classroom for the music program, and we will add the equivalent of an additional day a week of music. We are confident that this addition will move us from to Basic to closer to Sustaining. We will able offer a Band elective in addition to the already provided Introductory and Intermediate Music. This would allow us to respond to the increased student and parent demand for music instruction. In addition, having a .6FTE music teacher would allow us to integrate music into other parts of the school program, specifically development of Expeditions, school-wide assemblies, grade level celebrations and Expos.</p>		
Budget	2019-20 Activities	Anticipated Outcome
G1:\$500 (carryover)	We have \$500 in the budget to purchase new scores for our band class.	This will allow us to give more students the opportunity to take their instruments and musical scores home to practice at night.

**Mid-Year Reflection: Music Program**

<p><b>Narrative: Progress Towards Anticipated Outcomes</b>  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.</p>
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These carryover funds were just recently loaded into our budget. We have not yet spent them. We will be spending them this month.

## 2. *Art Program (PRELOADED)*

### Programmatic Narrative Based on Rubric

We are at the Basic level on the Art program evaluation rubric. We have secured qualified staffing, adjusted the schedule and secured the appropriate classroom and materials. We have diversified our course offering to include a 1-semester course for all 8th graders that culminates in a portfolio cover and artist's statement, as well as two sections of Introductory Visual Arts and one section of Intermediate Visual arts per semester. The 8th grade and Introductory courses meet 4 days a week, and the Intermediate course meets 3 times a week. For next year we are eager to provide an Introductory Painting course as well.

Budget	2019-20 Activities	Anticipated Outcome
G1:\$560 (carryover)	We have \$560 in the budget to purchase new visual arts materials for our 8th grade portfolio class.	This will allow us to give more 8th graders an opportunity to create high quality visual arts portfolios as part of their graduation requirements.
G1: \$500 (carryover)	We have \$500 in the budget to purchase new theater scripts for our brand new middle school theater elective.	This will allow us to give more 8th graders an opportunity to opt into an arts elective of their choice.

### 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.

These carryover funds were just recently loaded into our budget. We have not yet spent them. We will be spending them this month.

## 3. *World Language Program (PRELOADED)*

### Programmatic Narrative Based on Rubric

As a 90-10 Dual Immersion school (Spanish and English) we are solidly in the Sustaining category on the self assessment rubric. The area that would move us to thriving would be the integration of service-learning experiences within our Expeditions and advanced Spanish opportunities. Funding for these experiences has been consistently lacking. We would like to use the G1 funding to support an advanced Spanish class offered to 8th graders. This course would bridge our TK-8 immersion model and the World Languages model usually encountered at the high school level. It would focus on developing students' meta-linguistic frameworks and applied language opportunities in academic research and field work settings.

Budget	2019-20 Activities	Anticipated Outcome
\$33,271	Fund a .3 Spanish teacher to teach advanced Spanish	100% of students will qualify for biliteracy pathway by the end of 8th grade as measured by Avant

		Assessment
G1 \$3000 (Carryover)	We have \$3000 in this year's budget as carryover from last year's budget to purchase a Spanish library of high-interest books for each of our middle school Spanish classrooms.	100% of students will qualify for biliteracy pathway by the end of 8th grade as measured by Avant Assessment

#### ***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.

Staffing Funds: 100% of our middle schoolers are participating in a Spanish literacy class. This year, we were able to administer the Avant assessment with all of our students, establishing a baseline in Spanish literacy. We will administer the Avant again in the Spring to monitor students' progress and measure their growth.

Library Funds: These carryover funds were just recently loaded into our budget. We have not yet spent them. We will be spending them this month.

#### ***4. 5th to 6th Grade Enrollment Retention (PRELOADED)***

##### **Programmatic Narrative Based on Data Analysis**

[Required: Please reflect on school enrollment data here]

<b>Budget</b>	<b>2019-20 Activities</b>	<b>Anticipated Outcome</b>
N/A	N/A	N/A

#### ***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.

#### ***5. Safe and Positive School Culture (PRELOADED)***

##### **Programmatic Narrative Based on Data Analysis**

[Required: Please reflect on school culture data here]

<b>Budget</b>	<b>2019-20 Activities</b>	<b>Anticipated Outcome</b>
\$500 (carryover)	We have \$500 in our carryover budget to purchase an anti-drug curriculum to use in our middle school crew program.	Middle schoolers will be more aware of the dangers of vaping.

***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.

These carryover funds were just recently loaded into our budget. We have not yet spent them. We will be spending them this month.

***Please submit your 2019-20 Measure G1 Mid-year Self Reflection Form to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).***