



2019-20 Measure G1

Charter Grant Application

**Due: April 17, 2019
Revised: May 17, 2019**

School	Oakland School for the Arts	Contact *	Staci Smith
School Address	530 18th St. Oakland, CA	Contact Email	ssmith@oakarts.org
Principal	Staci Smith	Principal Email	ssmith@oakarts.org
School Phone	(510) 873-8800	Recommended Grant Amount**	\$12,326.91
2018-19 LCFF Enrollment (6-8)	27	Actual 2018-19 (6-8) Enrollment (Oakland Resident)	235

*Grants will be distributed based on site-projected enrollment at the time that the grant is due. Final distribution 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.

Summary of Approved Expenditures from 2018-19 (link to 2018-19 approved proposal)

2018-19 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	2018-19 Proposal was not submitted	
2		
Budget Total (must add up to Current Grant Amount)		

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

2019-20 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Step It Up Arts & Academic Summer Bridge Program	\$3500.00
2	Advisory and Restorative Justice training and materials	\$2,000.00
3	Small group Instrumental Music After-school lessons	\$6826.91
4		
Budget Total (must add up to Anticipated Grant Amount)		\$12,326.91

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
100	204	15%	19%	19%	2%	75%

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
55	1	11	19	0	1	120	95

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.

Name	Role
Staci Smith	Principal
Mike Oz	Assistant Principal
Brian Kohn	Executive Director
Arlyle Schultz	Head Counselor
Katy Zaugg	Dean of Students
Matthew Travisano	Artistic Director
Cava Menzies	Step-It-Up Program Coordinator

School Vision:

OSA will give the world generations of socially aware graduates: profound thinkers, innovative problem-solvers, and ground-breaking artists who demonstrate the essential value of the arts and creativity in all that we do.

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

<u>Music</u> (Rubric Score)	2017-18 (last yr)	2018-19 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2017-187 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity	NA	Basic	Access and Equitable Opportunity	NA	Basic
Instructional Program	NA	Quality	Instructional Program	NA	Quality
Staffing	NA	Basic	Staffing	NA	Basic
Facilities	NA	Quality	Facilities	NA	Basic
Equipment and Materials	NA	Quality	Equipment and Materials	NA	Basic
Teacher Professional Learning	NA	Basic	Teacher Professional Learning	NA	Basic
<u>World Language</u> (Rubric)	2017-18 (last yr)	2018-19 (this yr)			
Content and Course Offerings	NA	Sustaining			
Communication	NA	Developing			
Real world learning and Global competence	NA	Developing			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
2017-18 Enrollment Data (20 day)	91 - 6th Graders	92 - 6th Graders	Suspension	0.6%	0.98%
ES Outreach Strategy Actions	The Step-It-Up program is our primary outreach to elementary schools.	The Step-It-Up program is our primary outreach to elementary schools.	Chronic Absence	1.6%	2.6%

Programs to support ES students transition to MS	Transition support has been 1) a New Family enrollment in the spring prior to the school year and 2) New Family Orientation the week before school.	Entry - Plans are in place to create Family Outreach to incoming families via the Step It Up program as well as an advisory and peer connections and a Transitions to Middle School course for 1 or more quarters	CHKS data (district only)		
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REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without this documentation of engagements.

Community Engagement Meeting(s)	
Community Group	Date
APT (Alliance of Parents and Teachers) meetings for each Art Emphasis on the 2 nd Tuesday of each month. The APT meetings are an opportunity for families to connect with Arts staff and faculty in their child's respective Art program.	May 14, 2019

Staff Engagement Meeting(s)	
Staff Group	Date
Monthly Faculty Meetings (All, MS & HS, Arts Chairs)	May 6, 2019
Middle School Team Check-in	May 1, 2019

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team's plan to address the following:

The Goals of the Measure

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2017-18 school year.
2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric

