



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

<b>2020-21 Measure G1</b>
<b>Grant Application</b>
<b>Due: April 10, 2020</b> <b>Revised: May 4, 2020</b>

<b>School</b>	Oakland School for the Arts	<b>Contact</b>	Staci Smith Mike Oz
<b>School Address</b>	530 18th Street Oakland, CA 94612	<b>Contact Email</b>	ssmith@oakarts.org moz@oakarts.org
<b>Principal</b>	Mike Oz	<b>Principal Email</b>	moz@oakarts.org
<b>School Phone</b>	510-873-8800	<b>Recommended Grant Amount*</b>	<b>\$18,886.00</b>
<b>2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)</b>	<b>238</b>	<b>2019-20 LCFF Enrollment</b>	<b>38</b>

*\*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 2019-20 (2019-20 Approved Proposal)**

2019-20 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
1	Step It Up Arts & Academic Summer Bridge Program	\$6,326.91
2	Adobe CC licences for 200 students	\$6,000
3		
4		
5		
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$12,326.91</b>

**Summary of Proposed Expenditures for 2020-21 (listed in order of priority)**

2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	.2 FTE Counseling supports and middle school programming focused on gender identity	\$12,386
2	Summer bridge program to support middle school students transition back to campus from remote learning	\$3,000
3	Challenge Day event for our 7th grade class	\$3,500
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$18,886.00</b>

**School Demographics**

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
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113	217	18.75%	6.10%	6.10%	1.20%	70%
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### ***Student Body Ethnic Composition***

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
18.20%	0.61%	5.45%	21.21%	0%	0.30%	34.84%	18.79%

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

Name	Role
Mike Oz	Principal
Katy Zaugg	Assistant Principal
Matthew Trivisano	Artistic Director

**School Vision (insert here): OSA students will be creative and critical thinkers who demonstrate a commitment to equity, community, collaboration, and self-reflection. Through meaningful engagement with pathway-integrated curriculum and work-based learning opportunities, graduates will be resilient and ready for college and career. Alumni will exemplify the essential value of the arts in all they 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.

<b><i>Music (Rubric)</i></b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>	<b><i>Art (Visual Arts, Theater, and Dance)</i></b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>
<b><i>Access and Equitable Opportunity</i></b>	Basic	Quality	<b><i>Access and Equitable Opportunity</i></b>	Basic	Quality
<b><i>Instructional Program</i></b>	Quality	Quality	<b><i>Instructional Program</i></b>	Quality	Quality
<b><i>Staffing</i></b>	Basic	Quality	<b><i>Staffing</i></b>	Basic	Quality
<b><i>Facilities</i></b>	Quality	Quality	<b><i>Facilities</i></b>	Basic	Basic
<b><i>Equipment and Materials</i></b>	Quality	Quality	<b><i>Equipment and Materials</i></b>	Basic	Basic
<b><i>Teacher Professional Learning</i></b>	Basic	Basic	<b><i>Teacher Professional Learning</i></b>	Basic	Basic
<b><i>World Language (Rubric)</i></b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>			
<b><i>Content and Course Offerings</i></b>	Sustaining	Developing			
<b><i>Communication</i></b>	Developing	Developing			
<b><i>Real world learning and Global competence</i></b>	Developing	Developing			

### **Measure G1 Data Analysis**

<b><i>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)</i></b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>	<b><i>Safe and Positive School Culture (SPSA)</i></b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>
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<b>Enrollment Data (20 day)</b>	92 - 6th graders	116 - 6th graders	<b>Suspension</b>	0.98%	1%
<b>ES Outreach Strategy Actions</b>	The Step-It-Up program is our primary outreach to elementary schools.	The Step-It-Up program is our primary outreach to elementary schools.	<b>Chronic Absence</b>	2.6%	2%
<b>Programs to support ES students transition to MS</b>	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	In addition to our Step-It-Up outreach program, our advisory program is up and running providing all students with a small cohort led by an advisor who acts as the advocate and point person for their group of students. We are putting further resources into supporting our first 6th grade class that will be enrolled without an audition process in 21-22.	<b>CHKS data (District) or Culture/Climate survey</b>		N/A

