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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 August 8, 2023

Subject Revised East Bay Innovation Academy 2023-24 Measure G1 Proposal

Ask of the Commission Approve the Revised East Bay Innovation Academy 2023-24 Measure G1 Proposal

Discussion Middle School Network is open to questions from the commission regarding the Revised East Bay Innovation Academy 2023-24 Measure G1 Proposal.

Fiscal Impact The recommended amount is **\$64,414.29**. It's coming from resource 9332 - Measure G1.

Attachment(s) Grant Application attached.





**2023-24
Measure G1 Proposal**

Due: March 17, 2023

School Information & Student Data

School	East Bay Innovation Academy	School Address	3400 Malcolm Avenue Oakland, CA 94605
Contact	Mick Terrizzi	Contact Email	mick.terrizzi@eastbayia.org
Principal	Miranda Thorman (Executive Director)	Principal Email	miranda.thorman@eastbayia.org
School Phone	510-577-9557	2022-23 CALPADS Enrollment Data (6-8 Oakland Residents Only)	317
Recommended Grant Amount¹	\$64,414.29	2023-23 LCFF Enrollment	104

Student Demographics (%)				Measure G1 Team	
				Name	Position
English Learners	7.88%	Asian/Pacific Islander	3%	Miranda Thorman	Executive Director
LCFF	32.80%	Latinx	16%	Mick Terrizzi	Academic Dean
SPED	14.2%	Black or African-American	28%	Bonita Herrera	Sr. Director of Operations
		White	16%	Ernesto Diaz	Dean of Culture and Climate
		Indigenous or Native American	<1%		

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.

		Multiracial	38%		Christine Ashley, Ashley Wahnschaff, Michelle Fitts	School Site Staff
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Chronic Absence				
Metric	2020-21(online)	2021-22	2022-23	2023-24 Goal
Student Population Overall	7%	9%	3%	2%
Asian/Pacific Islander	12%	0%	8.33%	5%
Latinx	7%	9%	3.54%	2%
Black or African-American	9%	15%	2.41%	2%
White	5%	13%	2.50%	2%
Indigenous or Native American	0%	0%	0%	N/A
English Learners	3%	11%	4.44%	4%
Students w/ IEPs	9%	12%	8%	6%
Free/ Reduced Lunch Students	4%	16%	2.91%	2%

Metrics

(all data points are required)

Electives					
Metric	Area	2020-21	2021-22	2022-23	2023-24 Goal
Number of students taking elective courses. (Makers Art, Visual Art, and Spanish).	Art	238	195	187	100%
	Language	123	105	105	100%
	Music	N/A	0	0	N/A
Number of students participating in non-course experiences (e.g. after-school program, Intersession, SEL, Morning Meeting, Musical)	Art	361	317	292	100%
	Music	361	317	292	100%
	Musical	N/A	N/A	52	60

Positive & Safe Culture

Metric	2020-21(online)	2021-22	2022-23	2023-24 Goal
Connectedness on Panorama Culture and Climate Survey (% rating 4 or 5 on a 1-5 scale)				
Asian/Pacific Islander	NA	50%	41%	46%
Latinx	60%	47%	65%	66%
Black or African-American	69%	62%	42%	47%
White	59%	52%	61%	66%
Indigenous or Native American	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	71%	76%
Students w/ IEPs	N/A	N/A	58%	63%
Free/ Reduced Lunch	N/A	N/A	59%	64%
Metric	2020-21 (online)	2021-22	2022-23	2023-24 Goal
Suspension Incidents				
Asian/Pacific Islander	0%	5%	0%	>5%
Latinx	1%	2%	4%	>5%
Black or African-American	0%	11%	1%	>5%
White	4%	13%	8%	>5%
Indigenous or Native American	0%	0%	0%	>5%
English Learners	0%	0%	0%	>5%
Students w/ IEPs	2%	15%	10%	>8%
Free/ Reduced Lunch	1%	5%	2%	>5%

Student Retention from 5th Grade to 6th Grade				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
6th Grade Enrollment	110	97	77	90

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
PAC - Meeting Minutes and Sign in Sheet	4/2023

Staff Engagement Meeting(s)	
Staff Group	Date
Lower School Staff - Meeting Minutes and Sign in Sheet	4/2023

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 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, through piloting the Project Wayfinder advisory curriculum , and 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.	\$4,500

