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**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 June 23, 2022

Subject 2022-2023 Measure G1 Grant Application

Ask of the Commission Approve the 2022-2023 Measure G1 Grant Application for East Bay Innovation Academy

Discussion Middle School Network is open to questions from the commission regarding the 2022-2023 Measure G1 Grant Application

Fiscal Impact The recommended amount is **\$63,970.43**. It's coming from resource 9332 - Measure G1.

Attachment(s) Grant Application attached.





**2022-23
Measure G1 Proposal**

Due: May 13, 2022

School Information & Student Data

School	East Bay Innovation Academy	School Address	3400 Malcolm Avenue Oakland, CA94605
Contact	Michelle Cho	Contact Email	michelle.cho@eastbayia.org
Principal	Michelle Cho	Principal Email	michelle.cho@eastbayia.org
School Phone	510-577-9557	2021-22 CALPADS Enrollment Data (6-8 Oakland Residents Only)	257
Recommended Grant Amount¹	\$63,970.43	2021-22 LCFF Enrollment	217

Student Demographics (%)				Measure G1 Team	
English Learners	7%	Asian/Pacific Islander	6%	Name	Position
LCFF	38%	Latinx	38%	Michelle Cho	Executive Director
SPED	17%	Black or African-American	25%	Fran Fay	Co-Site Leader
Female	43%	White	18%	Mick Terrizzi	Co-Site Leader
Male	57%	Indigenous or Native American	<1%	Michelle Fitts Michael Trueman Christine Ashley Ashley Wahnschaff Jack Pancak	School Site Staff
Non-Bianary	<1%	Multiracial	11%		
		Missing	2%		

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.

Chronic Absence (6-8th)				
Metric	2019-20	2020-21	2021-22	2022-23 Goal
Student Population Overall	<5%	7%	9%	1% point reduction
Asian/Pacific Islander	11%	12%	0%	
Latinx	2%	7%	9%	Less than 21-22 and proportionate
Black or African-American	3%	9%	15%	Less than 21-22 and proportionate
White	2%	5%	13%	Less than 21-22 and proportionate
Two or More Races	0%	0%	0%	
Indigenous or Native American	0%	0%	0%	
English Learners	0%	3%	11%	1% point reduction
Students w/ IEPs	7%	9%	12%	1% point reduction
Free/ Reduced Lunch Students	5%	4%	16%	1% point reduction

Metrics

(all data points are required)

Electives (6-8th)					
Metric	Area	2019-20	2020-21	2021-22	2022-23 Goal
Number of students taking elective courses.	Art	256	238	195	210
	Language	110	123	105	110
	Music	0	N/A	0	0
Number of students participating in non-course experiences (e.g. after-school)	Art	366	361	317	320
	Language	366	361	317	320
	Music	366	361	317	320

program)					
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Positive & Safe Culture (6-8th)				
Metric	2019-20	2020-21 (ONLINE)	2021-22	2022-23 Goal
Connectedness on Panorama Culture and Climate Survey (% rating 4 or 5 on a 1-5 scale)				
Asian/Pacific Islander	39%	NA	50%	+5% from prior year
Latinx	49%	60%	47%	+5% from prior year
Black or African-American	39%	69%	62%	+5% from prior year
White	54%	59%	52%	+5% from prior year
Indigenous or Native American	NA	NA	NA	N/A
English Learners	N/A	N/A	N/A	N/A
Students w/ IEPs	N/A	N/A	N/A	N/A
Free/ Reduced Lunch	N/A	N/A	N/A	N/A
Metric	2019-20	2020-21 (ONLINE)	2021-22	2022-23 Goal
Suspension Incidents				
Asian/Pacific Islander	0%	0%	5%	Low and proportionate
Latinx	2%	1%	2%	Low and proportionate
Black or African-American	13%	0%	11%	Low and proportionate
White	3%	4%	13%	Low and proportionate
Indigenous or Native American	0%	0%	0%	Low and proportionate
Multiracial	8%	0%	10%	Low and proportionate
English Learners	0%	0%	0%	Low and

				proportionate
Students w/ IEPs	4%	2%	15%	Low and proportionate
Free/ Reduced Lunch	8%	1%	5%	Low and proportionate

Student Retention from 5th Grade to 6th Grade				
Metric	2019-20	2020-21	2021-22	2022-23 Goal
6th Grade Enrollment	135	110	97	100

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
PAC - Meeting Minutes and Sign in Sheet	Thursday, 5/11

