

Board Office Use: Legislative File Info.	
File ID Number	24-0823
Introduction Date	4/9/2024
Enactment Number	
Enactment Date	



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

Board Cover Memorandum

To Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

From Middle School Network

Meeting Date April 9, 2024

Subject Madison Park Academy 2024-25 Measure G1 Application

Ask of the Commission Approve the Madison Park Academy 2024-25 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Madison Park Academy 2024-25 Measure G1 Application.

Fiscal Impact The recommended amount is **\$150,499**. It's coming from resource 9332 - Measure G1.

Attachment(s) Grant application attached.





**2024-2025
 Measure G1 Application**

Due: March 14, 2024

Allocations are provisional subject to Board approval

School Information & Student Data

School	Madison Park Academy	School Address	400 Capistrano Dr, Oakland, CA 94603
Contact	Bianca Lorenz	Contact Email	bianca.lorenz@ousd.org
Principal	Tanisha Garrett	Principal Email	tanisha.garrett@ousd.org
School Phone	510-636-2701	Total Number of Students	254
Recommended Grant Amount¹	\$150,499	2022-23 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	256
		2023-24 LCFF³ Enrollment	248

Student Demographics (%)				Measure G1 Team	
English Learners	44.2%	Asian/Pacific Islander	3.2%	Name	Position
LCFF	92%	Latinx	79%	Tanisha Garrett	Principal
SPED	15.7%	Black or African-American	14%	Judie Davis	RJ Coordinator
		White	0.5%	Grace Gonzales	Assistant Principal
		Indigenous or Native American	0%	Bu Oeur	CSM

¹ 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.

² The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

³ Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

		Multiracial	0.5%		Joanna Navarro	Family Liaison
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Chronic Absence (Include raw number and percent)				
	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Student Population Overall	271 (45.8%)	270 (74.1%)	258 (48.8%)	270 (30%)
Asian/Pacific Islander	3/5 (60%)	19/20 (95%)	8/15 (53.3%)	5/15 (33.3%)
Latinx	87/197 (44.2%)	130/188 (69.1%)	86/192 (44.8%)	80/205 (39%)
Black or African-American	24/50 (48%)	42/49 (85.7%)	25/37 (67.6%)	20/47 (43.5%)
White	1/3 (33.3%)	4/5 (80%)	2/4 (50%)	1/3 (33.3%)
Indigenous or Native American	NA	NA	NA	NA
English Learners	88/271 (32.5%)	132/270 (49%)	190/258 (73.6%)	86/280 (31%)
Students w/ IEPs	20/48 (42%)	27/44 (61.4%)	23/39 (59%)	20/40 (50%)
Free/ Reduced Lunch Students	115/255 (45%)	177/246 (72%)	124/255 (49%)	115/260 (44%)

Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Number of students taking elective courses.	Art	55/271 (20%)	67/270 (25%)	164/258 (64%)	194/270 (72%)
	Language	NA	NA	NA	NA
	Music	NA	NA	NA	NA
Number of students participating in non-course experiences (e.g. after-school program)	Art	NA	NA	NA	NA
	Language	NA	NA	NA	NA
	Music	25	25	2	15

Positive & Safe Culture (Include raw number and percent)				
Metric	2021-22 (%)	2022-23 (%)	2023-24 (%)	2024-25 Goal (%)
Average Daily Attendance Date of Figure: 3/8/24				
Asian/Pacific Islander	1,699/1,894 (89.7%)	2,114/2,534 (83.4%)	1,324/1,452 (91.2%)	93%
Latinx	31,121/35,622 (87.4%)	27,873/33,088 (84.2%)	21,611/24,487 (88.3%)	90%
Black or African-American	8,071/9,463 (85.3%)	6,035/8,358 (72.2%)	3,543/4,733 (74.9%)	78%
White	31,121/35,622 (87.7%)	632/783 (80.7%)	354/416 (85.1%)	90%
Indigenous or Native American	NA	NA	NA	NA
English Learners	111/199 (55.7%)	60/192 (31.2%)	65/188 (34.6%)	38%
Students w/ IEPs	7,829/9,051 (86.5%)	6,796/8,383 (81.1%)	4,351/5,296 (82.2%)	84%
Free/ Reduced Lunch	41,094/47,055 (87.3%)	36,568/44,470 (82.2%)	33,194/37,772 (86%)	90%

