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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** April 9, 2024

**Subject** Oakland School for the Arts 2024-25 Measure G1 Application

**Ask of the Commission** Approve the Oakland School for the Arts 2024-25 Measure G1 Application

**Discussion** Middle School Network is open to questions from the commission regarding the Oakland School for the Arts 2024-25 Measure G1 Application.

**Fiscal Impact** The recommended amount is **\$33,377**. It's coming from resource 9332 - Measure G1.

**Attachment(s)** Grant application attached.





## 2024-2025 Measure G1 Application

**Due: March 14, 2024**

*Allocations are provisional subject to Board approval*

<b>School</b>	Oakland School for the Arts	<b>School Address</b>	530 18th Street Oakland, CA 94612
<b>Contact</b>	Delores Thompson	<b>Contact Email</b>	dthompson@oakarts.org
<b>Principal</b>	Rodolfo Ornelas	<b>Principal Email</b>	rornelas@oakarts.org
<b>School Phone</b>	510-873-8800	<b>Total Number of Students</b>	356
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$33,377</b>	<b>2022-23 CALPADS<sup>2</sup> Enrollment Figure (grades 6-8 Oakland residents only)</b>	278
		<b>2023-24 LCFF<sup>3</sup> Enrollment</b>	69

### School Information & Student Data

Student Demographics (%)				Measure G1 Team	
English Learners	1%	Asian/Pacific Islander	6%	Name	Position
LCFF	16%	Latinx	19%	Mike Oz	Executive Director
SPED	14%	Black or African-American	24%	Rodolfo Ornelas	Principal
Declined to State		White	33%	Dr. Delores Thompson	Pathway Director

<sup>1</sup> 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.

<sup>2</sup> The California Longitudinal Pupil Achievement Data System (CALPADS) collects information 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.

<sup>3</sup> 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.

		Indigenous or Native American	<1%	Arlyle Schultz	Head Counselor
		Multiracial	17%		

<b>Chronic Absence (Include raw number and percent)</b>				
	2021-22	2022-23	2023-24	2024-25 Goal
	raw number (%)	raw number (%)	raw number (%)	raw number (%)
Student Population Overall	2%	.06%	5 (.05%)	2 (.01%)
Asian/Pacific Islander	4%	0%	0 (0%)	0 (0%)
Latinx	10%	.7%	1 (.2%)	0 (0%)
Black or African-American	19%	1.8%	2 (.4%)	1 (.2%)
White	28%	0%	2 (.4%)	1 (.2%)
Indigenous or Native American	<1%	0%	0 (0%)	0 (0%)
English Learners	<1%	0%	0 (0%)	0 (0%)
Students w/ IEPs	9%	1%	2 (.4%)	2 (.4%)
Free/ Reduced Lunch Students	11%	1%	1 (.2%)	1 (.2%)

## Metrics

(all data points are required)

<b>Electives (Include raw number and percent)</b>					
Metric	Area	2021-22	2022-23	2023-24	2024-25 Goal
		raw number (%)	raw number (%)	raw number (%)	raw number (%)
Number of students taking elective courses.	Art	341	344	249 (70%)	360 (95%)
	Language	0	0	N/A - 0%	0%
	Music	87	200	60 (30%)	66 (16%)
Number of students participating in	Art	0	0	0%	NA

non-course experiences (e.g. after-school program)	Language	0	0	0%	NA
	Music	0	0	0%	NA

**Positive & Safe Culture  
(Include raw number and percent)**

Metric	2021-22 (%)	2022-23 (%)	2023-24 (%)	2024-25 Goal (%)
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**Average Daily Attendance  
Date of Figure: 8/12/23 - 1/25/24**

Asian/Pacific Islander	88 %	93%	43 (96%)	95%
Latinx	81 %	86%	167 (94%)	90%
Black or African-American	77 %	82%	171 (96)%	90%
White	83 %	88%	245 (95)%	90%
Indigenous or Native American	77 %	82%	0 (100)%	90%
English Learners	83 %	88%	6 (97%)	92%
Students w/ IEPs	80 %	85%	96 (95)%	90%
Free/ Reduced Lunch	76%	81 %	163 (95%)	90%

Black/African Am 171 16758 15867 156 161.91 95.57%  
 White 245 24010 22682 86 231.45 94.81%  
 Indigenous or Native American 0 0 0 0 0.00  
 Missing 36 3528 3299 37 33.66 94.50%  
 Hispanic 167 16366 15295 101 156.07 94.04%  
 Asian 43 4214 4034 30 41.16 96.41%  
 EL 6 588 571 0 5.83 97.11%  
 SPED 96 9408 8849 66 90.30 94.72%  
 Free and Reduced Lunch 163 15974 15139 30 154.48 94.95%

