



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

<b>2021-22 Measure G1</b>
<b>Grant Application</b>
<b>Due: March 26, 2021</b>

<b>School</b>	Oakland School for the Arts	<b>Contact</b>	Kimberly Palmore
<b>School Address</b>	530 18th Street Oakland, CA 94612	<b>Contact Email</b>	kpalmore@oakarts.org
<b>Principal</b>	Mike Oz	<b>Principal Email</b>	Mike Oz
<b>School Phone</b>	510-873-8800	<b>Recommended Grant Amount*</b>	<b>\$18,924.00</b>
<b>2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)</b>	<b>238</b>	<b>2020-21 LCFF Enrollment</b>	<b>38</b>

\*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.

**Summary of Approved Expenditures from 2020-21**

2020-21 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
<b>1</b>	.2 FTE Counseling supports and middle school programming focused on gender identity	\$12,386.00
<b>2</b>	Summer bridge program to support middle school students transition back to campus from remote learning	\$3,000.00
<b>3</b>	Challenge Day event for our 7th grade class	\$3,500.00
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$18,886.00</b>

**Summary of Proposed Expenditures for 2021-22 (listed in order of priority)**

2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
<b>1</b>	We are in need of new instruments to loan to our middle school students in our Instrumental Music department. We are in need of 7 violins, 5 trumpets, 5 cellos, 4 alto sax, 4 clarinets, and 2 guitars	\$8,800.00
<b>2</b>	.1 FTE Counseling supports and middle school programming focused on gender identity	\$6,624.00
<b>3</b>	Challenge Day event for our 7th grade class	\$3,500.00
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$18,924.00</b>

School Demographics		Student Body Ethnic Composition	
Male	115	Asian/Pacific Islander	8%
Female	231	Latinx	5%
% LCFF		Black or African-American	24%
% SPED RSP	9%	White	34%

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	School Role
Mike Oz	Principal
Katy Zaugg	Assistant Principal
Arlyle Schultz	Head Counselor

% SPED Mild-Moderate	10%	Indigenous or Native American	0%
% English Learners	0%	Multiracial	26%
% Oakland Residents	72%		


#### 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><b>Music (Rubric)</b></u>	<b>2019-20 (last yr)</b>	<b>2020-21 (this yr)</b>	<u><b>Art (Visual Arts, Theater, and Dance)</b></u>	<b>2019-20 (last yr)</b>	<b>2020-21 (this yr)</b>
<b>Access and Equitable Opportunity</b>	Quality	Quality	<b>Access and Equitable Opportunity</b>	Quality	Quality
<b>Instructional Program</b>	Quality	Quality	<b>Instructional Program</b>	Quality	Quality
<b>Staffing</b>	Quality	Quality	<b>Staffing</b>	Quality	Quality
<b>Facilities</b>	Quality	Quality	<b>Facilities</b>	Basic	Basic
<b>Equipment and Materials</b>	Quality	Quality	<b>Equipment and Materials</b>	Basic	Basic
<b>Teacher Professional Learning</b>	Basic	Basic	<b>Teacher Professional Learning</b>	Basic	Basic
<u><b>World Language (Rubric)</b></u>	<b>2019-20 (last yr)</b>	<b>2020-21 (this yr)</b>			
<b>Content and Course Offerings</b>	Developing	Emerging			
<b>Communication</b>	Developing	Developing			
<b>Real world learning and Global competence</b>	Developing	Developing			

#### Measure G1 Data Analysis

<b>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)</b>	<b>2019-20 (last yr)</b>	<b>2020-21 (this yr)</b>	<b>Safe and Positive School Culture (SPSA)</b>	<b>2019-20 (last yr)</b>	<b>2020-21 (this yr)</b>
<b>Enrollment Data (20 day)</b>	116 - 6th graders	105- 6th graders	<b>Suspension</b>	1%	0%
<b>ES Outreach Strategy Actions</b>	The Step-It-Up program is our primary outreach to elementary schools.	The Step It Up program continues to be our primary outreach to elementary schools. During the pandemic we held virtual sessions	<b>Chronic Absence</b>	2%	
<b>Programs to support ES students transition to MS</b>	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.	Step it Up and Advisory are continuing and we are adding a Summer Bridge to help students transition back to in-person learning and to also help support students who need ELA and Math support before the school year begins	<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.**

Community Engagement Meeting(s)	
Community Group	Date
All Middles School Families	4/15/21

Staff Engagement Meeting(s)	
Staff Group	Date
G1 Team	Ongoing
Instrumental Music Department	4/13/21

### ***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.

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.

