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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 March 11, 2025

Subject Bay Area Technology School 2025-2026 Measure G1 Application

Ask of the Commission Bay Area Technology School 2025-2026 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Bay Area Technology School 2025-2026 Measure G1 Application.

Fiscal Impact The recommended amount is **\$35,229.00**. Resource 9332 - Measure G1.

Attachment(s) Grant application attached.





**2025-2026
Measure G1 Application**

Due: March 1, 2025

School Information & Student Data

School	Bay Area Technology School	School Address	8251 Fontaine Street Oakland, CA 94605
Contact	Seth Feldman	Contact Email	sfeldman@baytechschool.org
Principal	Ms. Gail Williams	Principal Email	gwilliams@baytechschool.org
School Phone	510-382-9932	Total Number of Students	250 (total)
Recommended Grant Amount¹	\$35,229	2024-25 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	84
		2024-25 LCFF³ Enrollment	93

Student Demographics (%)				Measure G1 Team	
English Learners	29.03%	Asian/Pacific Islander	2.15%	Name	Position
LCFF	90.32%	Latinx	63.44%	Gail Williams	Principal
SPED	19.35%	Black or African-American	27.96%	Lilly Coleman	Teacher on Special Assignment
		White	1.08%	Seth Feldman	Executive Director
		Indigenous or Native American	0	Nancy Ferranti	Teacher

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	5.38%	Tret Clemmons	PE Teacher
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Chronic Absence (Include raw number and percent)				
	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Student Population Overall	33%	20 (16.13%)	41 (44.09)	10
Asian/Pacific Islander	0	0	3 (3.23%)	0
Latinx	26	13 (10.5%)	19 (20.43%)	10
Black or African-American	22	6 (4.84%)	12 (12.90%)	3
White	1	1 (0.81%)	7 (7.53%)	0
Indigenous or Native American	3	0	0	0
English Learners	22	7 (5.65%)	11 (11.83%)	5
Students w/ IEPs	24	7 (5.65%)	18 (19.35%)	5
Free/ Reduced Lunch Students	52	8 (6.45%)	35 (37.63%)	5

Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Number of students taking elective courses.	Art	154	144	89	100
	Language	0	30	0	0
	Music	0	0	0	0
Number of students participating in non-course experiences (e.g. after-school program)	Art	87	69	0	100
	Language	0	0	0	0
	Music	0	0	0	0

Positive & Safe Culture

(Include raw number and percent)				
Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Average Daily Attendance Date of Figure: 2/28/25				
Asian/Pacific Islander	95.26%	97.43%	80.12%	98
Latinx	91.25%	93.98%	90.42%	96
Black or African-American	93.47%	93.51%	89.61%	96
White	90.80%	94.75%	93.42%	96
Indigenous or Native American	0	0	0	0
English Learners	88.95%	93.42%	90.65%	96
Students w/ IEPs	87.41%	94.00%	90.15%	97
Free/ Reduced Lunch	90.99%	94.60%	89.99%	97

Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Suspended Students Date of Figure: 2/28/25				
Asian/Pacific Islander	1	0	0	0
Latinx	12	1 (0.81%)	6 (6.45%)	0
Black or African-American	17	3 (2.42%)	7 (7.53%)	0
White	0	0	0	0
Indigenous or Native American	0	0	0	0
English Learners	6	1 (0.81%)	0	0
Students w/ IEPs	6	1 (0.81%)	0	0
Free/ Reduced Lunch	30	2 (1.61%)	0	0

Student Retention from 5th Grade to 6th Grade				
Metric	2022-23	2023-24	2024-25	2025-26 Goal
6th Grade Enrollment	53	23	18	40

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Parents Group	2/26/2025
Parents Group	3/1/2025

Staff Engagement Meeting(s)	
Staff Group	Date
Faculty Meeting	2/26/2025

<u>Music (Rubric)</u>	2023-24	2024-25
<i>Access and Equitable Opportunity</i>	Quality	Quality
<i>Instructional Program</i>	Basic	Basic
<i>Staffing</i>	Basic	Basic
<i>Facilities</i>	Basic	Basic
<i>Equipment and Materials</i>	Quality	Quality
<i>Teacher Professional Learning</i>	Basic	Basic
<u>World Language (Rubric)</u>	2023-24	2024-25
<i>Content and Course Offerings</i>	Quality	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>	2023-24	2024-25
<i>Access and Equitable Opportunity</i>	Quality	Quality
<i>Instructional Program</i>	Quality	Quality
<i>Staffing</i>	Basic	Basic

