



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2020-21 Measure G1

Grant Application

Due: March 26, 2020

School	Madison Park Academy	Contact	Lucinda Taylor
School Address	400 Capistrano Drive Oakland, CA 94603	Contact Email	lucinda.taylor@ousd.org
Principal	Lucinda Taylor	Principal Email	lucinda.taylor@ousd.org
School Phone	510-636-2701	Recommended Grant Amount*	\$136,356.00
2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)	290	2019-20 LCFF Enrollment	278

**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	1.0 FTE Drama Teacher - to increase access to drama, dance, chorus, and technical theater courses for our middle	\$109,612.78
2	.35 FTE Art Teacher - to increase access to art, and alignment to our Digital Design Pathway	\$38,364.47
3	Supplies for performances, floor mats, etc.	\$1,793.75
4		
5		
Budget Total (must add up to Current Grant Amount)		\$149,771

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	1.0 FTE Drama Teacher - to increase access to drama, dance, chorus, and technical theater courses for our middle school students.	\$119,820.00
2	Supplies for drama, dance, and technical theater	\$16,536.00
3		
4		
5		
Budget Total (must add up to Current Grant Amount)		\$136,356.00

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
Dr. Lucinda Taylor	Executive Principal
Colette Kang	TSA
Jessica Tucker	Math Coach, TSA
Layne Hamilton	Middle 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.

<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)
<i>Access and Equitable Opportunity</i>	Basic	Basic	<i>Access and Equitable Opportunity</i>	Basic	Basic
<i>Instructional Program</i>	Entry	Entry	<i>Instructional Program</i>	Entry	Entry
<i>Staffing</i>	Entry	Entry	<i>Staffing</i>	Entry	Entry
<i>Facilities</i>	Entry	Entry	<i>Facilities</i>	Entry	Entry
<i>Equipment and Materials</i>	Entry	Entry	<i>Equipment and Materials</i>	Entry	Entry
<i>Teacher Professional Learning</i>	Entry/Basic	Entry/Basic	<i>Teacher Professional Learning</i>	Entry/Basic	Entry/Basic
<u>World Language (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)			

Content and Course Offerings	Basic	Basic
Communication	Basic	Basic
Real world learning and Global competence	Basic	Basic

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2018-19 (last yr)	2019-20 (this yr)	Safe and Positive School Culture (SPSA)	2018-19 (last yr)	2019-20 (this yr)
Enrollment Data (20 day)			Suspension	SPF	SPF
ES Outreach Strategy Actions	Continue to build vertical alignment with new high school		Chronic Absence	SPF - We have seen a positive improvement in our middle school attendance due to electives.	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 Math/Science		CHKS data (District) or Culture/Climate survey	Data suggest students are happier at school.	Data suggest students are happier at school.

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
SSC Meeting	November 21, 2019

Staff Engagement Meeting(s)	
Staff Group	Date
Hayes Mansion Retreat	February 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		
[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] N/A		
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.
N/A		

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] While our initial hope was to hire one 1.0FTE theater/dance and one 0.35FTE art teacher, we were able 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 The Nutcracker, 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 The Lion King 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. This is the first year of MPA's middle school art program. Our middle school teacher is funded at a .35, which limited the number of sections she can teach. Our middle school students are enjoying art, and their work has been posted around our school. An art show was planned at the end of the school year.		
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.
119,820.00	1.0FTE Dance/Theater Teacher	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. Currently 47% of our 6th graders are in drama, dance, or technical theater, 26% of 7th graders, and 26% of 8th graders. 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.
16,536.00	Supplies, customues, music, supplies for upcoming performances	

3. World Language Program

Programmatic Narrative Based on Rubric		
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[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]
N/A

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.
N/A		

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]

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.

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.

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]

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 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, 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 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.

Please submit your 2020-21 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

DATE: 4/3/2020

10:00am @ Zoom

MPA SSC Emergency Meeting

Today's Agenda

<ol style="list-style-type: none">1. Call to Order2. Roll Call / Establishment of Quorum3. SSC and Community Engagement for G1 2020-214. Q&A5. Adjourn	<ol style="list-style-type: none">1. Llama para ordenar2. Pase de lista / Establecimiento de quórum3. SSC y participación comunitaria para G1 2020-214. Q&A5. Aplazar
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Documents provided: [G1 Funds](#)

