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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 East Bay Innovation Academy 2025-2026 Measure G1 Application

Ask of the Commission Approve the East Bay Innovation Academy 2025-2026 Measure G1 Application

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

Fiscal Impact The recommended amount is **\$35,747.00**. Resource 9332 - Measure G1.

Attachment(s) Grant application attached.





**2025-2026
Measure G1 Application**

Due: March 1, 2025

School Information & Student Data

School	East Bay Innovation Academy	School Address	3400 Malcolm Avenue Oakland, CA 94605
Contact	Bonita Herrera	Contact Email	bherrera@eastbayia.org
Principal	Miranda Thorman	Principal Email	miranda.thorman@eastbayia.org
School Phone	510-577-9557	Total Number of Students	278
Recommended Grant Amount¹	\$35,747	2024-25 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	194
		2024-25 LCFF³ Enrollment	69

Student Demographics (%)				Measure G1 Team	
English Learners	15%	Asian/Pacific Islander	4%	Name	Position
LCFF	50%	Latinx	38%	Miranda Thorman	Executive Director
SPED	21%	Black or African-American	27%	William Kim	Principal
		White	17%	Bonita Herrera	Sr. Director of Operations

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.

		Indigenous or Native American	N/A	Ernesto Diaz	Dean of Culture and Climate
		Multiracial	10%	Michelle Fitts	Teacher

**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	3%	(19) 7%	(22) 10%	<5%
Asian/Pacific Islander	8.33%	0%	0%	<5%
Latinx	3.54%	(8) 3%	(8) 4%	<5%
Black or African-American	2.41%	(5) 2%	(8) 4%	<5%
White	2.5%	(2) 1%	(2) 1%	<5%
Indigenous or Native American	0%	(1) <1%	0%	<5%
Two or More Races	N/A	(3) 1%	(2) 1%	<5%
English Learners	4.4%	(2) 1%	0%	<5%
Students w/ IEPs	8%	(3) 1%	(6) 3%	<5%
Free/ Reduced Lunch Students	2.91%	(10) 4%	(13) 6%	<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. (Makers Art, Visual Art, 21st Century Skill)	Art	195	100% (172)	(220) 100%	100%
	Language	105	100% (106)	N/A	N/A
	Music	N/A	N/A	N/A	N/A
Number of students participating in non-course	Art	317	100% (278)	(220) 100%	100%

experiences (e.g. after-school program) (e.g. after-school program, Intersession, SEL, Morning Meeting, Musical)	Language	317	100% (278)	N/A	N/A
	Music	52	50	50	60

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		97.3%	96.93%	>95%
Latinx		96%	95.23%	>95%
Black or African-American		95.94%	94.31%	>95%
White		96.7%	97.01%	>95%
Indigenous or Native American		96.13%	N/A	>95%
Two or more Races			95.96%	>95%
English Learners		95.7%	96.31%	>95%
Students w/ IEPs		95.3%	93.93%	>95%
Free/ Reduced Lunch		95.7%	94.84%	>95%

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	0 (0%)	1 (<1%)	0%	<1%
Latinx	2 (4%)	1 (<1%)	(1) <1%	<1%
Black or African-American	1 (1%)	15 (5%)	(3) 1%	<1%
White	4 (8%)	1 (<1%)	0%	<1%
Indigenous or Native American	0%	0 (0%)	0%	<1%
English Learners	0 (0%)	0 (0%)	0%	<1%

Students w/ IEPs	4 (10%)	3 (1%)	(1) <1%	<3%
Free/ Reduced Lunch	5 (2%)	8 (3%)	(3) 1%	<3%

Student Retention from 5th Grade to 6th Grade				
Metric	2022-23	2023-24	2024-25	2025-26 Goal
6th Grade Enrollment	97	93	57	80

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
ELPAC/ Measure G1 Parent Meeting	Wednesday, February 26