Metric	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Suspended Students Date of Figure: 3/2/24				
Asian/Pacific Islander	5/18 (27.7%)	5/22 (22.7%)	5/16 (31%)	3/13 (23%)
Latinx	30/219 (13.7%)	18/210 (8.6%)	24/200 (12%)	20/210 (10%)
Black or African-American	10/63 (15.9%)	26/58 (44.8%)	7/38 (18.4%)	4/47 (9%)
White	0/3 (0%)	0/5 (0%)	0/4 (0%)	0/1 (0%)
Indigenous or Native American	NA	NA	NA	NA
English Learners	45/310 (14.5%)	50/305 (16.4%)	37/269 (13.8%)	34/270 (12.6%)
Students w/ IEPs	8/59 (13.6%)	9/52 (17.3%)	4/42 (9.5%)	3/45 (6.6%)

Free/ Reduced Lunch	45/289 (15.6%)	43/271 (15.9%)	37/265 (14%)	33/270 (12%)
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Student Retention from 5th Grade to 6th Grade				
Metric	2021-22	2022-23	2023-24	2024-25 Goal
6th Grade Enrollment	81	88	85	90

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Family Center Meeting	February 27

Staff Engagement Meeting(s)	
Staff Group	Date
Instructional Leadership Team	March 1

Music (Rubric)	2022-23	2023-24
<i>Access and Equitable Opportunity</i>	N/A	N/A
<i>Instructional Program</i>	N/A	N/A
<i>Staffing</i>	N/A	N/A
<i>Facilities</i>	N/A	N/A
<i>Equipment and Materials</i>	N/A	N/A
<i>Teacher Professional Learning</i>	N/A	N/A
World Language (Rubric)	2022-23	2023-24
<i>Content and Course Offerings</i>	N/A	N/A
<i>Communication</i>	N/A	N/A
<i>Real world learning and Global competence</i>	N/A	N/A

<u>Art (Visual Arts, Theater, and Dance)</u>	2022-23	2023-24
Access and Equitable Opportunity	N/A	Entry
Instructional Program	N/A	Entry
Staffing	N/A	Entry
Facilities	N/A	Basic
Equipment and Materials	N/A	Basic
Teacher Professional Learning	N/A	Basic

Proposed Expenditures

Guidelines

1. In the following sections, please discuss your team's plan to address the goals of G1:
 - a. Increase access to courses in arts, music, and world languages in grades 6-8.
 - b. Improve student retention during the transition from elementary to middle school.
 - c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
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.

Summary of 2023-24 Approved Expenditures

All Actual Expenditures		Budget Amount
Safe & Positive Culture		
1	Culture & Climate - School-wide events, celebrations, incentives, restorative justice	\$17,499.15
2	MPA Mentoring - Supporting supplies and resources for our MPA Mentoring program	\$10,000
Electives (Art, Music, World Language)		
1	1.0 FTE Drama Teacher (2474) - To increase middle school access to drama, dance, chorus, and technical theater courses for middle school students.	\$141,008.16
Budget Total		\$168,507.31

Summary of 2024-25 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	1.0 FTE Art Teacher- Aligns with our CTE department and high school pathway: Media Arts and Design to allow students to explore their creativity and develop skills to prepare them for high school at MPA.	\$91,307.30
2	MPA Mentoring- Supporting supplies and resources for our MPA Mentoring program	\$10,000
3	Culture & Climate Events/Enrollment- School-wide events, celebrations, incentives, restorative justice, family events	\$15,000
4	Art & Media Classes Supplies: Furniture and resources for new media classroom (cameras, computers, iPads, green screen, props, etc.) and supplies/furniture for art classroom	\$34,191.70
Budget Total (must add up to Recommended Grant Amount)		\$150,499

Proposed Expenditures By Focus Area

Proposed Expenditures for Electives (Art, Language, and Music only)			
Description of Proposed Expenditures	Number of students taking a course in art, language, or music (based on the specific investment).	Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity.	Budget Amount
1.0 FTE Art Teacher- Aligns with our CTE department and high school pathway: Media Arts and Design to allow students to explore their creativity and develop skills to prepare them for high school at MPA.	150	150	\$91,307.31
Art & Media Classes Supplies: Furniture and resources for new media classroom (cameras, computers, iPads, green screen, props, etc.) and supplies/furniture for art classroom	100%	150	\$34,191.70

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
Supplies/Resources: Prizes—MPA lanyard, hat, bumper stickers, food, and materials for culture and climate monthly events like holiday celebrations, community meetings, and academic achievement recognition, family events, field trips. These assemblies bring the school community together and celebrate students in authentic ways.	Suspensions & Attendance	\$7,500
Restorative Justice - RJ has been a growing central support at MPA. Students utilize restorative justice to build more safety and positive interactions among peers. These funds will support building out more systems and structures for RJ to thrive on campus. RJ coordinators will create calm spaces on campus, utilize for family meetings, and school-wide community events. Furniture for the RJ space- chairs, talking pieces, materials for celebrations.	Suspensions	\$7,500