Minutes

<ol style="list-style-type: none">1. Meeting opened at 10am<ol style="list-style-type: none">a. Purpose of this meeting G1: It is a grant that district applied for and it is for bringing electives to Middle School only, not applicable to High school.2. Members in attendance: Dr. Taylor, Mr. Langer, Mrs. Seitu, Mr. Wooldridge, Mr. Alvarado, Ms. Williams, Mr. Sneed (arrived late)3. SSC and Community Engagement for G1 2020-21<ol style="list-style-type: none">a. We received \$136,356 for the 20-21 year. They are projecting that we will have a reduction in MS students I Taylor doesn't agree but we will move forward with 278.b. The G1 grant is funded based on number of students. We voted in to use G1 overages in supplies for the art class and a new floor for dance. This amount is lower this year because we do not have the overage.c. \$136, 356 is what we are receiving for 20-21 year, but it can be modified if we have more than 278 students in MS.d. The summary of approved expenditure for 2019-20: we got \$149,771. We used those dollars to fund a 1.0 FTE drama teacher, and a .35 FTE art teacher, and supplies for performances. We had an overage and we used the	<ol style="list-style-type: none">1. Reunión abierta a las 10 a.m.<ol style="list-style-type: none">a. Propósito de esta reunión G1: Es una subvención que el distrito solicitó y es para traer cursos electivos a la escuela secundaria solamente, no aplicable a la escuela secundaria.2. Miembros presentes: Dr. Taylor, Sr. Langer, Sra. Seitu, Sr. Wooldridge, Sr. Alvarado, Sra. Williams, Sr. Sneed (llegaron tarde)3. SSC y participación comunitaria para G1 2020-21<ol style="list-style-type: none">a. Recibimos \$ 136,356 por el año 20-21. Están proyectando que tendremos una reducción en los estudiantes de maestría. Taylor no está de acuerdo, pero avanzaremos con 278.b. La beca G1 se financia en función del número de estudiantes. Votamos para usar los excedentes G1 en suministros para la clase de arte y un nuevo piso para el baile. Este monto es menor este año porque no tenemos el excedente.c. \$ 136, 356 es lo que estamos recibiendo durante 20-21 años, pero se puede modificar si tenemos más de 278 estudiantes en la EM.d. El resumen de los gastos aprobados para 2019-20:
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supply ammount and the 16 thousand to fund all the supplies for G1 teachers and department this year.

- i. Did the .35 change for the art teacher?
- ii. No she has been subbing to cover the computer science teacher, but her G1 classes have continued for middle school.

(Mark Sneed Joins at 10:10am)

- e. So we can see in the summary of proposed expenditures we are only funding for the 1.0 FTE Drama teacher to increase access to drama, dance, chorus and technical theature to MS students. And Taiwo will be happy to hear this, that next year you will have \$16,536 for supplies for drama, dance, and technical theatre.

- i. Does that mean we are not doing art anymore?
- ii. Thanks to the number of students we have at MPA, we are able to fund Arie, (the art teacher) without using G1 funds, which will give high school the ability to have art classes as well.

- f. This is all we are required to report. Are there any questions?

- i. No questions

4. Meeting is adjourned at 10:11am.

obtuvimos \$ 149,771. Usamos esos dólares para financiar a un maestro de teatro de 1.0 FTE, y un maestro de arte de .35 FTE, y suministros para perfmances. Tuvimos un excedente y usamos la cantidad de suministros y los 16 mil para financiar todos los suministros para maestros y departamento de G1 este año.

- i. ¿Cambió el .35 para el profesor de arte?
- ii. No, ella ha estado sustituyendo a la maestra de informática, pero sus clases de G1 han continuado para la escuela secundaria.

(Mark Sneed se une a las 10:10 am)

- e. Por lo tanto, podemos ver en el resumen de los gastos propuestos que solo estamos financiando para el maestro de Drama 1.0 FTE para aumentar el acceso al drama, la danza, el coro y la naturaleza técnica para los estudiantes de MS. Y Taiwo estará feliz de escuchar esto, que el próximo año tendrá \$ 16,536 para suministros para teatro, danza y teatro técnico.

- i. ¿Eso significa que ya no estamos haciendo arte?
- ii. Gracias a la cantidad de estudiantes que tenemos en MPA, podemos financiar a Arie (la maestra de arte) sin usar fondos G1, lo que le dará a la escuela secundaria la posibilidad de tener clases de arte también.

- f. Esto es todo lo que debemos informar. ¿Hay alguna pregunta?