**MANDATORY: Please provide all meeting agendas, minutes and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without documentation of these engagements.**

**\*\*The agenda and meeting notes must reference overview of Measure G1 and show dialogue and input from stakeholders.**

<b>Community Engagement Meeting(s)</b>	
<b>Community Group</b>	<b>Date</b>
Greater School Community (Teachers, parents, board members)	4/13/2020
Board of Directors	4/14/2020

<b>Staff Engagement Meeting(s)</b>	
<b>Staff Group</b>	<b>Date</b>
All teacher (arts and academics)	April 14, 2020
Leadership team	April 14, 2020

### ***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 Measure G1**

- 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 2019-20 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 the amount listed in "Recommended Grant Amount" above.

### 1. Music Program

#### Programmatic Narrative Based on Rubric

Being a school that focuses on the arts, access to the arts has been a strength for us. Though all students have access to arts education, one of our programmatic limitations has been to provide cross disciplinary opportunities within the arts (i.e. music training for a student on the Design, Visual, Media pathway). To improve in this regard we are redesigning our program to provide increased opportunities of this sort. Students in the 6th grade will have less specialized training and a greater breadth of artistic access. They will work toward specialization throughout their middle school experience. For the students in the music program, they have remarkable access to a top notch instructional program. The program is influenced by industry experts and students receive regular training from working musicians. This includes access to a range of genres and opportunities to perform regularly outside of school hours. Our instrumental music facility is directly across the street from our main campus and provides students with a substantial professional working environment. Rooms are acoustically adequate and small sound proof practice rooms are available. They also have access to a state of the art recording studio on our main campus. The instructional materials, instruments, and technology are all at a high standard for a school setting. Professional development specific to the needs of our music educators is our greatest area for growth. Our professional development has been focused on major programmatic shifts relating to Linked Learning pathway development for over two years and has therefore lacked in the specialized development for our music instructors. We had no expenditures connected to our music program through G1 for the 19-20 school year. Our revised plan included funds allocated to 1:1 music lessons for students in need of extra support. We were not able to implement these supports this school year and would therefore like to roll these funds into next school year.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.

### 2. Art Program

#### Programmatic Narrative Based on Rubric

As with our music program, being a specialized art school enables us to have a strong visual art program. We had originally allocated a portion of last year's G1 funds for adobe creative cloud licences for 200 students, though we chose not to make that purchase as our program was not prepared to make best use of this purchase. We shifted these funds to providing additional music lessons for students facing economic hardship. In regards to access and equity, all visual art students have access to a very strong specialized program with special education supports available to all eligible students. We are further developing access for students that are not specifically in the visual art subpathway as part of our linked learning pathway development. Instruction focuses on a range of opportunities including painting, printmaking, digital arts, still life, photography, etc. Our instructors are professional artists who are well networked with local organizations providing many opportunities for our students for industry informed instruction and community events. Facilities are an area in need of further growth for our visual art department. Classrooms are currently shared with academic teachers for the most part, making it challenging to have a fully functioning studio environment. Though the materials are more than adequate, this shared facility makes it challenging to keep materials set up from day to day. Like our music program, professional development is also an area in need of growth for our visual art program. Our focus on linked learning pathway development has made it challenging to allocate time for specialized professional development.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.

### 3. World Language Program

#### Programmatic Narrative Based on Rubric

We currently do not have a formal world language program for our middle school students due to time limitations imposed by the time allocated for our specialized arts programs. Though we do support middle school students in enrolling in city college world language course offerings and allow them into high school language course in some situations.

