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Board Cover Memorandum

To Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

From Middle School Network

Meeting Date March 10, 2026

Subject Oakland School for the Arts 2026-2027 Measure G1 Application

Ask of the Commission Approve the Oakland School for the Arts 2026-2027 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Oakland School for the Arts 2026-2027 Measure G1 Application.

Fiscal Impact The recommended amount is **\$123,067.00**. Resource 9332 - Measure G1.

Attachment(s) Grant application attached.





2026-2027 Measure G1 Proposal

Due: March 1, 2026

Allocations are provisional subject to Board approval

School Information & Student Data

School Name	Oakland School for the Arts	School Address	530 18th Street Oakland, CA. 94612
Principal	Rachel Dalton	Principal Email	rdalton@oakarts.org
G1 Contact	Dr. Delores Thompson	G1 Contact Email	dthompson@oakarts.org
School Phone	510-873-8800	Total Number of Students	367
Recommended Grant Amount¹	\$123,067.00	2025-2026 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	305
		2025-2026 LCFF³ Enrollment	231

Student Demographics (%)				Measure G1 Team	
English Learners	1%	Asian/Pacific Islander	3%	Name	Position
LCFF		Latinx	22%	Rachel Dalton	Principal
SPED	15%	Black or African-American	27%	Dr. Delores Thompson	Pathway Director
		White	24%	Arlyle Schultz	Head Counselor
		Indigenous or Native American	0	Beth Brenner-Josef	Director of Finance
		Multiracial	24%	Mike Oz	Executive Director

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.

Chronic Absence (Include raw number and percent)				
	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Student Population Overall	35	32	47	16
Asian/Pacific Islander	1 (0%)	1 (.3%)	3 (7%)	1 (6%)
Latinx	6 (1.6%)	6 (1.6%)	8 (17%)	5 (31%)
Black or African-American	5 (5.3%)	8 (2.1%)	19 (40%)	10 (63%)
White	10 (2.7%)	6 (1.6%)	17 (36%)	10 (63%)
Indigenous or Native American	0 (0%)	0 (0%)	0	0
English Learners	0 (0%)	0 (0%)	0	0
Students w/ IEPs	2 (.4%)	3 (.06)	6 (13%)	2 (12%)
Free/ Reduced Lunch Students	4 (1.1%)	2 (.5%)	6 (13%)	2 (12%)

Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Number of students taking elective courses.	Art	249 (70%)	258 (70%)	261 (71%)	364(85%)
	Language	N/A 0%	N/A 0%	N/A	N/A
	Music	60 (30%)	108 (30%)	106 (29%)	106 (29%)
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%)	0(0%)
	Music	0 (0%)	0 (0%)	-	0(0%)

Positive & Safe Culture (Include raw number and percent)				
Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Average Daily Attendance Date of Figure: 8/11/25-3/3/2026				
Asian/Pacific Islander	43 (96%)	16 (100%)	12 (96%)	12(99%)
Latinx	167 (94%)	58 (100%)	96 (95%)	96(98%)
Black or African-American	171 (96)%	97 (99%)	96(95%)	96(98%)
White	245 (95)%	101 (95%)	86 (95.74%)	85(97%)
Indigenous or Native American	0 (100)%	1 (100%)	1 (98%)	1(100%)
English Learners	6 (97%)	3 (91%)	5 (97.49%)	5(98%)
Students w/ IEPs	96 (95)%	46 (95%)	53 (95.52%)	53(98%)
Free/ Reduced Lunch	163 (95%)	13 (93%)	116 (95.23%)	116(100%)

Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Suspended Students Date of Figure: 2/28/26				
Asian/Pacific Islander	(1) <1%	1	2 (18%)	1
Latinx	(8) 26%	1	0	1
Black or African-American	(18) 58%	3	6 (55%)	3
White	(1) <1%	1	3 (27%)	2
Indigenous or Native American	0	0	0	0
English Learners	0	0	0	0
Students w/ IEPs	(8) 26%	2	4 (36%)	2
Free/ Reduced Lunch	-	27%	5 (45%)	2

Student Retention from 5th Grade to 6th Grade				
Metric	2023-2024	2024-2025	2025-2026	2026-2027 Goal
6th Grade Enrollment	N/A	N/A	N/A	N/A

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Parent, Teacher, Student Association (Agenda) (Sign in)	2/12/2026

Staff Engagement Meeting(s)	
Staff Group	Date
Arts Faculty (Agenda) (Sign In)	2/18/2026
Arts Chairs (Agenda) (Sign In)	2/23/2026

