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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 Oakland School for the Arts 2025-2026 Measure G1 Application

Ask of the Commission Oakland School for the Arts 2025-2026 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Oakland School for the Arts 2025-2026 Measure G1 Application.

Fiscal Impact The recommended amount is **\$36,265.00**. Resource 9332 - Measure G1.

Attachment(s) Grant application attached.





**2025-2026
Measure G1 Application**

Due: March 1, 2025

School Information & Student Data

School	Oakland School for the Arts	School Address	530 18th Street Oakland, CA 94612
Contact	Delores Thompson	Contact Email	dthompson@oakarts.org
Principal	Rachel Dalton	Principal Email	rdalton@oakarts.org
School Phone	510-873-8800	Total Number of Students	366
Recommended Grant Amount¹	\$36,265	2024-25 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	298
		2024-25 LCFF³ Enrollment	70

Student Demographics (%)				Measure G1 Team	
English Learners	>1 %	Asian/Pacific Islander	5%	Name	Position
LCFF		Latinx	16%	Rachel Dalton	Principal
SPED	13 %	Black or African-American	27%	Marcy Hernandez	Vice Principal
		White	30%	Dr. Delores Thompson	Pathway Director
		Indigenous or Native American	>1%	Arlyle Schultz	Head Counselor

¹ Allocation of funds will be based on the prior year 20-day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

² The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

³ Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

		Multiracial	22%		
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Chronic Absence (Include raw number and percent)				
	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Student Population Overall	.06%	35 (9.4%)	32 (.06%)	30 (.06%)
Asian/Pacific Islander	0%	1 (0%)	1 (.3%)	0 (0%)
Latinx	.7%	6 (1.6%)	6 (1.6%)	5 (1.4%)
Black or African-American	1.8%	5 (5.3%)	8 (2.1%)	5 (5.3%)
White	0%	10 (2.7%)	6 (1.6%)	5 (1.2%)
Indigenous or Native American	0%	0 (0%)	0 (0%)	0 (0%)
English Learners	0%	0 (0%)	0 (0%)	0 (0%)
Students w/ IEPs	1%	2 (.4%)	3 (.06)	2 (.4%)
Free/ Reduced Lunch Students	1%	4 (1.1%)	2 (.5%)	0 (0%)

Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Number of students taking elective courses.	Art	344	249 (70%)	258 (70%)	258 (70%)
	Language	0	N/A 0%	N/A 0%	N/A 0%
	Music	200	60 (30%)	108 (30%)	108 (30%)
Number of students participating in non-course experiences (e.g. after-school program)	Art	0	0 (0%)	0 (0%)	0%
	Language	0	0 (0%)	0 (0%)	0%
	Music	0	0 (0%)	0 (0%)	0%

Positive & Safe Culture

(Include raw number and percent)				
Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Average Daily Attendance Date of Figure: 2/19/25				
Asian/Pacific Islander	93%	43 (96%)	16 (100%)	16 (100%)
Latinx	86%	167 (94%)	58 (100%)	58 (100%)
Black or African-American	82%	171 (96%)	97 (99%)	98 (100%)
White	88%	245 (95%)	101 (95%)	111 (100%)
Indigenous or Native American	82%	0 (100%)	1 (100%)	1 (100%)
English Learners	88%	6 (97%)	3 (91%)	5 (100%)
Students w/ IEPs	85%	96 (95%)	46 (95%)	46 (95%)
Free/ Reduced Lunch	81 %	163 (95%)	13 (93%)	14 (100%)

Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Suspended Students Date of Figure:				
Asian/Pacific Islander	0	(1) <1%	1	0
Latinx	0	(8) 26%	1	0
Black or African-American	4	(18) 58%	3	1
White	3	(1) <1%	1	1
Indigenous or Native American	0	0	0	0
English Learners	0	0	0	0
Students w/ IEPs	2	(8) 26%	2	0
Free/ Reduced Lunch	4	-	27%	1