<b>Budget</b>	<b>Description of 2020-21 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
	N/A	

#### 4. 5th to 6th Grade Enrollment Retention

<b>Programmatic Narrative Based on Data Analysis</b>		
As a grade 6-12 school, 5th to 6th grade retention is not applicable. Though we do have programs in place to help recruit students from under performing OUSD elementary schools by providing artistic preparation to enable admission and success in our program.		
<b>Budget</b>	<b>Description of 2020-21 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students/families to be served and achievement for specific student groups.
	N/A We are a 6-12 school	

#### 5. Safe and Positive School Culture

<b>Programmatic Narrative Based on Data Analysis</b>		
OSA focuses intently on providing a safe and positive school culture. With over 40% of our middle school students identifying as LGBTQ and roughly 70% students of color from many different ethnicities, we welcome many students who depend on inclusivity and robust socio-emotional supports. Our advisory program is new this year and through surveys we have seen that around 60% of our students find advisory to provide these supports. We look forward to seeing this number increase as we further develop this program. Funds from G1 went directly to the training and designing of this advisory program and are largely credited with our ability to pull off this program with success in its first year. 88% of our middle school students report OSA as being a safe environment, 86% report it as being an inviting place to learn, and 83% report seeing OSA as a place where students have an influential voice. We are concerned by the data that only 64% of our middle school students report OSA being a place where student treat each other with respect. In previous years we had much stronger numbers in this regard and attribute this to the work we once had in place with Challenge Day.		
<b>Budget</b>	<b>Description of 2020-21 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above). Outcomes should reference data from CHKS or Climate/Culture survey, i.e., Student survey data will show an increase in satisfaction with their school experience prior year.

\$12,386	.2 FTE Counseling supports and middle school programming focused on gender identity and sexual orientation	Create a more positive and safe learning environment. With our substantial percentage of LGBTQ students in our middle school, we believe that this added support will increase the overall percentage of students that find OSA inviting as well as the percentage of students that feel students treat each other with respect. With approximately 35% of our middle school students identifying as LGBTQ we expect this counseling support to directly serve approximately 100 students. We will be able to measure the success of these supports by the results of our student culture survey, specifically the questions regarding whether or not OSA feels like a supportive and inclusive environment. Our survey will enable us to identify specifically how our LGBTQ population responds to this and other related questions.
\$3,000	Summer bridge program to support middle school students transition back to campus from remote learning	Given the current circumstances and the potential increase in the achievement gap in a remote learning environment, we expect a summer bridge program offered to students in greatest academic need to enable these students to return to school feeling connected and supported. We expect this will be reflected in the student culture survey as we intend this support to result in a high number of students finding OSA to be an inviting place to learn. We anticipate having approximately 20-30 students participate in this bridge program and will be able to measure their success by monitoring academic progress in the fall semester.
\$3,500	Challenge Day event for our 7th grade class	We have worked with challenge day in the past and when working with them see a significant increase in the number of students that report OSA as being a place where students treat each other with respect. We expect to see this 64% from this school year to grow to 75%. This will serve all 118 of our 7th grade students.