<i>Facilities</i>	Basic	Basic
<i>Equipment and Materials</i>	Basic	Basic
<i>Teacher Professional Learning</i>	Basic	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 2024-25 Approved Expenditures

All Actual Expenditures		Budget Amount
Positive & Safe Culture		
1	Proposed Expenditures for Positive & Safe Culture - Staff for 8th grade	\$5,000
Electives (Art, Music, World Language)		
1	Proposed Podcast Teacher (New class)	\$25,000
2	Proposed Video Editing Teacher (New class)	\$25,000
3	Supplies for Podcasting and Video Editing (New class supplies)	\$8,000
4	World Language Supplies (FRENCH/Chinese--new)	\$4,360
Budget Total		\$67,360.00

Summary of 2025-26 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Middle School Counselor	\$30,000
2	Proposed Expenditures for Positive & Safe Culture–Staff for 6th grade–expansion of Zymbolic from 8th grade (this year) to 6th grade next year.	\$5,229
Budget Total (must add up to Recommended Grant Amount)		\$35,229

Proposed Expenditures By Focus Area

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
Middle School Counselor for Conflict Resolution and Teaching Life Skills	Suspension rates for 7th and 8th grades	\$30,000
Proposed Expenditures for Positive & Safe Culture–Staff for 6th grade–expansion of Zymbolic from 8th grade (this year) to 6th grade next year. Expanding 8th grade social emotional programming currently done in 8th grade and now to start in 6th grade.		\$5,229

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

STAFF MEETING

2/26/2025

In Attendance: Silvers, Ramirez, Lozano, Chen, Felix, Ilochi, Webb, Ebere, Gooden, Holt, S. Martinez, Repetto, Coleman, Feldman, Williams, Clemons, D. Martinez, Perez, Johnson

Purpose: Middle School Culture Building & Retention

Usually goes exclusively to art funding

\$30,000 to spend

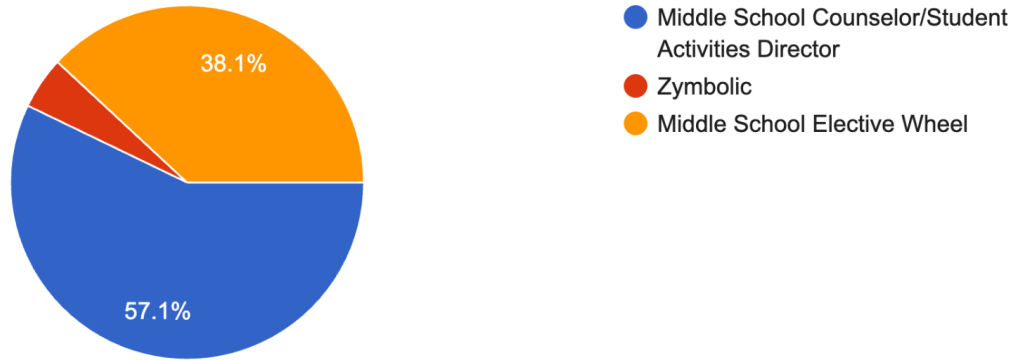
1. Higher part time middle school counselor - could be part of someone's job who doesn't have a full time load (possibly combine PT MS counselor w/ student activities director) → "MS Culture Builder"
2. Zymbolic expansion for 7/8
3. Middle School elective that is just for Middle School
 - a. French
 - b. Spanish 1 for 8th and 9th graders
 - c. Newspaper
 - d. Leadership Class
 - e. Sports Elective / Intramural Sports (during school day)
 - f. Math Olympics
 - g. Music
 - h. Peer Mentoring
 - i. Board/Card Games
 - j. Robotics
 - k. Theater
 - l. Screenwriting
 - m. Dance
 - n. Gardening/Sustainability
 - o. Home Economics (partner Y.E.P.)**
 - i. Classes could be 10 week classes - called wheel
4. Student Activities Director
 - a. Students earn positives to earn a class t-shirt
5. School Store w/ Entrepreneurial Class
6. Wheel
 - a. Visual and Performing Arts
 - b. Poetry and rap
 - c. Spanish
 - d. Environmental Science

Wednesday Schedule → No Math/ELA and instead have "elective day/period/wheel" or after lunch have Eagle, then wheel (5-6 electives on 10-week cycles)

→ Pick own elective for last 10 weeks (except 8th graders no on track for promotion)

Which option would you be most interested in for the 2025-2026 school year?