Student Retention from 5th Grade to 6th Grade

Metric	2022-23	2023-24	2024-25	2025-26 Goal
6th Grade Enrollment	116	120	124	124

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Parent, Teacher, Student Association (Sign in Shee pt1t) (Sign in sheet pt2)	Feb 27, 2025

Staff Engagement Meeting(s)	
Staff Group	Date
Arts Faculty (Sign in sheet)	Feb 26, 2025

<u>Music (Rubric)</u>	2023-24	2024-25
<i>Access and Equitable Opportunity</i>	Quality	Quality
<i>Instructional Program</i>	Quality	Quality
<i>Staffing</i>	Quality	Quality
<i>Facilities</i>	Quality	Quality
<i>Equipment and Materials</i>	Basic	Basic
<i>Teacher Professional Learning</i>	Basic	Basic
<u>World Language (Rubric)</u>	2023-24	2024-25
<i>Content and Course Offerings</i>	N/A	N/A
<i>Communication</i>	N/A	N/A
<i>Real world learning and Global competence</i>	N/A	N/A
<u>Art (Visual Arts, Theater, and Dance)</u>	2023-24	2024-25
<i>Access and Equitable Opportunity</i>	Quality	Quality

Instructional Program	Quality	Quality
Staffing	Quality	Quality
Facilities	Basic	Basic
Equipment and Materials	Basic	Basic
Teacher Professional Learning	Quality	Quality

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
1	Healthy relationships and consent curriculum, instruction and resources.	\$15,858.08
2	Counseling supports and middle school programming focused on gender identity-With our substantial percentage of LGBTQ students in our middle school.	\$7,447.10
Electives (Art, Music, World Language)		
1	The goal for 2024-25 is to continue building out access to courses by arts pathways to service more incoming students and provide a world music course (African Drumming) The measure G1 funds will help us meet our goals in supporting efforts to purchase equipment, materials, and staffing for our arts pathway.	\$6,000
2	Our Goal is to increase access to the arts through expanding our middle school dance pathway. By adding a fundamental dance instructor we can support student dancers, acquire more extensive knowledge of dance, develop dance skills, and expand their creative potential. Since transitioning away from auditions OSA has begun	\$4,071.82

	restructuring our arts courses to promote inclusion and retention of students with less training or skill set.	
	Budget Total	\$33,377.00

Summary of 2025-26 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Hip Hop Dance	\$13,499.00
2	Instrument/Piano Restoration	\$6,000.00
3	Sound Trap Educational Subscription	\$375.00
4	Macbooks for Media Arts Instruction	\$6,391
5	African Drumming	\$10,000.00
Budget Total (must add up to Recommended Grant Amount)		\$36,265

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
Hip Hop Dance-Our Goal is to continue to offer this access class Hip Hop Movement and Culture, through this course we have seen our middle students build a positive culture and community. By continuing this fundamental dance instructor we can support student dancers, acquire more extensive knowledge of dance, develop dance skills, and expand their creative potential. Since transitioning away from auditions OSA has begun restructuring our arts courses to promote inclusion and retention of students with less training or skill set.	20	0	\$13,499.00
Piano restoration- This expenditure will cover the cost of instrument(s) repair and maintenance,	49	0	\$6,000

which will allow us to achieve our goal of pathway expansion, by recycling instruments to incoming students. This equipment is used daily.			
Soundtrap Recording System- Our goal with this equipment is to create a virtual music studio that's easy to use and allows our students to collaborate with one another and share their work. The studio has innovative composing tools backed by a rich library of effects, beats, loops, and soundtracks.	20	0	\$375
Visual Arts - Media Arts instruction will adapt to industry standards of using Macbooks for design and animation. Programs include Dragonframe and Procreate. This aligns to CTE pathway standards.	40	0	\$6,391
African Drumming - The proposed expenditure will cover the cost of an African drumming class, this course will fulfill our goal of expanding our music offerings , other benefits include exercises the brain through stimulating cognitive functions like perception, attention and memory and group drumming especially reduces the experience of anxiety, depression and loneliness. Drumming is good for the body too	15	0	\$10,000