***Please submit your 2020-21 Measure G1 application to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***

## **Community Engagement G1 Meeting**

Monday April 13, 2020 12:00

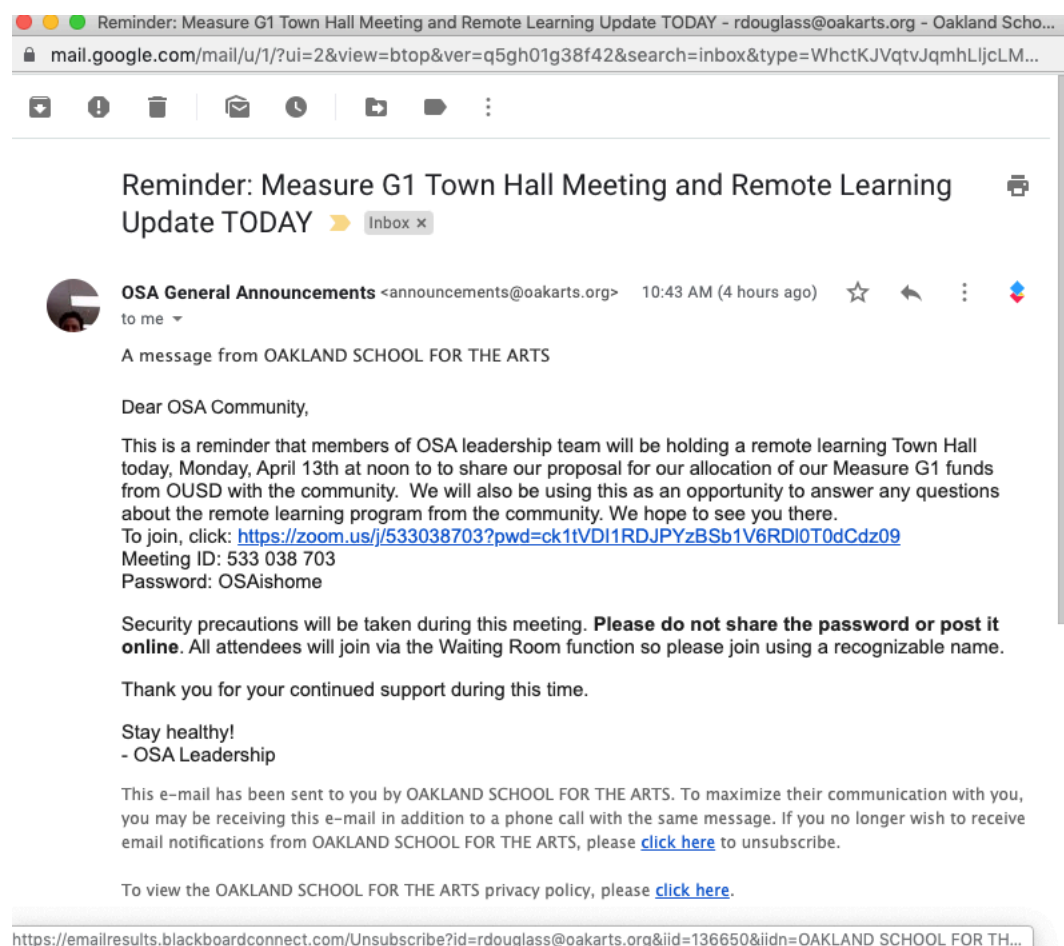
Held via Zoom

### **Agenda**

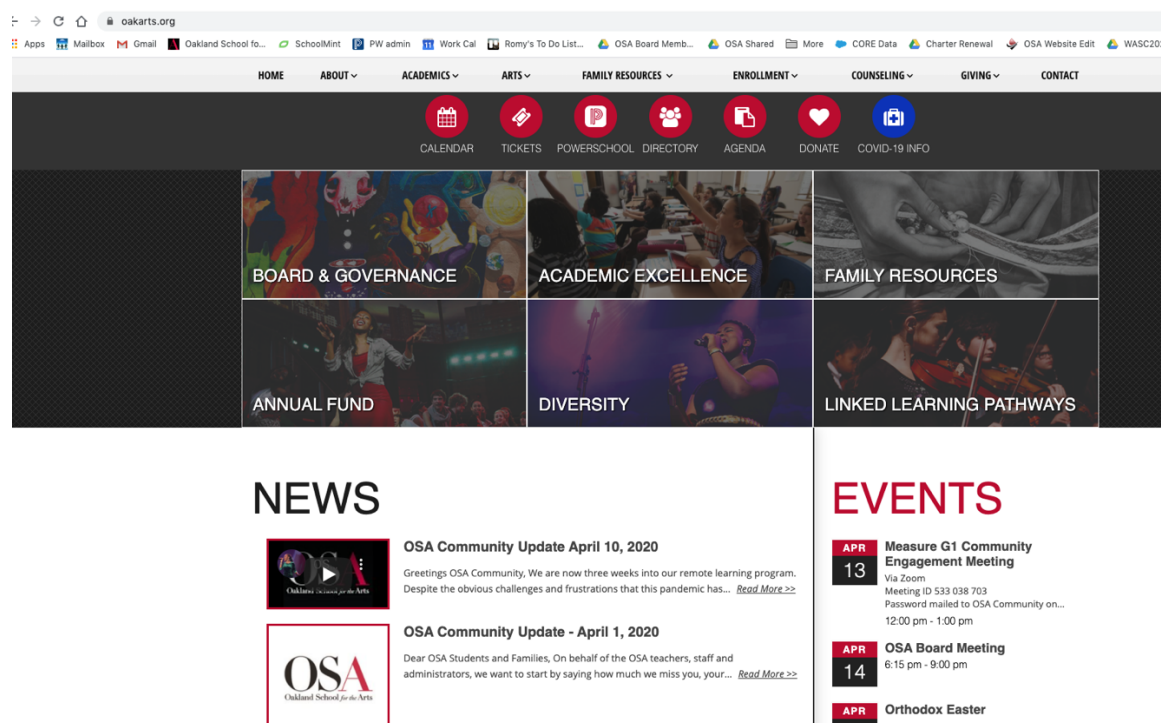
- An overview of Measure G1: goals and choices
  - Music Programs
  - Art Programs
  - World Language Program
  - Safe and Positive School Culture
  - Retention from elementary to middle school
- What Measure G1 currently pays for
- Proposed Expenditures for the 2020-21 school year
- Community Dialogue
- Review Community Input
- Resolution