Proposed Expenditures for Retention of 6th Graders	
Description of Proposed Expenditures	Budget Amount
MPA Mentoring - Supporting supplies and resources for our MPA Mentoring program hoodies, board games, binders, field trip costs and buses,craft items (lined/construction/tissue paper, glue, watercolors, paint, markers/colored pencils)	\$10,000

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

Measure G Planning 2024-25 Community Engagement

MPA's Goals 2023-2024 (Blue = Dept / Yellow = GLT)					
LCAP 1: All students graduate college, career, and community ready		LCAP 2: Focal student groups demonstrate accelerated growth to close our equity gap		LCAP 3: Students and families are welcomed, safe, healthy, and engaged	LCAP 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity
1. By the end of the semester, at least 80% students will demonstrate mastery of grade-level standards as measured by earning a 2 or higher. 2. By the end of the 23-24 school year, we will increase our on track to graduate for 9th grade to 85% and for 11th grade to 45%.		1. By the end of 23-24, students that are multiple years below grade level will grow in their reading score by 100 points and reduce the number of students that are multiple years below grade level to 35%. 2. Increase # of Black students who test proficient on SBAC by 30 points 3. 60% of all students will test at or above grade level as measured by iReady 4. 50%+ of students reading multiple years below grade level meet annual stretch growth as measured by iReady 5. 25% of ELs, K2 readers make accelerated (2+) years of growth		1. By the end of the 23-24 school year, a total of 10 home visits will occur for students who are chronically absent 2. By the end of the 23-24 school year, 17% or less of the student population will be considered chronically absent 3. 100% of students are on time to class 4. 70% of students report that there is a teacher or other adult who notices when I am not there 5. 50% of students feel safe at school 6. 50% of students feel like they are part of the school	1. 100% of teachers take accurate and timely attendance 2. By the end of 23-24, we will retain 75% of first year teachers at MPA. Additionally, we increase the number of teachers that are people of color and/or speak Spanish by 10%.
HS Measurement	MS Measurement	Measurements	Measurements	Measurements	
Graduation Rate Dropout Rate Capstone Completion Overall GPA On track to graduate SBAC	HS readiness Overall GPA 8th Grade Defense SBAC	- iReady - SBAC - MP Grades	- CHKS Survey - Progress Monitoring - Sown to Grow - Aeries Attendance	- Aeries Attendance - Retention data	

2/27 Attendees: Tanisha Garrett, Judie Davis, Grace Gonzales, Bu Oeur, Joanna Navarro, Philip Jones, Tiffany McDermott

Agenda	Time	Notes
Check in	10 mins	What was one positive thing that happened today?
Updates	5 mins	Garrett and Gonzales will be working on the budget!
Finalize Plans for Purchases	40 mins	School-wide events– Grace/Davis - BTS night - End of September - Honor roll celebration - End of January

		<ul style="list-style-type: none"> - Family Nights <ul style="list-style-type: none"> - Once a month - School Dances <ul style="list-style-type: none"> - Winter - Valentines - End of Year <p>Recruitment & retention – Grace/Garrett Culture & Climate events — Davis</p> <ul style="list-style-type: none"> - Attendance/ Tardiness \$1,000 <ul style="list-style-type: none"> - Popsicles, chips, popcorn - Promotion: <ul style="list-style-type: none"> - Stage, mic, and balloons - 8th grade field trip <ul style="list-style-type: none"> - Great America <p>Mentoring – Bianca</p> <ul style="list-style-type: none"> - Materials and supplies - Field Trip <ul style="list-style-type: none"> - Buses \$4,000
Closing	10 mins	All documents will be submitted to the district, and Bianca and Garrett will meet with the commissioners

2/13 Attendees: Bianca Lorenz, Tanisha Garrett, Judie Davis, Grace Gonzales, Bu Oeur, Tiffany McDermot (parent), James Delgado (Community member)

Agenda	Time	Notes
Check in	10 min	What Netflix show have you recently watched?
Purpose of Measure G	10 min	<p>The purposes of Measure G (grades 6-8) is:</p> <ul style="list-style-type: none"> ● Attract and retain highly qualified teachers ● Maintain courses that help students qualify for college ● Maintain up-to-date textbooks and instructional materials ● Keep class sizes small ● Continue after-school academic programs ● Maintain school libraries ● Provide programs, including arts and music, that enhance student achievement
Proposal from Staff	20 mins	<p>School-wide events– Grace/Davis</p> <ul style="list-style-type: none"> - \$1,000 for BTS night - \$500 for sport equipment <p>Culture & Climate events — Davis/ Rachael</p> <ul style="list-style-type: none"> - Attendance/ Tardiness <ul style="list-style-type: none"> - Popsicles, chips <p>Mentoring – Bianca</p> <ul style="list-style-type: none"> - Field Trip <ul style="list-style-type: none"> - Busses
MS Teacher Feedback	20 minutes	Art:

		<ul style="list-style-type: none"> ● Supplies ● Field Trip- Museum <p>Media:</p> <ul style="list-style-type: none"> ● Furniture ● Cameras, computers, iPads, green screen, props, etc. ● Supplies
Proposals from Community	20 mins	<p>We want more family engagement opportunities and celebrations for students</p> <ul style="list-style-type: none"> - Honor roll celebration - Attendance celebration - Family Events for grade levels - Field Trips <p>We will use Joanna the family liaison, to communicate with families</p>
Closing/Next steps	10 mins	<ul style="list-style-type: none"> ● Please find approved vendors for items you want

**Measure G1 2024-25
Instructional Leadership Team**

MPA's Goals 2023-2024 (Blue = Dept / Yellow = GLT)				
LCAP 1: All students graduate college, career, and community ready		LCAP 2: Focal student groups demonstrate accelerated growth to close our equity gap	LCAP 3: Students and families are welcomed, safe, healthy, and engaged	LCAP 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity
<ol style="list-style-type: none"> By the end of the semester, at least 80% students will demonstrate mastery of grade-level standards as measured by earning a 2 or higher. By the end of the 23-24 school year, we will increase our on track to graduate for 9th grade to 85% and for 11th grade to 45%. 		<ol style="list-style-type: none"> By the end of 23-24, students that are multiple years below grade level will grow in their reading score by 100 points and reduce the number of students that are multiple years below grade level to 35%. Increase # of Black students who test proficient on SBAC by 30 points 60% of all students will test at or above grade level as measured by iReady 50%+ of students reading multiple years below grade level meet annual stretch growth as measured by iReady 25% of ELs, K2 readers make accelerated (2+) years of growth 	<ol style="list-style-type: none"> By the end of the 23-24 school year, a total of 10 home visits will occur for students who are chronically absent By the end of the 23-24 school year, 17% or less of the student population will be considered chronically absent 100% of students are on time to class 70% of students report that there is a teacher or other adult who notices when I am not there 50% of students feel safe at school 50% of students feel like they are part of the school 	<ol style="list-style-type: none"> 100% of teachers take accurate and timely attendance By the end of 23-24, we will retain 75% of first year teachers at MPA. Additionally, we increase the number of teachers that are people of color and/or speak Spanish by 10%.
HS Measurement	MS Measurement	Measurements	Measurements	Measurements
Graduation Rate Dropout Rate Capstone Completion Overall GPA On track to graduate SBAC	HS readiness Overall GPA 8th Grade Defense SBAC	<ul style="list-style-type: none"> - iReady - SBAC - MP Grades 	<ul style="list-style-type: none"> - CHKS Survey - Progress Monitoring - Sown to Grow - Aeries Attendance 	<ul style="list-style-type: none"> - Aeries Attendance - Retention data

Team: Shelley Goulder, Lena Peck, Jessica Tucker, Tanisha Garrett, Bianca Lorenz, Grace Gonzales

Agenda	Time	Notes
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Check-in	10 minutes	How was your weekend?
Expenditure Proposals Below	10 minutes	<p>Comments? Questions? Wonderings?</p> <p>It is a great idea to invest in a media teacher because it connects with our high school</p> <p>I am wondering how we could partner with the primary campus to have students build on their media skills there.</p> <p>Very happy to see that we are supporting RJ because it is making a huge difference in the community.</p> <p>Mentoring is so great for our school community!</p> <p>I definitely support these items because it came from the community.</p>
Closing	5 minutes	Grace and Garrett will create the proposal and ensure we share this feedback with commissioners

1.0 FTE Art Teacher- Aligns with our CTE department and high school pathway: Media Arts and Design to allow students to explore their creativity and develop skills to prepare them for high school at MPA.	\$91,307.30
MPA Mentoring- Supporting supplies and resources for our MPA Mentoring program with our high school students	\$10,000
Culture & Climate Events/Enrollment- School-wide events, celebrations, incentives, restorative justice, family events	\$15,000
Art & Media Classes Supplies: Furniture and resources for new media classroom (cameras, computers, iPads, green screen, props, etc.) and supplies/furniture for art classroom	\$34,191.70