- i. Sin preguntas

4. Se levanta la sesión a las 10:11 am.

Minutes from Previous meeting

- 5. Members in attendance: Mr. Langer, Mr. Woolridge, Mr. Alvarado, Sra Bibiano, Ms. Williams, Dr. Taylor, Mr. Sneed, Ms. Seitu

- 5. Miembros presentes: Sr. Langer, Sr. Woolridge, Sr. Alvarado, Sra Bibiano, Sra. Williams, Dr. Taylor, Sr. Sneed, Sra. Seitu
- 6. Quórum establecido a las 3:41

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| <p>6. Quorum established at 3:41</p> <p>7. Review and approval of previous minutes. Motioned by Langer to approve, seconded by Dr. Taylor. Vote is in Unanimous approval.</p> <p>8. We finished our WASC submission yesterday. They WASC committee went through every class and talked to students, staff, teachers. We passed every category at proficient or above proficient.</p> <ul style="list-style-type: none"> a. There were 3 recommendations <ul style="list-style-type: none"> i. ELLSERS (expected schoolwide learning results) : take our 4P's and have students see them as core values for life skills. How do these values prepare them for life after school. ii. Increase buy in and involvement of parents and families, and community members to play a larger role in campus iii. Teachers implementing SBG have a clear throughline of where to start and end. b. To address this, we are looking to build back the parent center. We want to develop a survey for getting feedback from parents to bring to the SSC or other agencies able to enact policy changes c. Climate and Culture, 4P's: Implement a rubric tied to the 4 P's for how students are internalizing them. Continue to celebrate student exemplars of the 4P's but also students would be able to self-assess. d. More posters, advisory time for SBG, better use of Jupiter to communicate with families about SBG. e. We should receive a formal letter from WASC at end of February designating if it is a 3 or 6 year license. <p>9. Purchases</p> <ul style="list-style-type: none"> a. Discussion of No RedInk <ul style="list-style-type: none"> i. No redink premium motion by Alvarado, seconded by Williams: Vote is in Unanimous approval | <p>7. Revisión y aprobación de actas anteriores. Moción de Langer para aprobar, secundada por el Dr. Taylor. El voto está en aprobación unánime.</p> <p>8. Terminamos nuestra presentación de WASC ayer. El comité de WASC revisó todas las clases y habló con los estudiantes, el personal y los maestros. Pasamos todas las categorías a nivel competente o superior.</p> <ul style="list-style-type: none"> a. Hubo 3 recomendaciones <ul style="list-style-type: none"> i. ELLSERS (resultados esperados de aprendizaje en toda la escuela): tome nuestros 4P y haga que los estudiantes los vean como valores fundamentales para las habilidades para la vida. ¿Cómo los preparan estos valores para la vida después de la escuela? ii. Aumentar la aceptación y la participación de los padres y las familias, y los miembros de la comunidad para desempeñar un papel más importante en el campus. iii. Los maestros que implementan SBG tienen una línea clara de dónde comenzar y terminar. b. Para abordar esto, buscamos reconstruir el centro para padres. Queremos desarrollar una encuesta para obtener comentarios de los padres para llevarlos al SSC u otras agencias capaces de promulgar cambios en las políticas. c. Clima y cultura, 4P: implemente una rúbrica vinculada a las 4 P sobre cómo los estudiantes los internalizan. Continuar celebrando a los estudiantes ejemplares de los 4P, pero también los estudiantes podrán autoevaluarse. d. Más carteles, tiempo de asesoramiento para SBG, mejor uso de Júpiter para comunicarse con las familias sobre SBG. e. Deberíamos recibir una carta formal de WASC al final de febrero que indique si es una licencia de 3 o 6 años. <p>9. Compras</p> |
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- b. News ELA for the site, \$8000. Motion by Williams to vote, seconded by LC: Vote is in Unanimous approval
- c. English Picture Dictionaries for newcomers, \$900.
 - i. Motion to approve purchase; we will table this vote until we have more precise numbers on how many we need and what the cost will be
- d. IXL: \$3588 for 12 middle school math classes
 - i. Table this until we have considered high school classes that should be included.
- e. Headphones \$594.90. Dr. Taylor motions to approve the purchase of headphones, seconded by Williams: Vote is in Unanimous approval
- f. Prodigy: \$3600 for the middle school. Motion by Dr. Taylor to approve the purchase of prodigy subscription, seconded by Seitu: Vote is in Unanimous approval.
- g. Solar Car Engineering kits, \$604 for science. Benefits EL's through project based hands on learning encouraging speaking and listening. We can follow up with the physics teacher if she would like more.
 - i. Motion to approve by Williams. Seconded by Sneed, with the stipulation that we follow up with the teacher to see if she would like more: Vote is in Unanimous approval
- h. SPED 1:1 computers for four SPED students, to take with them throughout the school day.
 - i. Motion by sneed to approve, seconded By Alvarado to approve the request for computers for SPED. Vote is in Unanimous approval
- i. Computer Cart: \$1167.88. Motion by Dr. Taylor to approve purchase, Seconded by Sneed. UNanimous approval
- j. Computers, set of 33: \$7886.38 Motioned by Dr. Taylor, seconded by Alvarado. Vote is in Unanimous approval
- k. 7 Projectors: \$2800 We are replacing some projectors which have been stolen. We have updated policies to secure them in classrooms.