In terms of access/equity, scheduling is set up so that all music students are in music courses in the same 2 period block of the school day. Course sequence is factored into the scheduling of these courses so that students have access to all classes they need to fully develop as a musician. The instructional program has diverse offerings that bring in professional musicians that enhance the educational experience. Students have many performance opportunities outside of school. We currently are in the process of supporting of teaching professionals through the CTE credentialing process and hope to soon have all music faculty CTE credentialed. Our Instrumental Music department has its own facility in the Newberry building at 19th and Telegraph with specialized furniture, relevant equipment, and practice rooms for groups and individuals. Instructional materials are updated regularly and instruments are well maintained. Our Audio Production and Engineering course guides students through advanced music production with current software and state of the art technology. Our music teachers have common planning time commensurate to that of our academic teachers, though we intend to build in more time for collaboration with academic teachers to better develop an integrated program of study.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$6826.91	Due to a greater population of students who have not had exposure to music training, a need for small group private lessons has been identified. These lessons would be for groups of 3 students on the same instrument	The anticipated outcome would provide support to underserved, Step-It-Up and low-SES students training and support to assist their success in instrumental classes and stay on pace with their peers. The 8-10 Step-It-Up students in instrumental music

	and be offered 8 times per semester (approximately weekly) after school for one hour.	grades 6-8, would be served by this offering. The achievement goal would be for these students to be prepared to participate fully alongside their counterparts who have access to private lessons. The classes would be taught at a discounted market rate by their classroom instructors to ensure the appropriate alignment exists for student growth.

2. Art Program

Programmatic Narrative Based on Rubric

In terms of instruction, facilities, teachers, equipment, and professional development our art program is similar to that of our music program. We have dedicated facility space, high quality materials and equipment, access to community resources and industry experts, shared professional development opportunities, and highly skilled professional artists as teachers that are pursuing CTE credentialing. We intend to focus a portion of our G1 funding on increasing access to this instruction and curriculum to students that are currently focusing in other art forms to better prepare them for careers in the industry. We have engaged in an intensive self-study throughout this school year. Our primary finding is that to best serve our students we need to fully develop an integrated program of study where the passion our students bring to the arts is best leveraged through all aspects of their daily experience. We have found that any many instances our level of artistic specialization needs to be balanced with breadth in artistic exposure to better prepare students for industry. For instance, only our Digital Media students are currently accessing training in Photoshop on our campus while it has been clearly identified that such technological proficiency is critical in all art industries. In addition to this, we are working to develop courses in the core content areas that authentically integrate the arts into the curriculum and assessments.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
N/A	Adobe Creative Cloud licenses for 200 students. Currently only our 20-25 Digital Media students are getting access and training in Adobe programs such as Photoshop and Premier. This would allow us to provide such access to many more students .	As made clear by our industry partners, these technological skills are necessary for most creative fields. We anticipate a heightened engagement as we better prepare our students for creative industries. Students will also learn portfolio creation skills through this process making their learning more relevant. 200 students will benefit from this expenditure. This is directly connected to the following G1 goal: • Increase access to courses in arts, music, and world languages in grades 6-8 At the time of revision of this application, we

		have concerns about the ability to implement this offering as there are significant additional needs and structural changes in progress that necessitate us revisiting this offering at a later date.
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3. World Language Program

Programmatic Narrative Based on Rubric

We offer world language courses in both French and Spanish, but only to our high school students. For middle school students to take language courses they do so through dual enrollment with neighboring city colleges. All students have the opportunity to take complex language offerings in high school and the opportunity to demonstrate their proficiency. There are currently limited opportunities for students to use the target language in a real-world setting.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
N/A		

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

As demand has increased for our school our percentage of Oakland residents and students of color has decreased significantly. We have engaged in analysis and implemented our Step It Up team to recruit students of color from Oakland and help these students prepare for artistic audition into the 6th grade. This work has led us to strengthen our relationship with district elementary schools.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$3500.00	Step It Up summer bridge program designed to support our incoming students recruited through the Step It Up Program to be successful in their transition to OSA. This includes support in the culture of being and arts student, socio-emotional needs, navigating a new structure, basic skills beyond the technical skills, etc. The proposed budget for this program includes compensation for a director, arts faculty, and academic faculty.	Our students of color from Oakland that are supported in the audition/enrollment process through the Step It Up program will have higher academic success, higher attendance, and feel more included in our school community. This will serve approximately 90 Title I students and results can be measured through student grades,

		attendance, and student culture survey. This initiative is directly connected to the following G1 goals: • Increase access to courses in arts, music, and world languages in grades 6-8. • Improve student retention during the transition from elementary to middle school.