3	1 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 280 students at our middle school, with special emphasis on our 90 incoming 6th graders.	\$44,500
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.	\$1,414.29
Budget Total (must add up to Recommended Grant Amount)		\$64,414.29

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	200	<i>280 students will review the performance, 50 cast</i>	\$6,000

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).		<i>and crew members take leadership roles, 100 students involved in production and preparation (set, stage and costume design)</i>	
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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
<p>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.</p>	<ul style="list-style-type: none"> - Improve climate culture for 280 students in the lower school - Decrease Chronic absences by 10%; and decrease Suspensions by 10% - Schoolwide increase on school climate surveys in the areas of safety and positive school culture 	\$4,500
<p>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.</p>	<ul style="list-style-type: none"> - Improve Climate and Culture for 280 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
<p>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</p>	<ul style="list-style-type: none"> - While the aide will spend significant time with 6th graders to support their transition to middle school (90 students), the aide will support culture and climate across all grades (280 students). - Schoolwide increase on school climate surveys in the areas of 	\$44,500

for social interactions in middle school.	<i>self-management and self-efficacy</i>	
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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.	\$1,414.29

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

EBIA Measure G1 Community Meeting Minutes

Teacher & Parent Meeting Notes 4/2023

Attendees: [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"> ● Can funding be used to improve the site? ● What kinds of music programming can be provided to students? ● Would these funds be used for orientation activities, spirit week, or quarterly celebrations?
<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>Here are the proposed ideas for SY2023-24:</p> <ul style="list-style-type: none"> ● Musical Theater ● Expand grade-level morning meetings to address SEL concerns ● Tier 2 Culture and Climate Specialist ● Professional Development Support ● Student Celebrations and Phoenix Games <p>Teachers, add proposed ideas here:</p> <ul style="list-style-type: none"> ● Musical theater - funds for props, design, and director. ● SEL Concerns - Birds and Bees more times throughout the year; inclusion and equity team building activities.; all school assemblies; nightmare on puberty street and challenge 1 <ul style="list-style-type: none"> ○ Can we bring in Kind Campaign https://www.kindcampaign.com/ ● Blacktop <ul style="list-style-type: none"> ○ Can we fix the blacktop to allow for phoenix games? ○ Can we paint the blacktop playground design? ○ Convert blacktop to Turf Field with track ● Math counts after school, academic competition

EBIA Measure G1 Community Meeting Minutes

	<ul style="list-style-type: none"> • Role for SY24-25 Youth development coordinator • Poetry contest - MLK oratorical
<p>3. Parent Discussion of Proposed Ideas</p>	<p>Parents, add proposed ideas here:</p> <ul style="list-style-type: none"> • Support club development in the middle school • Counseling supports for students • Additional trips throughout the school year to experience the Oakland community
<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"> • Math competitions and programs • Music supports like choir or musical instruments • Campus beautification around the campus • After School tutoring outside of office hours • School dances in the winter and spring • Creating a mentoring program

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Parent Sign In Sheet

Attendees: See sign-in sheet

Parent Name	Student Name	Student Current Grade
1. Donita Boles	Louisa Eng	6
2. Leticia Molina	Ian Molina	8
3. Julia Chuang	Ian Teng	6D
4. Jennifer Tejano	Kai Peteu	6
5. Jennifer Afdahl Rice	Isaac Afdahl Rice	6
6. Genet Waldelibanos	Raqueb solomon	7
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Teacher Sign In Sheet

Attendees: See Meeting Notes

Teacher Sign In Sheet

Name	Subject	Grade Level Taught
1.Samantha O'Brien	Science	6
2. Grace Gecewicz	English	7
3. Ashley Wahnschaff	History	7
4. Erin Oh	Special Education	6-8
5. Christine Ashley	History	6
6.Joseph Oh	Math	6
7. Michelle Fitts	Science	8
8. Jack Pancak	History	8
9. Aislinn Klein	Spanish	8
10. Michael Trueman	ELA	8
11.Kenneth Bazile	ELA	6
12. Michael Marzec	Art/Makers	6/7
13. Sarah Blair	Science	7
14.Darius Foster	PE	6-8
15. Sean Williams	Math	8
16. Tiara Patterson	Math	7



**EBIA Measure G1 Community Meeting
Sign In Sheet 4/2023**