



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

<b>2021-22 Measure G1</b>
<b>Grant Application</b>
<b>Due: March 26, 2021</b>

<b>School</b>	Envision Academy	<b>Contact</b>	Marjorie Johnson Sele Nadel-Hayes
<b>School Address</b>	991 14th Street Oakland, CA 94607	<b>Contact Email</b>	mjohnson@envisionacademy.org sele@envisionschools.org
<b>Principal</b>	Marjorie Johnson	<b>Principal Email</b>	mjohnson@envisionacademy.org
<b>School Phone</b>	510-473-3886	<b>Recommended Grant Amount*</b>	<b>\$19,717.00</b>
<b>2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)</b>	<b>51</b>	<b>2020-21 LCFF Enrollment</b>	<b>42</b>

*\*Allocation of funds will be based on the prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.*

**Summary of Approved Expenditures from 2020-21**

2020-21 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
<b>1</b>	Contract with The Peoples' Conservatory to provide instruction and performance opportunities for students in visual and performing arts.	\$13,525.00
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$13,525.00</b>

**Summary of Proposed Expenditures for 2021-22 (listed in order of priority)**

2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
<b>1</b>	Contract with The Peoples' Conservatory to provide instruction and performance opportunities for student in technology-integrated visual and performing arts.	\$19,678.00
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$19,678.00</b>

School Demographics		Student Body Ethnic Composition	
Male	51%	Asian/Pacific Islander	1%
Female	49%	Latinx	13%
% LCFF	72.34%	Black or African-American	61%
% SPED RSP	100% of students with IEPs receive RSP services	White	2%
% SPED Mild-Moderate	20% are students with IEPs of which 75% are Mild-Moderate and 25% are Moderate-Severe	Indigenous or Native American	0%
% English Learners	5%	Multiracial	23%

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	School Role
Marjorie Johnson	Principal
Kimada Nia-Showers	Office Manager
Jessi Stein	Lead Learning Specialist
Jenna Quan	Teacher
Mahogney Turner	Teacher

% Oakland Residents	87%		
---------------------	-----	--	--

#### 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>	2019-20 (last yr)	2020-21 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2019-20 (last yr)	2020-21 (this yr)
<i>Access and Equitable Opportunity</i>	Entry	Entry	<i>Access and Equitable Opportunity</i>	Entry	Entry
<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	Entry	<i>Teacher Professional Learning</i>	Entry	Entry
<u>World Language (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)			
<i>Content and Course Offerings</i>	Emerging	Emerging			
<i>Communication</i>	Developing	Emerging			
<i>Real world learning and Global competence</i>	Developing	Developing			

#### Measure G1 Data Analysis

<i>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment )</i>	2019-20 (last yr)	2020-21 (this yr)	<i>Safe and Positive School Culture (SPSA)</i>	2019-20 (last yr)	2020-21 (this yr)
<i>Enrollment Data (20 day)</i>			<i>Suspension</i>		
<i>ES Outreach Strategy Actions</i>			<i>Chronic Absence</i>		
<i>Programs to support ES students transition to MS</i>			<i>CHKS data (District) or Culture/Climate survey</i>		

**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
Envision Academy Middle Grades Panther Family Association (PFAM)	3/24/21

Staff Engagement Meeting(s)	
Staff Group	Date
EAMG Lead team	3/22/21

#### 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.

5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

### 1. Music Program

Programmatic Narrative Based on Rubric		
EAMG students participate in music-based arts instruction through The Peoples' Conservatory programming. EAMG did not receive Measure G1 funding to support this music programming in the 2020-21 school year.		
Budget	Description of 2021-22 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.