- a. Discusión de No RedInk
- b. No hay moción de redink premium de Alvarado, secundada por Williams: el voto se aprueba por unanimidad
- c. Noticias ELA para el sitio, \$ 8000. Moción de Williams para votar, apoyada por LC: el voto se aprueba por unanimidad
 - i. Inglés Picture Dictionaries para recién llegados, \$ 900. Moción para aprobar la compra; presentaremos esta votación hasta que tengamos números más precisos sobre cuántos necesitamos y cuál será el costo
- d. IXL: \$ 3588 por 12 clases de matemáticas en la escuela intermedia
 - i. Presente esto hasta que hayamos considerado las clases de secundaria que deberían incluirse.
- e. Auriculares \$ 594.90. El Dr. Taylor hace una moción para aprobar la compra de audífonos, apoyada por Williams: el voto está en aprobación unánime
- f. Prodigio: \$ 3600 para la escuela secundaria. Moción del Dr. Taylor para aprobar la compra de la suscripción prodigio, secundada por Seitu: Vote está en aprobación unánime.
- g. Kits de ingeniería de automóviles solares, \$ 604 para ciencia. Beneficia a los estudiantes EL a través del aprendizaje basado en proyectos para fomentar el habla y la escucha. Podemos hacer un seguimiento con la maestra de física si a ella le gustaría más.
 - i. Moción para aprobar por Williams. Secundado por Sneed, con la estipulación de que hacemos un seguimiento con la maestra para ver si le gustaría más: el voto está en aprobación unánime
- h. Computadoras SPED 1: 1 para cuatro estudiantes SPED, para llevar con ellos durante todo el día escolar.
 - i. Moción de sneed para aprobar, secundada por

<ul style="list-style-type: none">i. Motion to approve by Dr. Taylor, seconded by Langer. Vote is in Unanimous approvall. 3 Document Cameras: \$700 Motion by Dr. Taylor to approve, seconded by Sneed. Unanimous approval.m. We have about \$28,000 left to spend. <p>10. SSC Alternates</p> <ul style="list-style-type: none">a. Parents: Mrs. Johnson is interested in being an alternate.b. Students: No students are present to vote. However, Christina Jackson said she would be willing to be an alternate. Jamar recommended Denisse Capuchino, who students voted into student government to fulfill his duties.c. Table to appoint alternates at the next meeting they are available and present.d. Meeting adjourned at 4:48 pm.	<p>Alvarado para aprobar la solicitud de computadoras para SPED. El voto está en aprobación unánime</p> <ul style="list-style-type: none">i. Carro de la computadora: \$ 1167.88. Moción del Dr. Taylor para aprobar la compra, Secundada por Sneed. Aprobación unánimej. Computadoras, juego de 33: \$ 7886.38 Moción del Dr. Taylor, secundada por Alvarado. El voto está en aprobación unánimek. 7 Proyectoros: \$ 2800 Estamos reemplazando algunos proyectores que han sido robados. Hemos actualizado las políticas para asegurarlos en las aulas.<ul style="list-style-type: none">i. Moción para aprobar por el Dr. Taylor, apoyada por Langer. El voto está en aprobación unánimel. 3 Cámaras de documentos: \$ 700 Moción del Dr. Taylor para aprobar, secundada por Sneed. Aprobación unánime.m. Nos quedan unos \$ 28,000 para gastar. <p>10. Suplentes SSC</p> <ul style="list-style-type: none">a. Padres: la Sra. Johnson está interesada en ser un suplente.b. Estudiantes: no hay estudiantes presentes para votar. Sin embargo, Christina Jackson dijo que estaría dispuesta a ser una alternativa. Jamar recomendó a Denisse Capuchino, a quien los estudiantes votaron en el gobierno estudiantil para cumplir con sus deberes.c. Mesa para nombrar suplentes en la próxima reunión están disponibles y presentes.d. Se levantó la sesión a las 4:48 pm.
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Emergency Meeting | Emergencia Cita

School Site Council

Comite Escolar

Date: Friday, April 3

Fecha: Viernes, 3 de Abril

Time/Hora: 10:00 am

Place/Lugar: Zoom:

<https://ousd.zoom.us/j/7476894122>

Agenda

<ol style="list-style-type: none">1. Welcome and establish quorum2. SSC and Community Engagement for G1 2020-213. Adjourn	<ol style="list-style-type: none">1. Bienvenido y establecer quórum2. SSC y participación comunitaria para G1 2020-213. Aplazar
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School Site Council

Sign-In

School: Madison Park Academy Upper Campus

Date: 4/3/2020

Printed Name	Signature	Other Staff or Teacher	Parent or Student	Student
Principal: Dr. Taylor	Present - Zoom			
Teacher: Karl Langer-Croager	Present - Zoom	✓		
Teacher: Mark Sneed	Present - Zoom	✓		
Teacher: Taiwo Seitu	Present - Zoom	✓		
Teacher: De'Shawn Woolridge	Present - Zoom	✓		
Other Staff: Francisco Alvarado	Present - Zoom	✓		
Parent: Victor Acevez			✓	
Parent: Veronica Bibiano			✓	
Parent: Deandre Williams	Present - Zoom		✓	
Student: Jamar Jerell-Taylor				✓
Student: Tamah Love				✓
Student: Ronell McZeal				✓

District Buy-Back Day 2020
Madison Park Academy
January 31 - February 1, 2020
Location: [Hayes Mansion](#)



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

200 Edenvale Ave, San Jose, CA 95136
 January 30 - February 2, 2020

<i>MPA Core Values</i>	<i>Mission/Vision</i>	<i>MPA Norms</i>
<ul style="list-style-type: none"> • Pride • Purpose • Perseverance • Possibilities 	<p>MPA's vision is that our students graduate prepared for college and career as curious, innovative, creative problem solvers who demonstrate character and strive to build a more just community for themselves and others.</p> <p>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.</p>	<p><u>Community Norms and Agreements</u></p> <ul style="list-style-type: none"> • We will treat each other with respect and be flexible • We will be present both physically and mentally and use technology appropriately • We will use our time wisely, starting and ending our meetings on time • Topics outside the agenda will be documented and tabled for a later time • We will each notify the team in advance of any absences "comings & goings" • We will complete our assigned tasks by our assigned deadlines • We will be clear about when we are deciding vs. recommending

Site/Session Outcomes
<p>Yearly Outcomes: MPA Teachers will be able to:</p> <ul style="list-style-type: none"> • L1: Systems-- Greet MPA students at door, BBC, Do Now/Bell-to-Bell, Jupiter • L2: Coaching-- Observe and provide feedback to teachers, focusing on student learning outcomes and the quality of the task. • L3: Leading Teams-- Guide teams in backwards planning from standards and using data, including authentic student work, to assess the progress of students using Standards Based Grading <p>Today's Outcomes: MPA Teachers will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Build a shared sense of purpose and the collective will and capacity to move the work forward. <input type="checkbox"/> Build community with colleagues <input type="checkbox"/> Calibrate around standards based grading for writing and math tasks <input type="checkbox"/> Write and assess strong content objectives, language objectives, and standards-based learning targets <input type="checkbox"/> Backwards plan units, integrate academic language, and embed formative assessment into my daily curriculum <input type="checkbox"/> Plan and create engaging PBL lessons, incorporate authentic WBL opportunities into my curriculum, and facilitate successful group work <input type="checkbox"/> Understand trauma as it relates to yourself in an effort to improve your classroom and relationship with students <input type="checkbox"/> Identify how we can utilize our passions as a coping tool to create warmth environment in the classroom.