### ***1. Music Program***

Programmatic Narrative Based on Rubric		
Budget	Description of 2021-22 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.
\$8,800	We are in need of new instruments to loan to our middle school students in our Instrumental Music department. We are in need of 7 violins, 5 trumpets, 5 cellos, 4 alto sax, 4 clarinets, and 2 guitars	<i>This will serve 21 6th grade students ongoing annually to ensure that they can have access to instruments at home. This is increasingly important as we transition away from an audition process for admission and anticipate enrolling students who may not have current access to an instrument.</i>

### ***2. Art Program***

Programmatic Narrative Based on Rubric		

Budget	Description of 2021-22 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.

Budget	Description of 2021-22 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.

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

#### Programmatic Narrative Based on Data Analysis

Budget	Description of 2021-22 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/families to be served and achievement for specific student groups.

### 5. Safe and Positive School Culture

#### Programmatic Narrative Based on Data Analysis

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 in its second year and through surveys we have seen that around 60% of our students find advisory to provide these supports. We look forward to including our counselor in developing lessons to support and inform students about gender identity. 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.

Budget	Description of 2021-22 Proposed Expenditures	Anticipated Student Outcome (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.
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\$3,500.00	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.
\$6,624.00	.1 FTE Counseling supports and middle school programming focused on gender identity	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 to both students and teachers will increase the overall percentage of students that find OSA classrooms safe and welcoming. With approximately 35% of our middle school students identifying as LGBTQ (approximately 100 students) classroom culture and community education will support all learners. 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.

## 21-22 Carryover Justification Form

Anticipated Carryover Amount	\$6,500.00
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### Carryover Justification and Narrative

In the following section, please explain how you plan to use the Measure G1 carryover funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes. All budget items should total up to the total carry-over grant amount.

#### Summary of Proposed Use of Carryover for 2021-22

<b>Proposed Carryover Expenditures from Budget Justification and Narrative Section (add more lines if needed)</b>	<b>Budget</b>	
Challenge Day event for our 7th grade class	\$3,500.00	
Summer bridge program to support middle school students transition back to campus from remote learning	\$3,000.00	
<b>Budget Total (must add up to Anticipated Grant Amount)</b>	6500	

#### Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.

Challenge Day event for our 7th grade class was held virtually due to Covid. The reduced cost was covered by a scholarship offered by Challenge Day. Due to COVID, we did not return to in person instruction in Fall of 2021 and did not offer the summer bridge. The expanded offering this summer will support the transition.

***Please submit your 2021-22 Measure G1 proposal to Cliff Hong ([clifford.hong@ousd.org](mailto:clifford.hong@ousd.org)) and Karen Lozano ([karen.lozano@ousd.org](mailto:karen.lozano@ousd.org)).***

Timestamp	Documentation of commu	Do you support this use o	Comments:
4/16/2021 8:15:10	Sara Stone	Yes	
4/16/2021 8:15:29	Philip Green	Yes	
4/16/2021 8:23:44	Pam Mayer	Yes	
4/16/2021 8:39:34	Brittany Walker Pettigrew	Yes	
4/16/2021 8:39:47	Kimberly Walsh	Yes	
4/16/2021 8:53:52	Lauren Gerig	Yes	
4/16/2021 8:54:16	Jennifer Hicks	Yes	
4/16/2021 9:08:14	Marcia Shields	Yes	
4/16/2021 9:17:22	Sam Tsitrin	Yes	seems a pretty obvious YES
4/16/2021 9:23:53	Kate Massie	Yes	
4/16/2021 9:32:06	Lubica Hanacek	Yes	
4/16/2021 9:40:51	Carole Ruwart	Yes	Have you considered asking the OSA community (including
4/16/2021 9:46:53	Mark Frey	Yes	Any student who needs an instrument should be able to borrow
4/16/2021 9:49:15	Theodora Adkins	Yes	
4/16/2021 10:15:09	Naomi Azriel	Yes	This is a no brainier! Of course the music students should ha
4/16/2021 10:16:50	Karen Morfin	Yes	
4/16/2021 10:39:31	Alexsandra Walton	Yes	
4/16/2021 10:51:21	Heather Thornsley	Yes	
4/16/2021 10:52:05		Yes	
4/16/2021 11:04:50	Desiri Moret	Yes	
4/16/2021 11:34:41		Yes	
4/16/2021 11:50:24	Justin Eckhouse	Yes	
4/16/2021 11:58:52	Lori Selke	Yes	
4/16/2021 11:59:22	Increase access	Yes	
4/16/2021 12:07:48	Christine atkins	Yes	All students interested in playing instruments deserve access
4/16/2021 12:38:12	Sara Stone	Yes	
4/16/2021 15:52:22			
4/16/2021 16:22:22	Very Concerned Parent	Yes	
4/16/2021 17:00:32	Brooke Cartolano	No	It seems strange that such a large portion will only go to one