### 2. Art Program

Programmatic Narrative Based on Rubric		
EAMG students participate in visual and performing arts instruction through optional The Peoples' Conservatory (TPC) programming after school and in a required Theater and Physical Activities course offered by a credentialed teacher during the school day. Measure G1 provided partial funding to support this programming in the 2020-21 school year. In the 2021-22 school year, EAMG plans to continue to provide opportunities for students to participate in visual and performing arts instruction and demonstration of learning in partnership with The Peoples' Conservatory, in addition to offering a course in Drama and Physical Activities. We are planning to expand and develop the program design for the 2021-22 school year given the likelihood of Hybrid Learning/Distance Learning, but anticipate increasing the number of students participating in the program so that a minimum of 50% of 6th and 7th grade students enroll in at least 1 TPC course each semester for 3-5 hours per week. The Measure G1 allocation will partially fund these increased services, and we are pursuing additional grant funds to cover the remaining cost of the program.		
Budget	Description of 2021-22 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.
\$19,678.00	Contract with The Peoples' Conservatory to provide instruction and performance opportunities for student in technology-integrated visual and performing arts.	At least 50% of 6th and 7th grade students will participate in visual and performing arts courses. Students participating in visual and performing arts courses will self-report increased readiness to meet standards of proficiency in performance assessments, particularly in exhibitions and defenses of learning.

### 3. World Language Program

Programmatic Narrative Based on Rubric		
EAMG students do not currently participate in World Language instruction in 6th and 7th grade. EAMG did not receive Measure G1 funding to support this programming in the school year. In future years, as EAMG continues to expand to serve the rest of the grade levels in middle school, students will deepen their skills in demonstrating their proficiency in languages other than English, will participate in more celebrations of home languages other than English, and will foster deeper global awareness through projects and learning experiences in all of their courses. As students progress through our 6-12 grade program, they will have the opportunity to earn the seal of biliteracy on their diploma through completion of courses and authentic performance assessments.		
Budget	Description of 2021-22 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.

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

Programmatic Narrative Based on Data Analysis		
EAMG students begin their enrollment in 6th grade. In order to support a healthy transition to middle school, EAMG students and families participate in a range of events and activities designed to assess their readiness for and interests in middle school academics and co-curricular activities and recognize the assets they bring to support their success in the transition. EAMG did not receive Measure G1 funding to support this programming in the 2020-21 school year.		
Budget	Description of 2021-22 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		
EAMG uses a range of assessments and interventions to ensure a safe and positive school culture. EAMG did not receive Measure G1 funding to support these actions in the 2020-21 school year.		
Budget	Description of 2021-22 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.

## 21-22 Carryover Justification Form

Anticipated Carryover Amount	n/a
------------------------------	-----

#### Carryover Justification and Narrative

In the following section, please explain how you plan to use the Measure G1 carryover funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes. All budget items should total up to the total carry-over grant amount.

#### Summary of Proposed Use of Carryover for 2021-22

Proposed Carryover Expenditures from Budget Justification and Narrative Section (add more lines if needed)	Budget
Budget Total (must add up to Anticipated Grant Amount)	Full amount was used

**Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.**

n/a
-----

**Please submit your 2021-22 Measure G1 proposal to Cliff Hong ([clifford.hong@ousd.org](mailto:clifford.hong@ousd.org)) and Karen Lozano ([karen.lozano@ousd.org](mailto:karen.lozano@ousd.org)).**



**Facilitator:** Marjorie **Notetaker:** Jessi **Timekeeper:** Mahogney **Tech Assist:**  
**Team members:** Marjorie, Jessi, Mahogney, Quan, Ms. Nia

## Community Agreements:

COMMUNITY ✨ JUSTICE ✨ GROWTH ✨ SELF-DISCIPLINE ✨ RESPECT

### Outcomes:

- Gather Feedback on Measure G1

### PD Resources:

[PD Planning Calendar](#)  
[Semester 1 Agenda](#)

3/22/2021

Time	Activity/Notes	Outcomes / Next Steps:
3:00 - 3:10	<p>Meeting postponed due to Pandemic - inquired through other communication channel.</p> <p>I need to get feedback from you all around G1...</p> <p>2:57</p> <p>Can you please type in here and give me feedback on:</p> <p>2:58</p> <p>How do you all feel about using the G1 funds for TPC?</p> <p>👍 1</p> <p><b>Jessi Stein</b> 2:58 PM</p> <p>fantastic excellent use of funds</p> <p><b>Mahogney Turner</b> 2:58 PM</p> <p>What's G1?</p> <p><b>Ms.Nia-Showers</b> 2:58 PM</p> <p>Right I was just about to type that!</p> <p><b>Jessi Stein</b> 2:58 PM</p> <p>a grant (?)</p> <p>2:59</p> <p>I'm assuming</p> <p><b>M.Johnson</b> 2:59 PM</p> <p><b>Measure G1 is a parcel tax approved by Oakland voters to support access to courses in arts, music, and world languages in grades 6-8.</b></p>	

EAMG received funds for 2020-2021 School Year and we used it to support ongoing work with the Peoples' Conservatory.