Staff Engagement Meeting(s)	
Staff Group	Date
All Staff Meeting	Tuesday, February 18 (PD)

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

<i>Real world learning and Global competence</i>	Developing	Emerging
<i>Art (Visual Arts, Theater, and Dance)</i>	2023-24	2024-25
<i>Access and Equitable Opportunity</i>	Quality	Quality
<i>Instructional Program</i>	Entry	Basic
<i>Staffing</i>	Basic	Basic
<i>Facilities</i>	Quality	Quality
<i>Equipment and Materials</i>	Quality	Quality
<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	1 FTE Tier 2 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,	\$47,000

	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 270 students at our middle school, with special emphasis on our 90 incoming 6th graders.	
Electives (Art, Music, World Language)		
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).	\$5,395.00
6th Grade Enrollment		
1	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.	\$400.00
Budget Total		\$52,795.00

Summary of 2025-26 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).	\$5,000
2	Culture and Climate Specialist - 0.4 FTE 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.	\$30,500
3	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.	\$247
Budget Total (must add up to Recommended Grant Amount)		\$35,747

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).	50	<i>220 students will review the performance, 35 cast and crew members take leadership roles, 15 students involved in production and preparation (set, stage and costume design)</i>	\$5,000

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
Culture and Climate Specialist - 0.4 FTE 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.	<ul style="list-style-type: none"> - Improve climate culture for 220 students in the lower school - While the Specialist will spend significant time with 6th graders to support their transition to middle school (57 students), the Specialist will support culture and climate across all grades (220 students). - Schoolwide increase on school climate surveys in the areas of self-management and self-efficacy 	\$30,500

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.	\$247

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

Teacher & Parent Meeting Notes 2/26/25

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 - 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"> ● What kinds of music programming can be provided to students? ● Would these funds be used for orientation activities, spirit week, or quarterly celebrations? ● Is the restorative justice coordinator able to work with all students? ● Question: Is this just lower school or upper school? <ul style="list-style-type: none"> ○ Answer: Lower
<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"> ● Affirmed: Seeing the kids practicing and performing in the musical, is a safe place. It is important. ● Making an effort this year to expand the program beyond the rehearsals <ul style="list-style-type: none"> ○ Morning Costume Club ○ QUEST Mural Creation ○ Art Class ○ Upper school students in comp sci classes and dance teams ● This is important for key stakeholders, such a Dean of Culture - the logical consequence part is an area for improvement ● Other ways to add more cooperation and not just competition
<p>3. Parent Discussion of Proposed Ideas</p>	<p>See above notes</p> <ul style="list-style-type: none"> ● .What kinds of music programming can be provided to students? ● Would these funds be used for orientation activities, spirit week, or quarterly celebrations?

	<ul style="list-style-type: none"> ● Is the restorative justice coordinator able to work with all students?
<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"> ● Is there a way we can encourage more students to try out for the play? Similar to Intersession, where all students have to try out all of the workshops.

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

Parent Sign In Sheet

Attendees: See sign-in sheet

Parent Name	Student Name	Student Current Grade
1. Nuris Palencia	Palencia, Sebastian & Andres	7th & 10th
2. Andrea Edgar	Edgar, Lillian	9th
3. Jasmine Sanchez	Isaias Resendiz	8th
4.		
5.		
6.		
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
Michael Trueman	English	8
Erin Oh	Ed Specialist	6-8
Sarah Blair	Science	7
Tierra PAtterson	Math	7
Grace Gecewicz	English	7
Ashley Wahnschaff	History	7
Perry Olson	History	8
Michael Marzec	Art/Makers Art	6-7
Darius Foster	Fitness	6-8
Michelle Fitts	Science	8
Ernesto Diaz	Dean or Culture and Climate	6-8
Stephen Cilono	English	6
Christine Ashley	History	6
Brandi Bellamy	School Counselor	6-8
Mick Terrizzi	Deana od Academic	6-8