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

We are continuing to improve our restorative practices to decrease the number of suspensions and provide support to better engage students that are chronically absent. Currently our dean of students is leading this initiative, though we recognize that to fully implement a restorative justice program we will need to allocate more resources. We have seen a significant reduction in the overall number of suspensions though we ultimately aim to bring this number to as close to 0% as possible.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$2000	With the implementation of Linked Learning in our high school, we have identified a need to support the middle school staff and students with training and curriculum to 1) provide successful advisory class and 2) train faculty on creating supportive learning environments using skills from Restorative Justice practices including de-escalation processes..	All 235 students in middle school considered in this application would benefit from being in classrooms where teachers are proficient and receive on-going professional development in skills that improve the classroom experience for all learners.

Please submit your 2019-20 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

5/1/19 MS Team Check In
Agenda & Notes

Attendees: K. Bradburn, M. King, K. Hannah, J. Foster, J. Humphrey, K. Holtzinger, A. DeRoos, P. Callis, K. Zaugg, A. Schultz, T. Coleman, C. Yan, T. Pontecorvo, L. Guerin, E. Oliver, C.D. Guerra, L. Cheatham, M. Peters, S. Smith

EMS Catapult System - Overview & Training
Director of Technology - David Smith

Measure G1 Application process update

Step-It-Up Summer Bridge
Request for Counseling Support
Plan Description

1. Culture Building
 - Student *Engagement*
 - *School Culture - Community building*
 - *HW expectations*
 - *Socialization with other Step-It-Up participants*
 - *Anxiety around coming into OSA*
 - *Using Email at OSA*
 - *PowerSchool training for parents*
 - *Google Classroom as a communication method & parent training*
 - *Transportation to OSA*

Budget - budgeted \$50/hr

Academic Teachers Interested
Crystal Yan
Laurice Guerin
Kelsey Holtzinger
(Kris Bradburn is thinking about it)

Final Exam Schedule

New Family Enrollment - 5/11

Kris
Arlyle
Kelsey
Mike K.
Phillip

[illegible]

Sup

Attendees:

Dave Ellis via Facetime, Sara Dasovich, Patrick Anseth, Kev Choice, Justin Ouellet, Mark Clifford, Crystal Pascucci, Emily Tian, Staci Smith

Built in advisory in IM to support small groups of students

Small sectionals have been replaced by combos

Need to know who is teaching what and what the schedule is.

How can this resolved?

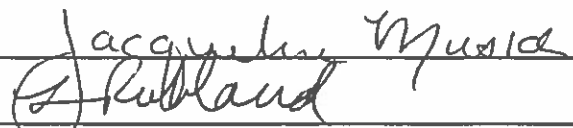
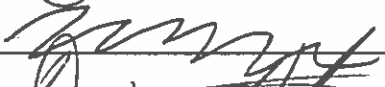
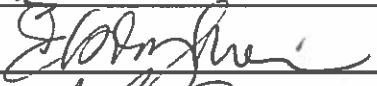
Cost of Private Lessons

Number of Students	Number of Lesson/ student	Hrly Cost per lesson	Total Cost	Cost per Year
47 (16 groups of 3)	8/semester = 16/year	\$150/ lesson for 3 students	\$2400 / group of 3 students	\$38,400 (grant amt = \$6826.91)

5-14-19

OSA APT Education Series

Sign In Sheet

Printed Name	Signature
Anne McSilver	
Nancy Malone	
Jacqueline Musich	
Liz Ruhland	
Wendy Snyder	
Dewayne Walter	
Trudy Brown	
Ebon/Manion	
Maribel Sainer	
Brittany Walker-Pettigrew	
Jon N. Pettigrew	
Christine Attanis	
CYNTHIA RE	
Jubane Contreras	
Romy Douglass	

OSA APT Education Series: IMPLICIT BIAS IN EDUCATION

Tuesday, May 14th 6 - 7 p.m.