**Mahogney Turner** 3:00 PM

Sounds good to me

**Ms.Nia-Showers** 3:00 PM

I vote yes! Anything to support TPC! I hope it's enough so we don't have to ask families to pay the difference like we did last year.

**M.Johnson** 3:00 PM

Any additional comments - why does that sound good?

**Mahogney Turner** 3:01 PM

Puts arts money towards the arts is why it sounds good. And students have enjoy TPC offerings



3:02

\*have enjoyed

**Jessi Stein** 3:02 PM

The TPC program is a great way for students to connect with community artists and activists in an inclusive student driven space. The courses that are offered are directly driven by student interest, and offer a wide range of activities.



**Jenna Quan** 3:42 PM

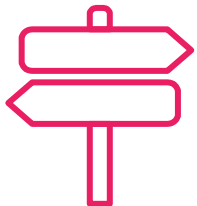
Yes! TPC has been an awesome partner, and they provide a wide variety of course offerings from artists who are good at what they do and passionate about sharing their craft with young people. There's a good variety of arts and technology offerings between different types of dance, coding, graffiti art, filmmaking, video game making, etc. Students have been super into it, and all the adults who have led the classes are incredible.



# PANTHER FAMILY

ASSOCIATION MEETING

March 24, 2021



# OUR OUTCOMES TODAY

## TODAY WE WILL:

- Check-In (5)
- Measure G1 Parent Feedback (10)
- Hybrid (In-person) (10)
- Mrs. Johnson on leave (5)
- Panther Chat (15)

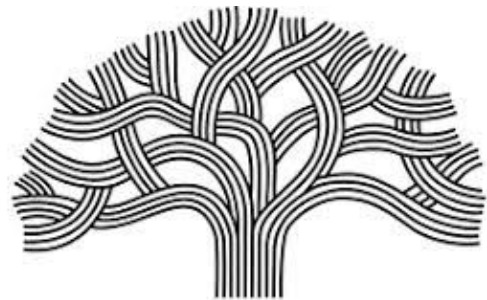




# MEASURE G1

Measure G1 is a parcel tax approved by Oakland voters to support access to courses in arts, music, and world languages in grades 6-8.

EAMG received funds for 2020-2021 School Year and we used it to support ongoing work with the Peoples' Conservatory.



CITY OF OAKLAND

Present:  
Marcell Jarvis (7th)  
Miyesha Perry (7th)  
Miasha Salmon (7th)  
Jessyca John (6th)  
Colette (6th)  
Ms. McCray (7th)  
Jenna Quan  
(Teacher)  
Sam Delaune  
(Teacher)

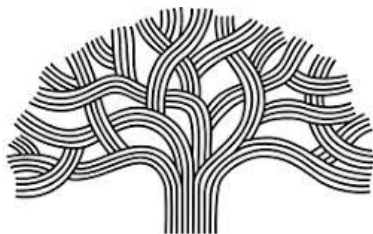
# MEASURE GI

## Discussion/Feedback:

If you participated last year and/or this year, how did participating in TPC arts programming impact your child's experience of middle school?

Is there any other arts programming that you would like to see offered through TPC if it were possible?

Are there any after school arts programming that you would like to see offered in the next year for your student, if it were possible?



CITY OF OAKLAND

## Notes:

Nya has been participating in TPC. She has gotten performance opportunities because of TPC. She has built a community with other students, and I have built community with other parents. TPC has helped her build her confidence and they were helpful to our transition from D.C.

TPC helps you get to know everyone and we get to learn different types of dancing. I didn't participate this year, but we are doing a special project outside of our school.

In-person will have a better impact - in person would be better for more participation.

Next year, can we have other forms of dance - not just Hip-Hop?

Balance the course offerings.

Dancing in person is better.

They have a lot of offerings that appeal to both to boys and girls.

Acting and filmmaking have been really fun.

Xi loves it ... but wishes there were more kids in class.