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Friday, January 31, 2020

Time	Activity	Lead/Facilitator or
8:00-9:00am 60 min.	Good morning! - WELCOME <ul style="list-style-type: none"> • Hayes Mansion • Breakfast - Silver Creek Restaurant Dining Hall • Room Assignment • Scavenger Hunt • Sign up for AM & PM Rotations 	Taylor/ALT
9:00-9:15am 15 min.	Intentional Opening: <ul style="list-style-type: none"> • Centering- Mindfulness, settling into the space • Circle: Silent activity-What do you need from colleagues in this space? What can you offer colleagues in this space? 	ALT/Kyle Paper and Markers
9:15 - 9:30am 15 min.	Overview of Framing of Day <ul style="list-style-type: none"> • Agenda and Outcomes • Videos 1-5 	Taylor
9:30 - 9:50am 20 min.	Data Celebration: Department Leaders share data <ul style="list-style-type: none"> - Data points - SPSA Goals - Videos 6- 11 	Terrazas, William/ILT Department Leads
9:50-10:50a m 1 hour	Objective: <i>Calibrate around Standards Based Grading</i> <i>Session Outcomes: Look at Math and Writing Samples that represent scores of 1-4.</i> <i>Determine as a group, how we calibrate and why?</i> Standards Based Grading Agenda Videos 12-16	Gomes (Facilitator) Langer (Facilitator)
10:50-12:50 am 2 hours	AM Station Rotations: Teacher Support (5 min) Directions: Sign up for 4 out of the 5 possible stations. There will be 10 slots per facilitator per time block. <i>Sample schedule</i> Time Slot 1 (10:55-11:20 AM): (25 min) (5 min) transition Time Slot 2 (11:25 - 11:50 AM): (25 min) (5 min) transition Time Slot 3 (11:55 - 12:20 AM):(25 min) (5 min) transition Time Slot 4 (12:25 - 12:50 PM : (25 min) <ul style="list-style-type: none"> • A: Learning Target Station/BBC-- Claudia Frankel • B: Language Objective - Colette Kang/Gomes • C: Academic language -- Pilar Mendez-Cruz • D: Formative Assessment -- Annabel Wang • E: Planning Time with Department Lead, Coaches, or Team - Support Staff will be working collectively during this section. 	Teacher Leaders

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12:50-1:30p m 40 min.	Lunch: Silver Creek Restaurant Dining Hall	
1:30-1:55pm 25 min.	RJ Circle/Team Builder - Support circle- Shoulder Tap Videos 17- 21	Kyle
1:55-3:55pm 2 hours	PM Station Rotations: Teacher Support (5 min) Directions: Sign up for 4 out of the 5 possible stations. There will be 10 slots per facilitator per time block. <i>Sample schedule</i> Time Slot 1 (2:00-2:25): (25 min) (5 min) transition Time Slot 2 (2:30-2:55): (25 min) (5 min) transition Time Slot 3 (3:00-3:25): (25 min) (5 min) transition Time Slot 4 (3:30 - 3:55): (25 min) <u>Station Rotations: Teacher Support Cont.</u> <ul style="list-style-type: none"> • F. PBL - Annie • G: WBL - Bianca • H: Backwards Unit planning -- Billings • I: Accountable Groupings -- Dr. Sayavedra • J: Planning Time with Department Lead, Coaches, or Team - Support Staff will be working collectively during this section. 	Teacher Leaders
3:55-4:10pm 15 min.	Break	
4:10-4:25 pm 15 Min	<u>Trauma and Resilience</u> Trauma Informed Leadership <ul style="list-style-type: none"> - Read article - Answer questions <ul style="list-style-type: none"> - What is one thing you identify w/ in article? - One thing that is alien/foreign to you? - Identify a feeling that came to you as a result of this article - What question(s) came up for you? 	Slater
4:25 - 5:00 pm 35 min	Intro into Adverse Childhood Experiences <ul style="list-style-type: none"> - Anonymous ACE Survey (8 min) - Discussion and Activity (15 min) <ul style="list-style-type: none"> - Get score - Put on paper secretly in bin - Take out number and go stand with them - Look around room to see the scores of the staff (staff are NOT standing with THEIR score) - Discuss: <ul style="list-style-type: none"> - Look around... what observations can you make about us as a group? Hi - How does it feel to see our shared trauma? - How do you feel in your current space? 	Terrazas and Francisco

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	<ul style="list-style-type: none"> - THEN move by score (0-2, 3-4, 5-6, 7-8, 9-10) and discuss <ul style="list-style-type: none"> - What observations can you make? - What patterns do you see? 	
5:00- 5:10 10 min	Transition to our teaching practice <ul style="list-style-type: none"> • How does TRAUMA enter the classroom? (our own or our students) • How do we get through our lessons on days when we feel trauma in the room? <p>Passion can be one way not the only way. Today we are going to focus on <u>passion</u></p> <ul style="list-style-type: none"> • How do we use our PASSION for our subject matter and our PASSION for teaching to get through these days? <p>Tawana & Chew (Math-Stem thing) Mendez & Bryce (how we bring out passion for our subject matter in the classroom with specific examples) Slater & Brune? Classroom Environment Delayne & Woolridge & Monteiro? Relationships</p>	Tawana
5:10-5:35pm 25 min	Planning What are you going to implement in your classroom and reflects your passion and can motivate students? Teachers can elect to sit with teachers who shared based on their focus. Put what you planned in the slide deck.	Tawana
5:35-6:30 pm 45 min.	<u>Community Building Art project:</u> All teachers will be receiving a piece of a “puzzle”. As a group we will be using materials of your choice to fill in your specific puzzle piece. Sections labeled “dark” should be colored/filled in with darker colors/collage materials. Lighter sections should be colored filled with lighter materials. Show your unique personality. Use words, colors, pictures, ANYTHING! Videos 28-33	Rice
6:30-6:45pm	<u>Teacher Reflection:</u> Take sticky notes, reflect on the buckets around the room. What are strengths and areas of improvement for each area?	Taylor
6:45-6:55pm	Exit Ticket	ALT
7:00pm	Dinner - Silver Creek Restaurant Dining Hall	