The meeting was emailed to all OSA families with a reminder (see image)



and posted on the homepage of our website (see image).





## **Community Engagement G1 Meeting Notes**

Monday April 13, 2020 12:00

Held via Zoom

School principal Mike Oz discussed overview of meeting - brief remote learning update and discussion of Measure G1 funding. Amount is over \$18,000 and we will discuss how we intend to spend it and to receive feedback from the community.

### **Remote Learning Update**

Review of priorities in remote learning plan. Access was our first and biggest concern. We tracked who was accessing Google classroom to ensure access. We keep reviewing. Student wellness also a priority. Balance of academic expectations. Organizing small group tutoring, credit recovery, will start this week.

Discussion on hitting the Goldilocks level of schoolwork. Some teachers are assigning optional work for kids who have more capacity. Karen Morfin suggested a Konstella group for remote learning support.

Parents can get a weekly recap of Google classroom but Google doesn't give full access to classroom itself. Only via your kid's log in. Once you're invited in you should automatically get updates.

Social interactions question- addressed via bi-weekly grade level meetings held via counselors for check-ins. Also via Advisory.

### **Measure G1**

Mr. Oz:

If you're an Oakland property owner, you pay a small G1 parcel tax. Schools receive these funds, which are allocated per capita for middle-school aged Oakland residents in public school. Goal of the fund is to increase access to arts, music, foreign languages and ensure safe schools. Last year we received around \$12k and this year it's around \$18k.

We first propose counseling services for gender identity, which was a need identified in our student culture survey. Programmatic development. We would like to allocate .2 FTE of a counselor position to work with MS students to ensure schoolwide safety and support for students who may be struggling.

We also propose a Summer Bridge program. Portion of funds to cover this program to take place over the last couple weeks of summer. Specific to middle school students. Can support incoming students with needed art training to successfully transition into school life at OSA and can also support current students who have missed face to face arts instruction during shelter in place.

Parent input verbally and on chat:

Matt Lipner: Great idea. Can you look at current HS students to help in an advisory role or resource for gender identity support?

Karen Morfin: would love to see a summer bridge program

Norene Griffin: agrees that it looks good

Natasha Haugnes : yes, good

Wei-Ling: Yes, I like that focus

Mr. Oz: are there any concerns or questions? Any suggestions? (waited, none given).  
Thank you, we will apply for the G1 funding for the items mentioned.

### **Wrap Up**

Parent discussion on how well OSA transitioned to remote learning, and request to hold town hall meetings bi-weekly. Mr. Oz agreed that they would be scheduled bi-weekly going forward.

