



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

2021-22 Measure G1

Grant Application

Due: March 26, 2021

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*	\$166,552.00
2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)	357	2020-21 LCFF Enrollment	338

**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
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
Budget Total (must add up to Current Grant Amount)		\$136,356.00

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
1	1.0 FTE Drama Teacher (2474) - To increase middle school access to drama, dance, chorus, and technical theater courses for middle school students.	\$130,509.95
2	Field trip to a drama or dance performance to increase exposure of middle school students to professional drama, dance, chorus and technical theater.	\$20,000.00
3	Supplies for performances, etc.	\$16,042.05
Budget Total (must add up to Current Grant Amount)		\$166,552.00

School Demographics		Student Body Ethnic Composition	
Male	52%	Asian/Pacific Islander	2%
Female	48%	Latinx	81%
% LCFF	95.0%	Black or African-American	15%
% SPED RSP	12.3%	White	1%
% SPED Mild-Moderate	3.3%	Indigenous or Native American	<1%
% English Learners	35.8%	Multiracial	<1%
% Oakland Residents	98.1%		

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	School Role
Dr. Lucinda Taylor	Excutive Principal
Taiwo Kujichagulia-Seitu	Drama, dance, elective tchr.
Colette Kang	TSA
Layne Hamilton	MS Academic Counselor

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.

<i>Music (Rubric)</i>	2019-20 (last yr)	2020-21 (this yr)	<i>Art (Visual Arts, Theater, and Dance)</i>	2019-20 (last yr)	2020-21 (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/Basuc
<i>World Language (Rubric)</i>	2019-20 (last yr)	2020-21 (this yr)			
<i>Content and Course Offerings</i>	Basic	Basic			
<i>Communication</i>	Basic	Basic			
<i>Real world learning and Global competence</i>	Basic	Basic			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2019-20 (last yr)	2020-21 (this yr)	Safe and Positive School Culture (SPSA)	2019-20 (last yr)	2020-21 (this yr)
<i>Enrollment Data (20 day)</i>			<i>Suspension</i>	SPF	SPF
<i>ES Outreach Strategy Actions</i>		Our goal after Virtual learning is to continue to build vertical alignment with our high school pathways, and new high school programs	<i>Chronic Absence</i>	SPF - We have seen a positive improvement in our middle school attendance due to electives	SPF - even during virtual learning we have seen a positive impact in our middle school attendance due to middle school electives.
<i>Programs to support ES students transition to MS</i>		MPA students all participate in an advisory program, camping trips, cored ELA Social Sciences/ELA and Math/Science	<i>CHKS data (District) or Culture/Climate survey</i>	Data suggest students are happier at school.	Our data suggest students are very happy with their choice of electives.

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	4/22/21
ALT Meeting	4/21/2021

Staff Engagement Meeting(s)	
Staff Group	Date

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

MPA during virtual learning has been unable to articulate a choral 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.
N/A		

2. Art Program

Programmatic Narrative Based on Rubric

For the 2021-22 program, students will learn, design, and contribute to all of the pieces of building a production. For example, to prepare for fall production of the Nutcracker. We have hired and will retain an amazing drama dance teacher, (Ms. Seitu), who teaches students line dancing, choral songs, acting, stage blocking, set design and building, and costume design including procurement. This programming continues with students choreographing a dance that they will perform during upcoming assemblies during BHM, and other cultural assemblies, graduation, and during the spring performances like Lion King. Due to the large interest in the elective additional supplies have been needed to support all students.

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.
\$130,502.95	1.0 FTE Drama Teacher (2474) this amount includes benefits,	Teacher will continue to teach 4 class periods, each with between 20-52 students in grades 6-8, as well as have advisory between 15-25 students. Based on the maximum class size mandated in the OEA contract post Covid. The drama continues to accomodate more than 150 students (classes may have up to 30). Currently 45% of our 6th graders are in drama, dance. 10% of our newcomers students are participating in drama, 26% of our 7th graders, and 26% of our 8th graders. Post Covid, our drama program will return to at least 2 major production a year, as well as continue to perform at assemblies and community events.

\$20,000.00	Field trip to a drama or dance performance to increase exposure of MPA's middle school students to a professional dance/drama production; inclusive of buses/tickets/etc.	<i>We envision more exposure to professional drama/dance productions will increase the enthusiasm of students participating in their middle school electives.</i>
\$16,042.05	Supplies for site performance, etc.	With additional students participating in this elective, additional resources are needed to ensure their performances have appropriate supplies, customs, and set-designs

3. World Language Program

Programmatic Narrative Based on Rubric		
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.
N/A		

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
Although many of our elective classes have been larger in size than our regular PE classes, and there is a gender disparity, our teacher is returning and is strong and very talented. Our school culture and climate has improved. Last year during virtual learning, our drama and dance classes maintained their attendance goals. We continue to be excited about the level of interest in these classes, and so appreciate G1 for giving MPA students the opportunity to participate in drama, dance, and theater.		
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		
We've learned our students are very interested in art, enjoy music, dance and drama. We are expanding the exposure of these options to our rising 5th graders, and are working to align our programs to our high school pathways. Our parents agree these programs are a benefit to our campus and their students.		
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.
N/A		

21-22 Carryover Justification Form

Anticipated Carryover Amount	\$
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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)	\$

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

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