@ OSA (530 18th St. Oakland, CA 94612)

Event Goals:

- Build some more allies amongst the APT that would like to lean more deeply into this work
- Opportunity for relationship building and educational growth of parent community
- Encourage more parents to engage and have a more global perspective of OSA and equity needs.

Guest Panelists: Mara Benitez (Leader in Education Equity and Transformative Coaching and Consulting) and Tom Malarkey (National Equity Project)

Panelists: Leila Mottley (BSOC Chair), Uma Joshi (Ethnic Studies teacher), Malachi (student) Emiliano Estrada (student), Aurora Barajas (POC parent co-chair)

Moderator: Cava Menzies

Time	Agenda Items & Process	Person leading
5 minutes	Welcome/ Intro to Panelist/Outcomes/Agenda Overview Implicit Bias Framing: Why it is important and its impact in our lives	Cava Menzies
15 minutes	Video: KQED https://www.pbs.org/video/pov-implicit-bias-peanut-butter-jelly-and-racism/ Activity: Table talk activity in small groups with OSA panelists acting as facilitators in the small groups (to get closer to reaching your relationship/community building goal) Prompts: Two bullets points: What is implicit bias? Knowing what you know now about implicit bias..... (Choose 1 Question) 1. How might it inform relationships? 2. How might it show up in our school community? 3. How might it impact teaching and learning? Share Out: One Highlight	
10 minutes	Discussion: Implicit Bias in the School Community Implicit Bias in OSA community o OSA's enrollment changes throughout its history o Step It Up / Gentrification in Oakland/ Cross-section of students Essential Question: How does implicit bias show up in the classroom, hallways and free spaces at OSA? OSA Panelists: share stories of how they experience implicit bias in the school from their perspective (remove the names to protect the innocent)	

15 minutes	Panelists: Share your experiences with supporting teachers, leaders and education settings advance equity and belonging- • <i>What are your findings?</i> • <i>What are some of the parallels you would draw between implicit bias in high stakes situations and those that take place in educational settings?</i> • <i>What are some bright spots in this work?</i> • <i>What might be some implications if implicit bias is not addressed or not explicitly integrated in equity work?</i> Q&A: <i>We might be able to get a couple of audience questions here?</i>	
10 minutes	It is up to US: • How might we as individuals and as a school community interrupt and stop implicit bias? <i>OSA is applying for the use of Measure G1 funding which is the Teacher Retention and Middle School Improvement Act bond. We will be utilizing these funds to improve student retention during the transition from elementary school to middle school and to create a more positive and safe middle school environment.</i> (Your question on long banner paper) • Collective brainstorm ideas on post-its in small group and place on large banner type paper	
5 minutes	Closing Share out: Individual and collective commitment(s) to doing the work of explicit awareness and ways to combat or interrupt implicit bias.	

Additional Resources and Articles:

1. <https://www.sfchronicle.com/bayarea/otisrtaylorjr/article/A-homeless-Oakland-couple-moved-into-a-4-million-13812019.php#article-comments>
2. https://www.washingtonpost.com/nation/2019/05/02/an-explosive-racial-bias-debate-marks-florida-vote-arm-teachers-over-educators-objections/?noredirect=on&utm_term=.7aabfb29a686
3. Five Steps for Liberating Public Education From Its Deep Racial Bias
<https://blog.nationalequityproject.org/2018/08/21/5-steps-for-liberating-public-education-from-its-deep-racial-bias>
4. Verna Myers - How to overcome our biases? Walk boldly toward them
https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them/discussion?language=en

The race card Project: <https://theracecardproject.com/the-race-card-project-wal>

Minutes:

Definition of implicit bias in our society that effects all aspects of society and does not discriminate by race, class, gender

Difference between implicit and explicit bias as it relates to race, gender, sexual orientation, sexual identity. Known vs unknown (functions in the brain at the unconscious level). Implicit bias shows of as micro aggressions in day to day.

Video: KQED Implicit Bias

Small group discussion – How does implicit bias show up at OSA?