Meeting concluded

**51 total attendees during the course of the G1 Engagement meeting held 4/13/20:**

1. Alison Hurley (OSA Faculty)
2. Allan Ayres (OSA Parent)
3. Andrew Gersh (OSA Parent)
4. Bart Jaworski (OSA Parent)
5. Blair Biddle (OSA Parent)
6. Bonnie Shea (parent)
7. Corinne DeLuca (OSA Faculty)
8. Dane (OSA Parent)
9. Daniel Qiu (OSA Faculty)
10. Dave Ellis (OSA Faculty)
11. David Smith (OSA Faculty & Parent)
12. Dewayne Walton (OSA Parent& OSA Board member)
13. Dinah Mattick (OSA Parent)
14. Donzi De Souza (OSA Parent)
15. Efrat Rafaeli (OSA Parent)
16. Elaine Fajardo (OSA Parent)
17. Gloria Lucero (OSA Parent)
18. Jackie (OSA Parent)
19. Jean-Francois Revon (OSA Faculty)
20. Jeremy Taylor (OSA Faculty)
21. Jessie Lefebvre (OSA Parent)
22. Jim (OSA Parent)
23. John Pettigrew (OSA Parent)
24. Jody DeSouza (OSA Parent)
25. Julie Glass (OSA Parent)
26. Karen Morfin (OSA Parent)
27. Katherine Marx (OSA Parent)
28. Kathryn Keslosky (OSA Faculty)
29. Katy Zaugg (OSA Faculty)
30. Ken McCall (OSA Parent)
31. Laila (OSA Parent)
32. Laura Babitt (OSA Parent)
33. Matt Lipner (OSA Parent)
34. Matthew Travisano (OSA Faculty)
35. Michelle Trattner (OSA Parent)
36. Mike Oz (OSA Faculty)
37. Nancy (OSA Parent)
38. Natasha Haugnes (OSA Parent)
39. Nick Mata (OSA Parent)
40. Norene Griffin (OSA Parent)
41. Patricia Smith (OSA Parent)
42. Paul Callis (OSA Faculty)
43. R Bond (OSA Parent)
44. Rebekah Evenson (OSA Parent)
45. Romy Douglass (OSA Faculty & Parent)
46. Sandra Schleimer (OSA Faculty)
47. Sara Sens (OSA Parent)
48. Sarah Gort (OSA Parent)
49. Sophie (OSA Parent)
50. Vanessa Wilson (OSA Parent)
51. Wei-Ling Huber (OSA Parent & OSA Board member)
52. Whitney Roland Blalark (OSA Parent)

Participants (49)

Search

Romy Douglass (Host, me)

moz

karen morfin

Michelle Macis-Trattner

Efrat

Alison Hurley

allan

Bart Jaworski

Blair's iPhone

Bonnie Shea

Corinne DeLuca

Dane

Daniel Qiu

Dave Ellis

David Smith

Dewayne's iPad

dinahmattick

Donzi De Souza

Elaine Fajardo

Gloria Lucero

Heather Gersh

jackie's iPhone

Jean-Francois Revon

Invite

Mute All

Unmute All

More

Participants (49)

Search

jackie's iPhone

Jean-Francois Revon

Jeremy Taylor

jessicalefevre

jim

jodydesouza

Jon Pettigrew

joshens

Julie Glass

Katy Zaugg

Ken McCall

Laura Babitt

Matt Lipner

Matthew Travisano

Michelle Macis-Trattner

missc

Mr. Callis

Unmute

More

Nancy

Natasha Haugnes

Nick Mata

nory griffin

rbond01

REverson

Participants (49)

Search

j

joshsens

y

Julie Glass

K

Katy Zaugg

K

Ken McCall

L

Laura Babitt

M

Matt Lipner

M

Matthew Travisano

M

Michelle Macis-Trattner

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M

Mr. Callis

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Nancy

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Natasha Haugnes

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Nick Mata

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nory griffin

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rbond01

R

REvenson

S

Sandra Schleimer

S

Sarah Gort

s

sophie

V

Vanessa

w

wei-Ling

w

whitney

Unmute

More

Invite

Mute All

Unmute All

More



School:	Oakland School for the Arts	Principal	Mike Oz
School Address	530 18th Street Oakland, CA 94612	Principal Email:	moz@oakarts.org
School Phone	510-873-8800	Grant Amount	<b>\$12,326.91</b>
2018-19 LCFF Enrollment (6-8)	<b>27</b>		

- Grant allocation is based on 2018-19 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

Programmatic Narrative Based on Rubric		
<p>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.</p>		
Budget	2019-20 Activities	Anticipated Outcome
\$6,826.91	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 and be offered 8 times per semester (approximately weekly) for school for one	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

	hour.	8-10 Step-It-Up students in instrumental music 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.
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### **Mid-Year Reflection: Music Program**