Staff Engagement Meeting(s)	
Staff Group	Date
Lower School Staff - Meeting Minutes and Sign in Sheet	Thursday, 5/5

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 2021-22 Actual Expenditures

All Actual Expenditures		Budget Amount
1	Musical Theater preparation, performance and production. The musical will be accessible to all students at school. Funds will be used for licensing the production, staff stipends and/or bringing in arts instructors from local organizations to help support vocal coaching, direction, choreography and production (including set and costume design).	\$6,000.00
2	Expand professional development training for staff on the principles and practices associated with restorative justice methodology strategies and implementation of these practices, as well as first aid mental health and trauma-informed practices in a classroom setting with on-site professional development from expert organizations.	\$2,000.00
3	.4 FTE Behavior Support Specialist - Build on the work of the Behavior Support aide to continue PBIS work and help support the work of the 5-6th transition by creating a part-time Behavior Support Specialist. This Specialist will develop school-wide protocols and systems for the work started by the current aide, and will continue to support students with conflict resolution and mediation and model this interaction for staff. The Specialist will extend the current work by supporting staff in training and implementation around restorative practices in the classroom. The Specialist will also continue to work with students to develop behavior contracts and behavior goals, and year-long incentive plans. Building on the work of this year, the Behavior Support Specialist will train staff to work with small groups to identify and practice tools for self-regulation and direction (identifying when students need breaks) and developing tools for self-advocacy. Additionally, the Behavior Support Specialist will also work to develop a scope and sequence and curriculum for a Transition to Middle School class for our 6th graders, focusing on the executive functioning skills and organization strategies needed for middle school success, as well as coping and advocacy strategies for social interactions in middle school. The Specialist will serve the 360 students at our middle school, with special emphasis on our 120 incoming 6th graders.	\$39,000.00
4	Extend content of grade-level morning meetings to address grade-level SEL concerns and issues and exposure to music and the arts, by bringing in speakers and assembly programs to support social-emotional development of students and positive school culture. Suggested topics include, anti-bullying campaigns, cyber-safety, body image, gender identity, etc., as well as arts, music and creative expression,	\$5,106.00
5	Continue and expand student celebrations like student of the month and honor roll; purchase supplies for school-wide and grade-level competitions to build school culture, like door decorating and Phoenix Games; organize and facilitate pep rallies to promote	\$767.00

	school spirit and highlight student activities and leadership	
		Budget Total
		\$52,873.00

Summary of 2022-23 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Musical Theater preparation, performance and production. The musical will be accessible to all students at school. Funds will be used for licensing the production, staff stipends and/or bringing in arts instructors from local organizations to help support vocal coaching, direction, choreography and production (including set and costume design).	\$6,000.00
2	Continue to support the expansion of content of grade-level morning meetings to address grade-level SEL concerns and issues and exposure to music and the arts, by bringing in speakers and assembly programs to support social-emotional development of students and positive school culture. Suggested topics include, anti-bullying campaigns, cyber-safety, body image, gender identity, etc., as well as arts, music and creative expression.	\$4,570.43
3	0.6 FTE Tier 2 Culture and Climate Specialist - Build on the work of the previous Behavior Support Specialist to expand PBIS work and support of the 5-6th transition by creating a Culture and Climate Specialist to support schoolwide culture systems and create school-wide protocols and systems to support students with conflict resolution and mediation. The Specialist will extend the current work by supporting staff in training and implementation around restorative practices in the classroom. This staff member would work with small groups to identify and practice tools for self-regulation and direction (identifying when students need breaks) and developing tools for self-advocacy. This staff member will also directly serve to support students who have been referred and need additional support with conflict resolution, relationship repair, community building to help promote a safe and inclusive school culture and in particular address ongoing trauma as a result of the Covid-19 pandemic. Additionally, the Culture and Climate Specialist will implement a scope and sequence and curriculum for a Transition to Middle School class for our 6th graders, focusing on the executive functioning skills and organization strategies needed for middle school success, as well as coping and advocacy strategies for social interactions in middle school. The specialist will serve the 360 students at our middle school, with special emphasis on our 120 incoming 6th graders.	\$44,400
4	Expand professional development training for staff on the principles and practices associated with restorative justice, mental health and trauma-informed practices, and multi-tiered support systems to support struggling students exhibiting Tier I and Tier II behaviors in a classroom setting. This training for staff will occur with ongoing on-site professional development from expert organizations throughout the year.	\$8,000
5	Continue and expand student celebrations like student of the month and honor roll; purchase supplies for school-wide and grade-level competitions to build school culture, like door decorating and Phoenix Games; organize and facilitate pep rallies to promote school spirit and highlight student activities and leadership.	\$1,000.00