- Planned for '19-'20 school year – All School read
- How do we make the conversations actionable?
- Experience at large – punishing people for expressing a different opinion;
- Child not experiencing having to prove her value as a “smart for a black girl” as the parent had to do in school.
- Student experienced bias in math class where the assumption that she was not as smart as her white peers.

Panel answered How implicit bias showed up at OSA?

- Students and parent shared their own experiences.
- Response to behavior
- Student experience with teacher response to comments that challenged the portrayal of women of color in literature (defensive to the black student & not so to the Asian student)
- Teacher shared that students who are not lifted up by other teachers causes her to make extra efforts to support these students; curriculum is locked and bound with implicit bias

What is the professionals' recommendation for OSA to respond to these issues?

- Know who the students are that are experiencing the effects of unconscious bias
- Make time to slow down and have the conversations within the faculty

Student view of recommendations for OSA

- Sr. Capstone project as it relates to teacher professional development – lead by students and let go of control and turn the dynamics on its head to give input

Ms. Smith shared that Measure G1 funding will be used to address a Summer Bridge program to improve student retention for incoming 6th grade students and to create a safe middle-school learning environment. As we proceed with implementation of Linked Learning as an equity tool having professional development include the voices of students in imperative and planned.

Summer Bridge is critical for providing study skills and access to learning success for equity.

What is the plan for supporting students needing financial support for international training for art at schools who recruit but do not offer funding? It is a

STEP IT UP 2019 SUMMER BRIDGE PROGRAM IDEAS

PROGRAM BREAKDOWN:

Session Length: 1 week

Session Dates: August 12th - 15th. (no class on Friday so teachers can prep)

Session Times: 2:00 - 5:00 p.m. each day

Session Schedule Breakdown:

- 1:00 - 2:00 p.m. - OSA onboarding
- 2:15 - 3:15 p.m. - Arts Supports
- 3:15 - 3:30 p.m. - Break
- 3:45 - 4:45 p.m. - Academic Supports
- 4:45 - 5:00 p.m. - Q&A

STAFF NEEDED:

Academic Faculty: 2 Academic Faculty (6th grade English and Math)

Arts Faculty Needed: 1 VA, 1 DA, 1 LA, 1 FD, 1 IM, 1 VM, 1 TA

Summer Bridge Program Director: 1 (Program Director)

COST BREAKDOWN:

SUMMER BRIDGE COST	RATE	TEACHING HOURS	PREP/ADMIN HOURS	TOTAL HOURS	TOTAL COST
PROGRAM DIRECTOR	\$50 per hr	0	18	37	\$900
ACADEMIC FACULTY: MATH	\$50 per hr	4	2	13	\$300
ACADEMIC FACULTY: ENGLISH	\$50 per hr	4	2	13	\$300
ART FACULTY: VA	\$50 per hr	4	1	11	\$250
ART FACULTY: TA	\$50 per hr	4	1	11	\$250
ART FACULTY: IM 1	\$50 per hr	4	1	11	\$250
ART FACULTY: IM 2	\$50 per hr	4	1	11	\$250
ART FACULTY: LA	\$50 per hr	4	1	11	\$250

ART FACULTY: VM	\$50 per hr	4	1	11	\$250
ART FACULTY: FD	\$50 per hr	4	1	11	\$250
ART FACULTY: DA	\$50 per hr	4	1	11	\$250
					TOTAL COST: \$3500

NOTES:

WHERE DOES PARENT ENGAGEMENT HAPPEN? CAN IT HAPPEN FOR A COUPLE DATES? Mike, Staci, Others...Buddy systems with parents, faculty - parents, *After work hours

AUGUST 12th?

Child Engagement

School Culture

HW

Socialization

Anxiety

Email

PowerSchool

Google Classroom

Transportation

Do all arts programs need the full two weeks?

Lit Arts

1 week - curriculum for Arts: Orientation. The culture of being an arts students. Socio-emotional needs. Balancing arts needs, navigating arts schedule, how to get supplies together, the basic needs beyond the technical skills of being an artist. Could it be field trips to see other arts? Could current students be involved?

Pathways, Schedules, etc...

*Culture of philanthropy.