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



2/26/2025
Arts Faculty Meeting
Best Practices Part I
Breakout Groups
Share out
Measure G1 Funding Discussion

OSA
Oakland School *for the Arts*

2/26/2025
ARTS Faculty Meeting

Nyame O. Brown Nyame O. Brown

Marie Plette

Liam O'Connor

Andy Jung

Heidi Cregge

Amelia Whitcomb

Sarah Vela

Jimmy Touzel

Das Parenti

Bruce Wynn

Rolando Morales

Jean-Francois Revon

Stephanie Vierres

Kumar Butler

Pablo Cristi

Solas Burke-Lalge

OSA TOWN HALL SIGN IN SHEET

THANK YOU FOR BEING HERE!

NAME	EMAIL	PHONE NUMBER	AFFILIATION
SUZANNE SPARR	SUZSPARR@gmail.com	925.980.9290	PARENT @ OSA
Marek Adamo	Marek.adamo@gmail.com	619.944.5853	Parent
Kevin West	Kevin.west@gmail.com	707.845.7369	PARENT
Allan Santiago	allan.santiago88@gmail.com	323-336-1603	PTSA volunteer
Will Amthor	WAmthor@comcast.net	510.542.9314	PSD
Datrice Lafleur	mydnice@gmail.com	510.383-6074	Parent
Carlos Perez	supermodel7@yahoo.com	415-414-7834	Parent
Erin Caruso	caruso.erin@yahoo.com	510 459 8139	Parent
Rumeli Snyder	rumelita@gmail.com	510.459.9486	PDA Parent (9th)
Carmen Martinez	carmen.g.martinez7@gmail.com	323.629.2835	Parent
Tuan Marcial	tmarcial@pacbell.net	925 381 8183	Parent
Judith Sofo	judithsofo@gmail.com	347-489-7615	Fashion
Rachel Estrella	restrella@mac.com	310-497-0284	Theatre
Brian Koval	bkoval@mac.com	510-755-1155	theatre
Rebecca Seelham	rebeccaseelham@gmail.com	852 0227	PD
Alma Goodbeer	almagoodbeer13@gmail.com	925 350 9644	Dance / Parent
Mary Larson	MaryCarlson@gmail.com	415 634 2005	Parent / D. med
Mary Larson	MaryCarlson@gmail.com	510.367.3130	Parent
Jon Pettigrew	jon.pettigrew@gmail.com	510 386 2294	Parent
Sonia Russell	sonia@worldmeetingsbysonia.com	415-1044-1043	PARENT
SAHJ SPARKS	SPARKS.THEBALD@gmail.com	415 595 0420	Parent
Camie Shrek	camie.shrek@gmail.com	415 568 1951	parent
Shannon Reese	jreese2001@gmail.com	510.387.6095	parent
Brittany Walker Pettigrew	br.thpetti@yahoo.com		

OSA TOWN HALL SIGN IN SHEET

THANK YOU FOR BEING HERE!

NAME	EMAIL	PHONE NUMBER	AFFILIATION
Kevon Iverson	gallagher.leverson@gmail	510 389-3919	Parent OSA
Terri Bartolero	terribart@gmail.com	510 543-6513	P.D.
Kathleen Guillian	kathleen.guillian@gmail.com	415-412-0129	parent
Athena Xenakis	Athena001@gmail.com	510-206-2993	parent
PERSIS HOWE	persis.howe@gmail.com	510-219 9561	Parent
Ann K. Heblen	akleria@yahoo.com	510-779-7701	Grandparent
Laurie Frasier	frasier@gmail.com	646-387-4505	Parent
Alyssa Tomfonde	photosbyalyssa@gmail.com	(415) 603-8690	Media Arts Mom