	Budget Total (must add up to Recommended Grant Amount)	\$63,970.43
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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
Musical Theater preparation, performance and production. The musical will be accessible to all students at school. Funds will be used for licensing the production, staff stipends and/or bringing in arts instructors from local organizations to help support vocal coaching, direction, choreography and production (including set and costume design).	200	<i>350 students will review the performance, 50 cast and crew members take leadership roles, 100 students involved in production and preparation (set, stage and costume design)</i>	\$6,000

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - chronic absence, suspensions, CHKS survey results, or another metric named by the site?	Budget Amount
Extend content of grade-level morning meetings to address grade-level SEL concerns and issues and exposure to music and the arts, by bringing in speakers and assembly programs to support social-emotional development of students and positive school culture. Suggested topics include, anti-bullying campaigns, cyber-safety, body image, gender identity, etc., as well as arts, music	<ul style="list-style-type: none"> - Improve climate culture for 350 students in the lower school - Decrease Chronic absences by 10%; and decrease Suspensions 	\$4,570.43

and creative expression.	by 10% - Schoolwide increase on school climate surveys in the areas of safety and positive school culture	
Expand professional development training for staff on the principles and practices associated with restorative justice, mental health and trauma-informed practices, and multi-tiered support systems to support struggling students exhibiting Tier I and Tier 2 behaviors in a classroom setting. This training for staff will occur with ongoing on-site professional development from expert organizations throughout the year.	- Improve Climate and Culture for 350 students at the lower school who will have access to this - School will report a 10% decrease in Tier II and Tier III interventions from the prior school year.	\$8,000
0.6 FTE Tier 2 Culture and Climate Specialist - Build on the work of the previous Behavior Support Specialist to expand PBIS work and support of the 5-6th transition by creating a Culture and Climate Specialist to support schoolwide culture systems and create school-wide protocols and systems to support students with conflict resolution and mediation. The Specialist will extend the current work by supporting staff in training and implementation around restorative practices in the classroom. Additionally, the Culture and Climate Specialist will implement a scope and sequence and curriculum for a Transition to Middle School class for our 6th graders, focusing on the executive functioning skills and organization strategies needed for middle school success, as well as coping and advocacy strategies for social interactions in middle school.	- While the aide will spend significant time with 6th graders to support their transition to middle school (120 students), the aide will support culture and climate across all grades (360 students). - Schoolwide increase on school climate surveys in the areas of self-management and self-efficacy	\$44,400

Proposed Expenditures for Retention of 6th Graders	
Description of Proposed Expenditures	Budget Amount
Continue and expand student celebrations like student of the month and honor roll; purchase supplies for school-wide and grade-level competitions to build school culture, like door decorating and Phoenix Games; organize and facilitate pep rallies to promote school spirit and highlight student activities and leadership.	\$1,000

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



Parent Meeting Notes 5/6/2022, Zoom 9 am
 Attendees: Fran Fay, [see sign-in sheet](#)

<p>1. Measure G1 Background</p>	<p>Supports arts, music and language, culture and climate and teacher retention in Oakland middle schools. Can also fund programs to support the transition to middle school.</p> <ul style="list-style-type: none"> - Has funded restorative justice coordinator and behavior support specialist in the past - Has supported SEL curriculum in advisory and PD for teachers - Helped support lower school musical - Some funds used for school celebrations, Phoenix Games, advisory competitions (door decorating contest) - Note: this funding cannot be used for sports or food <p>Questions:</p> <ul style="list-style-type: none"> ● How can this grant be used to increase music at EBIA? ● Can we do more outreach to elementary school students? ● Do we need more than SEL to create a positive and same middle-school learning environment? What student-led incentives can we create to help build community and foster belonging among students?
<p>2. Measure G1: Teacher-Proposed Ideas</p>	<p>Previous teacher-proposed ideas include behavior support roles, funding for the school musical, restorative justice training and coordinator, and assemblies for advisory and grade-level meetings.</p> <p>Teachers, add proposed ideas here:</p> <ul style="list-style-type: none"> ● Additional counselors for students ● Trips for small groups of students (by interest, students of the trimester, etc.) ● Prizes or trophies during assemblies and student of the month ● PD sessions for teachers on PBL, field institute for teachers, etc. ● Assemblies for students in terms of SEL entertainment ● Bring music into school - some sort of instrument instruction (like recorders or bugles) for students ● Glee club, show choir, or acapella groups ● Guest speakers/community outreach for Spanish ● Continue the school musical ● Continue Phoenix Games