Music (Rubric)	2024-25	2025-26
Access and Equitable Opportunity	Quality	Quality
Instructional Program	Quality	Quality
Staffing	Quality	Quality
Facilities	Quality	Quality
Equipment and Materials	Basic	Basic
Teacher Professional Learning	Basic	Basic
World Language (Rubric)	2024-25	2025-26
Content and Course Offerings	N/A	N/A
Communication	N/A	N/A
Real world learning and Global competence	N/A	N/A
Art (Visual Arts, Theater, and Dance)	2024-25	2025-26
Access and Equitable Opportunity	Quality	Quality
Instructional Program	Quality	Quality
Staffing	Quality	Quality
Facilities	Basic	Basic
Equipment and Materials	Basic	Basic

<i>Teacher Professional Learning</i>	Quality	Quality
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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 2025-26 Approved Expenditures

All Actual Expenditures		Budget Amount
Electives (Art, Music, World Language)		
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	\$6,391.00
5	African Drumming	\$10,000.00
Budget Total		\$36,265.00

Summary of 2026-27 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Hip Hop Dance	\$32,000.00
2	African Drumming	\$10,000.00
3	Sound Trap Educational Subscription	\$400.00
4	Theatre Fuji Matts	\$3,092.14
5	Theatre Costume Design Sewing Machines	\$14,200.00

6	Visual Arts Materials	\$8,336.63
7	Manuscript Paper (Red Cover) Music Composition Notebook (56)	\$278.32
8	Media Arts Equipment MacBooks	\$12,000.00
9	Master Class for Performing Arts Pathways	\$3,000.00
10	Master Class for Design, Digital Media Arts, and Production Design pathways	\$3,000.00
11	Final Draft 13 Writing Educational Program	\$2,475.00
12	Social and Emotional Training	\$5,984.00
13	Music Tutors	\$10,000.00
Budget Total (must add up to Recommended Grant Amount)		\$123,067.00

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. We will integrate hip hop in our regular dance classes, 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.	This expenditure will serve 70 middle school students	0	\$32,000.00
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	This expenditure will serve 15 middle school students	0	\$10,000.00

good for the body too			
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.	This expenditure will serve 21 middle school students	0	\$400.00
Hiring music tutors to work with disadvantaged students, especially our focal students, will bridge the achievement gap by providing personalized, one-on-one instruction that mimics the advantages of private lessons. These tutors help students catch up by focusing on technical fundamentals, building confidence, providing tailored practice strategies, and offering mentorship.	This expenditure will serve 15 to 20 middle school students	0	\$10,000.00
Visual arts students require specific, high-quality materials like paints, specialized brushes, and Blick Bristol pads to develop technical skills, achieve precise, professional results, and explore creative expression. These tools allow them to understand color theory, texture, and medium application, moving beyond simple drawing to produce, study, and refine their artistic techniques.	This expenditure will serve 75 students	0	\$8,336.63
Theatre Classes are expanding to include behind the scene real world experiences. Integrating sewing machines shifts costume design from theoretical sketches to tangible production. Students will learn costume design as a part of our artist development goals.	This expenditure will serve 50 students	0	\$14,200.00
Fuji Mats will be used to provide support during theatre exercise and warm up routines. Adding Fuji Mats to a theater space provides a safe, cushioned, and durable surface that allows theater students to practice physical acting, stage combat, and movement-based warmups with confidence.	This expenditure will serve 60 middle school students	0	\$3,092.14
Master Classes for Performing Arts Pathways: Providing on-going masterclasses for dance, music, and theatre students will enhance student learning by providing direct access to industry professionals. These sessions boost confidence, expose students to diverse artistic perspectives, and help them refine performance techniques, leading to accelerated skill development and increased artistic maturity.	This expenditure will serve 132 middle school student	0	\$3,000.00

Master Classes for Design, Visual Arts, and Digital Media Arts Pathways: Providing masterclasses in visual arts, instrumental music, digital media arts, and production design enhances the student learning experience by connecting them with industry professionals, fostering advanced skill development, and providing mentorship that bridges the gap between classroom theory and professional practice.	This expenditure will serve 132 middle school students	0	\$3,000.00
Final Draft is the industry-standard software for screenwriting, television, and, increasingly, playwriting. It helps literary and theatre students by automating the complex formatting rules of dramatic writing, allowing them to focus on story, dialogue, and character development rather than margins and line spacing	This expenditure will service 50 middle school students	0	\$2,475.00
MacBooks: Digital Media Arts and Production Design students need high quality programs that can only be downloaded on macbooks, these machines will allow teachers to provide industry-standard, high-performance, and portable tools essential for video editing, graphic design, 3D animation, and audio production.	This expenditure will service 40 middle school students	0	\$15,000.00