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Saturday, February 1, 2020

Time	Activity	Lead/Facilitator
8:00 - 8:30am 30 min.	Good morning! - WELCOME <ul style="list-style-type: none"> Breakfast - Silver Creek Restaurant Dining Hall 	Taylor/ALT
8:30-8:45am 15 min.	Take Off Videos 55-60	Terrazas
8:45-9:25am 40 min.	<p><u>Alignment: How do we share what we are doing and get aligned?</u></p> <div> <p><u>Leadership Team Discussion</u></p> <ul style="list-style-type: none"> What were the successes for CC/ILT 2019-20? Have we met our goals? <p>10 min.</p> </div> <div> <p><u>Leadership Team Planning</u></p> <ul style="list-style-type: none"> What will be the focus for CC/ILT 2019-20, 2020-21? <p>10 min.</p> </div> <div> <p><u>Gallery Walk</u></p> <ul style="list-style-type: none"> Star areas of alignment Question mark areas that do not align Exclamation point areas of focus for next year <p>10 min</p> </div> <div> <p><u>Share Out/Conversation</u></p> <ul style="list-style-type: none"> How are WE aligned? How do we know? How do we align this work for 2020-21? <p>10 min</p> </div>	ALT
9:25-11:45am 1 hours, 30 min	<p>Videos 61-66</p> <p><u>New High School/Middle School:</u></p> <ul style="list-style-type: none"> 5 minutes Taylor Digital Tour 20 minutes Configuration of High School/Middle School <ul style="list-style-type: none"> Split into MS/HS <ul style="list-style-type: none"> HS <ul style="list-style-type: none"> Review, changes MS <ul style="list-style-type: none"> Review/changes 15 minutes feedback/questions about the new building (add to the left section) 30 minutes for forming policies/Middle and High School Groups 20 minutes share out (MS Culture Plan) 	Taylor Last year's SlideDeck for planning is linked here . Room assignment from last year linked here .
11:45-12:30pm 45 min.	Videos 67-72	ALT