Do you support this use o	Comments:	Do you support this use o	Comments:
Yes		Yes	
Yes		Yes	
Yes		Yes	
Yes	Will this include rising 9th graders?	Yes	How does this support the
Yes		Yes	
Yes		Yes	
Yes		Yes	
Yes		Yes	
Yes	Especially the social emotional aspects of returning to school need to be address	Yes	
Yes		Yes	
Yes		Yes	
Yes		No	Is this really a need that's
Yes	My daughter has been extremely socially isolated during the pandemic. It would	Yes	
No	The student' Habits of Mind will not make OSA a safe and inclusive environment	Yes	
Yes	It would really help to know ASAP whether our students will be invited into this p	Yes	
Yes	Thank you for providing this. Let us know if you also need students to do peer-	Yes	
Yes		Yes	
Yes		Yes	
Yes		Yes	
Yes		Yes	
Yes		Not clear on usage/benefit	
Yes		Yes	
Yes		Yes	This is a very high priority
Yes		Yes	
Yes	It would be nice if there was a place for students to become aware of what type	Yes	
Yes		Yes	
Yes		Yes	
Yes		No	Outside Agency' to me me
Yes		Yes	



Do you support this use of funds?	Comments:	Any additional questions or feedback?			
Yes					
Yes		It's helpful to weigh in on these specific issues, but I would like to see it in the context of the overall budget.			
Yes					
	My child was in 7th grade last year and did not have challenge day. I'm not sure what this is exactly and how this improves student learning.				
Abstain	I have heard that some barriers to retention are salary and the lack of diverse leadership/alienation of BIPOC staff through the lack of professional development.				
Yes					
Yes					
Yes					
Yes					
Yes					
I would support this if other grade levels also got to participate. My student's class never had this opportunity. Perhaps start with those that did not receive it at all.					
Yes					
additional to the training and I don't know enough to say.					
Yes	Not exactly sure what this is for. I assume a lot of thought was put into how to use these funds, thank you! I appreciate you soliciting feedback.				
No	Challenge the adults working at OSA.				
No	Challenge Day is a private event. Given the recent concerns raised about equity and diversity at OSA, I'd love to see the challenge day fun for all.				
Yes					
If the days are revamped.					
Yes	Would it be possible to have a 8th grade/6th grade mentor program? It would be great to have 8th graders (sort of Montessori thinking) mentor 6th graders.				
Yes					
Yes					
Not clear on benefits					
Yes					
I do not oppose this but think it should be optional.					
Yes					
Yes	My 9th grade student was so disappointed that she could not participate in challenge day in middle school - it was an important ritual for her.				
Yes					
No	There are many students who are not interested in challenge day.	Spend more effort on academic excellence, policing bullying and race or perceived 'sexual preference' policies.			
No	I think these funds would be better used to retain teachers of color and diversity curriculum.				

at. On a broader note, I think prioritizing DEI initiatives and the retention of teach		
culture (not saying it doesn't though). My student feels the school climate is go		
of meaningful investment in anti-racist cultural transformation at the school. I k		
nd work down through the grade levels each year.		
back from the OSA community.		
ds redirected towards racial equity and/or restorative justice curriculum.		
ing) help the 6th graders acclimate.		
al that allowed for bridges to be built among our diverse population		
referential treatment. Those behaviours are most destructive in an academic er		

Timestamp	Documentation of commu	Do you support this use o	Comments:
4/16/2021 18:10:43		Yes	
4/16/2021 19:45:00	Samara Jones	Yes	
4/16/2021 20:22:39	Genoa Sperske	Yes	
4/17/2021 8:37:55	Anne McSilver	Yes	
4/18/2021 14:35:48		Yes	
4/19/2021 9:37:32		Yes	If this is absolutely necessary.
4/19/2021 9:49:07		Yes	

Do you support this use o	Comments:	Do you support this use o	Comments:
Yes		No	
Yes		Yes	
Yes	I think this is very necessary. Thank you for providing this.	Yes	I think this is great and wi
Yes		Yes	
Yes		Yes	
No	Money would be better spent supporting students during the academic year. Th	No	It's too vague what is bein
Yes		Yes	

Do you support this use o	Comments:	Any additional questions or feedback?			
No					
Yes					
Yes					
Yes		Can more be done to attract and retain excellent teachers?			
Yes					
No	This again feels like some	It's hard to believe ideas like this are being proposed given the clear and obvious need of additional acad			
Yes					


emic support, to help students who have lost so much during the last year unde

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