



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

2020-21 Measure G1
Grant Application
Due: March 26, 2020 Revised: April 27, 2020

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

**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		
Budget Total (must add up to Current Grant Amount)		\$33,271

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	.5 FTE Provide World Language (Spanish)	\$37,178.00
2	Spanish Instructional Materials	\$2,070.00
3		
4		
5		
Budget Total (must add up to Current Grant Amount)		\$39,248.00

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

Communication	Sustaining	Sustaining
Real world learning and Global competence	Sustaining	Sustaining

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)	We met projection and are now over projection	We met projection and are now over projection	Suspension	1	2
ES Outreach Strategy Actions	We are a TK-8 program	We are a TK-8 program	Chronic Absence	.7	No data available yet.
Programs to support ES students transition to MS	We are a TK-8 program	We are a TK-8 program; 6th grade camping trip; Crew	CHKS data (District) or Culture/Climate survey	--	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.**

Community Engagement Meeting(s)	
Community Group	Date
PTSA Leadership Team Meeting	March 9, 2020

Staff Engagement Meeting(s)	
Staff Group	Date
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		
MLA's world language program has been building over time, but has not been able to offer access to all students. The increase of a Spanish teacher from .3 to .5 would enable our program to offer Spanish to all 8th graders, instead of just some. It would also enable us to offer a new Spanish as a Foreign Language (accelerated) class for our newcomers whose home language is neither English nor Spanish -- such as Mam.		
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	.5 of a Spanish Teacher's salary and benefits \$2027 for Spanish instructional supplies	60 middle schoolers will have access to Spanish Language Arts instruction (2 sections of 3), 15 students whose first language is neither Spanish nor English will have access to accelerated Spanish as a foreign language (1 section of 15); all 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) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).