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<p>9 min each</p>	<p><u>Rotations based on Aligned buckets (CC/ILT) Groups will work to create plans for these areas:</u> (You will be given policies inclusive of safety requirements, but groups should work to support any needed change.)</p> <ul style="list-style-type: none"> ● Groups will work to create plans for these areas: <ul style="list-style-type: none"> ○ <u>Bell Schedule (Taylor)</u> <ul style="list-style-type: none"> ■ Look at and react to MS/HS bell schedule <u>DRAFT Bell Schedule 2020-2021 Bell Schedule 2019-20</u> ■ What is the plan for high school students during the drop off time in the morning, 7:30am - 8:30am? <p>Should MS start at 8;30 too?</p> <ul style="list-style-type: none"> - Would 15 min difference help - Would we be able to start at 8:30 - Traffic might get worse? Or they might get better? If lighthouse is open at 8am - G1- Elective Budget 2020-21 \$139,419.85 (Taylor, Seitu) (How many G1 Electives Classes for 2020-21? Will Dance/Theater have their own classroom? <p>We have parents who drop off students at 7:30/8. How can we manage this time?</p> <ul style="list-style-type: none"> - Hour of students unsupervised <p>Middle School/High School Overlap</p> <ul style="list-style-type: none"> - 3 full period and ssr after lunch - Students are most tired and have the most discipline issues <p>Wednesday, is a longer day</p> <ul style="list-style-type: none"> - High school lunch and ms lunch overlap <p>Teaching lines → Middle school will like to keep the same teaching lines SSR needs to occur during non pe time High school is visible to middle school when they are at lunch</p> <p>Zero period→ extended contract Lunch; is it too early because they would be hungry at the end of the day</p> <p>Advisory;</p> <ul style="list-style-type: none"> - easier to have before lunch→ easier to focus on the class, than prepping for the class. - Absorbing the tardies - Snack time in the afternoon, is that a possibility? [<ul style="list-style-type: none"> ○ <u>New Teacher Support (Terrazas, Bianca)</u> <ul style="list-style-type: none"> ■ What is working? What are areas for growth? ■ What should we recommend for next year? ○ <u>6-12 Academic Support/Credit Recovery (Williams, Yanira)</u> <ul style="list-style-type: none"> ■ What does the data say around who we are able to support 2nd Semester? ■ What would that look like? ■ What type of plan will we set up for the 20-21 school year 	
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	<ul style="list-style-type: none"> ○ 6-12 Literacy and Math Intervention (Kang, Tucker) <ul style="list-style-type: none"> ■ What is working? What are areas for growth? What should we recommend for next year? ○ Advisory (Hatch, Layne) <ul style="list-style-type: none"> ■ Given current parameters, how do we have quality advisories across the board? ■ How do we increase student buy in an attendance? 	
12:30-1:30pm	Lunch: Silver Creek Restaurant Dining Hall	
1:30-2:30pm	<p>Videos 73-77</p> <p>Continued Aligned buckets (CC/ILT) Groups will work to create plans for these areas: (Policy recommendations for these areas.)</p> <ul style="list-style-type: none"> ○ Bell Schedule (Taylor) DRAFT Bell Schedule 2020-2021 <ul style="list-style-type: none"> ■ Bell Schedule 2019-20 ○ New Teacher Support (Terrazas, Bianca) ○ Academic Support/Credit Recovery (Williams,Yanira) ○ Literacy and MathIntervention (Kang, Tucker) ○ Advisory (Hatch, Layne) 	ILT/CC
2:30-3:00pm	Break	
3:00-5:00pm	<p>CC 2019-20 Agenda/ILT 2019-20 Agenda</p> <ul style="list-style-type: none"> - Building out calendars for next year? - Completing calendaring for this year? <p>Culture and Climate</p> <ul style="list-style-type: none"> - Examine Survey Results from Racial Courageous Conversations - Building out PD calendar for rest of year - Setting Goals for next year (+/- of the team of itself) - Activities Calendar - Tardy Norming? <p>https://sites.google.com/view/mpaportal/home/mpa-activities-calendar</p> <p>Instructional Leadership Team Aligning activities calendar to testing calendar Building out PD Calendar for the rest of 19-20 school year Goal setting for 20-21 school year (see tool)</p>	Terrazas, Williams
5:00-7:00pm	<u>Building Community within Leadership Teams</u>	Terrazas, Williams
7:00-8:00pm	Dinner - Silver Creek Restaurant Dining Hall	

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

School:	Madison Park Academy	Principal	Lucinda Taylor
School Address	470 El Paseo Drive Oakland, CA 94603	Principal Email:	lucinda.taylor@ousd.org
School Phone	510-636-7919	Grant Amount	\$149,771
2018-19 LCFF Enrollment (6-8)	215		

- 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		
N/A, Not yet.		
Budget	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

Mid-Year Reflection: Music Program

<p>Narrative: Progress Towards Anticipated Outcomes</p> <p>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>
<p>MPA has hired both the 1.0 FTE dance/drama teacher, and a .35FTE Art teacher.</p>

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric

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 learn, design and contribute to all of the pieces of building productions. For example, to prepare for our fall productions of *The Nutcracker*, 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 *The Lion King* for our spring production. 2019-20 we will include the desire of students and staff for a 0.35 art teacher in support of our high school digital design pathway.

Budget	2019-20 Activities	Anticipated Outcome
\$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 accommodate up to 168 students (drama classes may have up to 168 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. 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	

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.

MPA has hired our .35FTE Art teacher to support our 7th and 8th grade students.

3. *World Language Program (PRELOADED)*

Programmatic Narrative Based on Rubric

Currently MPA does not offer a World Language Program. While several of our advisories regularly study world language with Duolingo application, we do not plan to launch formal World Language Program for the 2020-21 School year. With limited funds we will not apply our funds to this year. However, we hope to build out a World Language Program in the next couple of years.

Budget	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

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.

N/A

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

Programmatic Narrative Based on Data Analysis

We learned our students are very interested in the arts, and enjoy music, dance and drama. We are expanding the exposure of these options to our rising 5th graders. Our parents also agreed our students should continue to participate in the options for electives.

Budget	2019-20 Activities	Anticipated Outcome
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.

N/A

5. Safe and Positive School Culture (PRELOADED)**Programmatic Narrative Based on Data Analysis**

Although many of our elective classes have been larger in size than our regular PE program, our teachers are strong and 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, 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	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

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.

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).