21 responses



See sample survey to teachers below.

Sample survey

	Questions	Responses	22	Settings	Total points: 0						
	1	2	3	4	5	6	7	8	9	10	11
French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spanish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Newspaper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Math Olymics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board/Card Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poetry and Rap	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual and Preforming Arts	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Robotics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainability and Gardening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Home Economics	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Parent Meeting I. 2/26/2025
1445 23rd Avenue
Oakland, CA 94606

Feldman, Coleman, Gooden, Repetto, Williams, Lozono
Mrs. Cruz, Mrs. Aalyon, Mrs. Juarez
2 students
1 potential student

3:30pm

AGENDA:

I. Tour of Palace Theater

Parents had suggestions regarding: transportation, lunch, activities, and the field space. Parents also wanted space to hold meetings after school with other parents so that they could connect with each other. Parents wanted more information about the routes and think we should send out another reminder survey.

Parents wanted to know about 12th grade lunch, on or off campus and how would “new” students be advised on the “BayTech” way? Staff agreed to provide more answers at the APRIL meeting.

II. Measure G Q and A

Students had very clear suggestions: dances, activities, culture building needs to take place.


Parents wanted to know why these funds could not be used to hire a **middle school only** counselor to work with students on crisis management, conflict management, student activities before school and at lunch. Parents liked the wheel idea but since these parents had kid sin both MS and HS they felt that the MS gets shorted attention because the counselors work so much on college applications, graduation, UC a-g readiness and high school summer school that the kids in MS do not get the right amount of attention.

III. Next Meeting Recruitment

Parents agreed to contact their “friend group” and personally recruit them to the Open House at the new building on March 1, 2025.


Next meeting will be in March.

Parent Meeting 2 – March 1, 2025

 1445 23rd Avenue, Oakland, CA 94606

Who was there?

- Feldman, Williams, Lozono, Chen, Silvers, Perez, Ms. Diana, Ms. Sandra
- 45 parents
- 22 students
- 1 potential student

 10:00 A.M.

AGENDA

I. Tour of Palace Theater

Parents had a lot of great feedback! They shared thoughts on transportation, lunch, activities, and the available field space. Many parents also expressed interest in having a dedicated space for after-school meetups, so they could connect with each other. There was also a request for more details about transportation routes—so we'll be sending out another survey reminder soon.

A big question came up about 12th-grade lunch—will it be on or off-campus? Also, how will new students get introduced to the “BayTech way”? Staff will have more answers at the April meeting.

Another big topic was the dress code for the new building. There were mixed feelings about getting rid of it altogether. Some parents and students liked the idea of separate dress codes for middle and high school, while others appreciated the differences in backpack policies by grade level. To make sure we hear everyone's input, we'll be sending out a survey to both students and parents.

II. Measure G Q&A

Students were very clear about what they want—more dances, more activities, and stronger school culture. Kids liked the idea of the “houses” and also the competition between the houses. This idea will need to be worked out during the summer and pending the Measure G grant. Kids want to know if they can have “house uniforms?”

Parents had some important questions about Measure G funds. Many wanted to know why the money couldn't be used to hire a middle school-only counselor to support students with crisis management, conflict resolution, and activities before school and at lunch. Parents with kids in both middle and high school felt that middle schoolers often get overlooked because counselors are so focused on college applications, graduation, and high school programs.

There was also a strong push for better conflict resolution support, especially for 7th and 8th graders.

III. Next Meeting & Recruitment

Parents agreed to personally invite friends to attend the Open House at the new building on March 1, 2025.

 Next meeting: **April for LCAP** (exact date TBD)