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
Social and Emotional Training: We are actively seeking a program that focuses on a safe campus culture and social and emotional learning which are critical for middle school students, as they navigate increased academic pressure, complex social dynamics, and developmental changes.	no	\$5,984.00

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

PTSA Membership Meeting #3

February 12, 2026

Student Center

5pm-6pm

[Slides here](#)

Time	Topic	Presenter	Notes
5-5:20	PTSA Board Updates	Board Members	<ul style="list-style-type: none">• Board (re)introductions• Budget update• nominating form• Review of events so far this year & Upcoming events• Volunteer spotlight(s) & opportunities
5:20-5:35	Admin Updates	Mike Oz, Rachel Dalton, Delores Thompson	<ul style="list-style-type: none">• What's Been Going on at OSA?• Fundraising Update and Spring Campaign Preview (5 minutes)• Strategic Planning (5 minutes)<ul style="list-style-type: none">• Overview• Seeking community feedback• Upcoming events (3 minutes)<ul style="list-style-type: none">• Black History Month Celebration• March Uptown Stroll• All School Show• Seeking volunteers for a park clean up• G1 Spending Proposal
5:35-5:55	Ombudsperson Introduction	Genevieve Mage	

PTSA MEETING 2/12/26

1. Caroline Haley
2. RACHEL MEDANIC
3. Gillian Bowley
4. Stephisha Yooy-Walton
5. Viveca Yooy-Walton
6. Cheryl Wilson (510) 703-1340
cwilson0372@gmail.com
new member
- 7.
8. Carmen Martinez 323 629 2835
9. Marie Gutierrez
10. Sally Sparks 415-694-1943
- 11.
- 12.
- 13.
- 14.

Arts Chairs Meeting Notes

2/23/26

Announcements/Reminders	Action Items
<ul style="list-style-type: none">● G1 budget for 26-27 due 3/1● Next Sanctuary meeting: 3/4	<input type="checkbox"/> <input type="checkbox"/>
To Present/Discuss	
<ul style="list-style-type: none">● WBL due next month Masterclass information, field trips, career or college● Finance presentation (Gladys)● Scope and Sequence for next year (Delores)<ul style="list-style-type: none">○ We need 1 submitted for every course, even if it's in outline form○ Review docs from Robyn Charles	

Artz Choir Sign I 2/23/26

Stephanie Verrieres



Ms. Revon 

JORDAN KARNES

Mari 

Emily Tian

Rolando Morales

Liam O'Connor

KUMAR BUTLER

Arts Choir Sign I 2/23/26

Stephanie Verrieres



Ms. Revon 

JORDAN KARNES

Mani Pitter

Emily Tian

Rolando Morales

Liam O'Connor

KUMAR BUTLER

Arts Team Meeting Agenda
 CTE requirement for Arts Advisory Board
 G1 Proposal

2/18/26

Announcements/Reminders/Celebrations	
<ul style="list-style-type: none"> • Check-in: How are you staying motivated right now? • Songs of America BHM Event • G1 Proposal (please sign in!) • 100% of the time you take students off campus, you need to email Nisha, for example, I'm taking all my students marked present today to the farmer's market 	
To Discuss	Action Items
<ul style="list-style-type: none"> • PLC Plan Kickoff (20 min) • https://forms.gle/HQPUF4FBdq9EMto28 (PLC choices) • Strategic Plan Feedback (20 min) <p>Site visits 3/13</p> <ul style="list-style-type: none"> • Visual, Media, Lit Arts: UC Berkeley • IM and Vocal: San Francisco Conservatory • Theatre, PD, AME: Chabot College • Fashion: Oakland Tech? 	<input type="checkbox"/> Review and provide feedback on the strategic plan if you don't get a chance in this meeting
<p>Resources Master Class form</p>	

Arts faculty Sign IN

2/18/26

Mr. Revlon



Bruce Wynn

JORDAN KARNES

Manette

Solas Calgee

Ms. Sarah Vela

KUMAR BUTLER

Tara Percin

Pablo Christ

Andy Junger

Dan Perenti

Emily Tinn

Jimmy Touzel