<p>3. Parent Discussion of Proposed Ideas</p>	<p>See above notes</p> <ul style="list-style-type: none"> ● Can we offer programs to students during the summer? ● Counselors would be beneficial to help students work through personal and school issues and allow them to feel safe in the classroom ● More trips throughout the school year to allow for students to explore the Oakland community. ● The school musical has been very successful in bringing students and families together; it's been really nice to see students explore this side of themselves.
<p>4. Measure G1: Other Parent-Proposed Ideas</p>	<p>Previous parent-proposed ideas include potluck for parents at the beginning of the year, mentoring program between lower and upper school students, school dances or other activities, or campus beautification.</p> <p>Parents, add proposed ideas here:</p> <ul style="list-style-type: none"> ● Aligning upper and lower schools and creating a mentor program in the summer for incoming students. ● Summer program that is not academic. Could be a program that focuses on arts, field trips, educational classes, camping, or other interpersonal activities. ● Possible opportunity - CPR and first aid training. Could the 8th graders train to be first responders for earthquakes, emergencies, etc. Fund the Red Cross to come in and train students. Project heartbeat, basic life saver course (BLS) 4 hours total. ● Music instruction for students such as drumline. ● Training for mediation to help students feel safe. ● Beautification towards the beginning of the school year to take care of the garden and grounds. This could include painting the boxes and weed.

Addendum: Other parent input via email from people who couldn't join our virtual meeting



Parent Meeting Notes 5/6/2022, Zoom 6 PM

Attendees: Fran Fay, see sign-in sheet

Teacher Sign In Sheet

Name	Subject	Grade
Aislinn Klein	Spanish	8
Michelle Fitts	Science	8
Grace Gecewicz	ELA	7
Joseph Oh	Math	8
Aries Jordan	ELA	6
Jack Pancak	History	8
Michael Trueman	Literacy Specialist	6-8
Ashley Wahnschaff	History	7
Sam O'Brien	Science	6
Tiara Patterson	Math	7
Christine Ashley	History	6
Rich Hernandez	ELA	8
Francesca Fay	Co-site leader	6-8
Mick Terrizzi	Co-site leader	6-8

Parent Sign In Sheet

Name	Student Name	Grade
Ankie Edgar	Lillian Edgar	6
Buffy Welborn	Oliver Welborn	7
Leicia Molina	Ian Molina	7
Jenny Kung	Logan Fanene	7
Brittany Roper	Jade Roper	8
Maisha Tate	Chiara Parks	7
Lydia Blethrow	Soren Blethrow	6
Glenda Boteo de la Cruz	Leonardo de la Cruz	7
Joya Noel	Damani Noel	7
Mila Maxey	Evelyn Wick	6
Angelica Morales	Josemiguel Diaz	7
Sayra Quintanilla	Itayetzi Quintanilla	6
Monique Granberry	Andre Bowman	6
Katherine Dutrow	Claire Garcia	7

Virtual Sign In Sheet

A screenshot of a Zoom meeting grid. The top row shows three video thumbnails: Mick Terrizzi, Francesca Fay, and Bonita Herrera. The fourth cell in the top row is a dark grey placeholder for Robert Moore, Director of Student Sup... with a small red microphone icon. The remaining 15 cells are dark grey placeholders for other participants, each with a name and a small red microphone icon. The participants listed are: Ankie Edgar, Buffy's iPhone, Leticia Molina, 1 Jenny Kung, Brittany, Ms. Maisha Tate, Lydia B., iPhone de Glenda, Maggie, Ronnetta, Joya Noel, Mila's iPhone, Angelica, Sayra Quintanilla, Monique Granberry, and Katherine Dutrow.

 Mick Terrizzi	 Francesca Fay	 Bonita Herrera	Robert Moore, Director o... Robert Moore, Director of Student Sup...
Ankie Edgar Ankie Edgar	Buffy's iPhone Buffy's iPhone	Leticia Molina Leticia Molina	1 Jenny Kung 1 Jenny Kung
Brittany Brittany	Ms. Maisha Tate Ms. Maisha Tate	Lydia B. Lydia B.	iPhone de Glenda iPhone de Glenda
Maggie Maggie	Ronnetta Ronnetta	Joya Noel Joya Noel	Mila's iPhone Mila's iPhone
Angelica Angelica	Sayra Quintanilla Sayra Quintanilla	Monique Granberry Monique Granberry	Katherine Dutrow Katherine Dutrow