#### **Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

The Instrumental Music Department has identified 12 students in need of lessons to help put them on track with their peers. This includes 3 strings players, 3 pianists, 1 drummer, 1 guitarist, and 4 wind players. These students are either past members of Step It Up or nominated since they don't have private lessons at home. Four instructors have been identified to help work with the students after school. Educators have agreed to \$80 per hour allowing for 85 total private lessons. ( $\$80 \times 85 = \$6800$ ) Each student will receive 7 lessons which will be exceedingly helpful for their progress. These lessons will give instrument-specific techniques that we are not able to cover in class. Lessons are expected to meet weekly, begin the first week of March and end the week of April 20th in preparation for students' May concerts.

## **2. Art Program (PRELOADED)**

#### **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 on 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	2019-20 Activities	Anticipated Outcome
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 technical skills are necessary for most creative fields. We anticipate a heightened engagement as we beer 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: <ul style="list-style-type: none"> <li>● Increase access to courses in arts, music, and world languages in grades 68</li> </ul> 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 revising this offering at a later date.

### **Mid-Year Reflection: Art Program**

#### **Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

### **3. World Language Program (PRELOADED)**

#### **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	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

**Mid-Year Reflection: World Language Program**

**Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

**4. 5th to 6th Grade Enrollment Retention (PRELOADED)**

**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	2019-20 Activities	Anticipated Outcome
\$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 an art 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: <ul style="list-style-type: none"> <li>• Increase access to courses in arts, music, and world languages in grades 6-8.</li> <li>• Improve student retention during the</li> </ul>

		transition from elementary to middle school.
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**Mid-Year Reflection: 5th to 6th Grade Enrollment Retention**

**Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

The Step It Up summer bridge program completed a one-week session for all students recruited through the Step It Up program. Academic and arts faculty met with students three hours a day to help navigate their transition to OSA. The program included lessons in English, Math, and Arts. Students learned how to employ strategies to balance arts needs and navigate a new structure. The program is designed to assess developmental issues, social/emotional concerns, and academic instructional concerns of students moving to 6th grade so there will be adequate time to address key areas of need before their transition to OSA.

**STEP IT UP 2019 SUMMER BRIDGE PROGRAM**

**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
					<b>TOTAL COST: \$3500</b>

#### 5. Safe and Positive School Culture (PRELOADED)

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	2019-20 Activities	Anticipated Outcome
\$2,000	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 ongoing professional development in skills that improve the classroom experience for all learners.

#### Mid-Year Reflection: Safe and Positive School Culture

<b>Narrative: Progress Towards Anticipated Outcomes</b> Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.
One theme of our professional development this year is trauma-informed care and restorative practices. We have been building off of the full day Alternative Dispute Resolution training from the 'Ohana Resource Group at the start of the year. All teachers, staff and campus supervisors have received this training. This work includes common Restorative Justice Language - learning to ask questions that take the focus away from blame and shame to root cause and repair, learning how to

frame the questions and using "I" messages. Since community building and circle discussion is integral to Advisory practice, leaders have been trained in the process and continue to have the opportunity to develop a clear understanding of the purpose of Community Building Circle in the classroom. Ongoing topics for PD have included, how to speak and frame Restorative Questions, trauma-informed language, de-escalation and mindfulness. All of which have been integrated into the lessons in both our MS and HS Advisory classes. Advisories are mixed grade levels 6-8 to allow for dedicated developmentally appropriate content on these topics.

Successes: A student culture survey conducted in early January reported that more than half of students found value in Advisory and trusted their Advisor. This reflects a major shift in student support, for small group socioemotional learning, community building.

Challenges: One challenge has been logistical- providing spaces to ensure small number advisories. The launch of a new program has been a transition for students and pushed them to trust adults, peers and communication. Additional full-day training would benefit our Advisors who joined our staff late and extend the skills of our leaders.

Total cost for entire school staff: \$5000

\$2000 allocated from Measure G1 for training the middle school faculty

***Please submit your 2019-20 Measure G1 Mid-year Self Reflection Form to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).***