Metric	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
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**Suspended Students  
Date of Figure: 3/14/2024**

Asian/Pacific Islander	4	0	(1) <1%	0
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Latinx	2	0	(8) 26%	0
Black or African-American	3	4	(18) 58%	0
White	3	3	(2) <1%	0
Indigenous or Native American	0	0	0	0
English Learners	0	0	0	0
Students w/ IEPs	2	2	(8) 26%	0
Free/ Reduced Lunch	4	4		0

Student Retention from 5th Grade to 6th Grade				
Metric	2021-22	2022-23	2023-24	2024-25 Goal
6th Grade Enrollment	120	116	120	120

## Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Parent, Teacher, Student Association	3/14/24

Staff Engagement Meeting(s)	
Staff Group	Date
All Faculty	3/13/24

<u>Music (Rubric)</u>	2022-23	2023-24
<b>Access and Equitable Opportunity</b>	N/A	Quality
<b>Instructional Program</b>	N/A	Quality
<b>Staffing</b>	N/A	Quality

<i>Facilities</i>	N/A	Quality
<i>Equipment and Materials</i>	N/A	Basic
<i>Teacher Professional Learning</i>	N/A	Basic
<u><a href="#">World Language (Rubric)</a></u>	<b>2022-23</b>	<b>2023-24</b>
<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><a href="#">Art (Visual Arts, Theater, and Dance)</a></u>	<b>2022-23</b>	<b>2023-24</b>
<i>Access and Equitable Opportunity</i>	N/A	Quality
<i>Instructional Program</i>	N/A	Quality
<i>Staffing</i>	N/A	Quality
<i>Facilities</i>	N/A	Basic
<i>Equipment and Materials</i>	N/A	Basic
<i>Teacher Professional Learning</i>	N/A	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 2023-24 Approved Expenditures

All Actual Expenditures		Budget Amount
<b>Safe &amp; Positive Culture</b>		
1	Healthy relationships and consent curriculum, instruction and resources	\$15,858.08
2	.1 FTE Counseling supports and middle school programming	\$7,447.10
<b>Electives (Art, Music, World Language)</b>		
1	The goal for 2023-24 is to increase access to courses by building out our arts pathways to service more incoming students and provide a world music course (African Drumming) and Various styles of dance. The measure G1 funds will help us meet our goals in supporting efforts to purchase equipment, materials, and staffing for our arts pathways	\$10,071.82
<b>Budget Total</b>		<b>\$34,947.87</b>

## Summary of 2024-25 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
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 pathways.	\$6,000
2	Healthy relationships and consent curriculum, instruction and resources.	\$15,858.08
3	Counseling supports and middle school programming focused on gender identity-With our substantial percentage of LGBTQ students in our middle school.	\$7,447.10
4	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 restructuring our arts courses to promote inclusion and retention of students with less training or skill set.	\$4,071.82
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$33,377.00</b>

## 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
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.	50	0	\$6,000
The Proposed expenditure will cover the cost of Dance classes, Students learn valuable life skills through dance, such as responsibility, persistence, communication skills, grit, and accountability. Dance offers a structured outlet for emotional release, while gaining awareness and appreciation of oneself and others.	45	0	\$4,071.82

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
Healthy relationships and consent curriculum, instruction and resources	This expenditure will allow teachers to address consent and healthy relationships, students will all be exposed to age appropriate lessons and have access to resources and information through a wellness center.	\$15,858.08



<p>1 FTE Counseling supports and middle school programming focused on gender identity-With our substantial percentage of LGBTQ students in our middle school, this dedicated 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.</p>	<p>This expenditure will allow OSA to continue the work around student culture surveys specifically 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.</p>	<p>\$7,447.10</p>
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**Please submit your 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)).**

**3/14/24**

Check-in

Fundraising updates (Mike)

Brainstorm strategies for donations

SBAC updates (Tarolyn)

1. Sign into TOMS to prep for testing

Chromebook tracking (Rodolfo)

2. Tuesday during 2nd period, chromebooks will be checked for all students

a. Talking points, stand-alone letter, etc. to parents

b. If student doesn't have their CB, they will be billed until they present it

G1 slide for the PD here is the [link](#) (Rodolfo) (MS/MS Arts)

WASC visit 3/22 (Rachel)--see email sent from Katy on 2/8

[WASC visit participation](#) sign up link

Culture surveys (Diarra)

What is a good time?

Plan for 4/29 , 4/30 (day after Metamorphosis?)

Questions/concerns?

<b>Middle School Q&amp;A:</b>	<b>Arts Notes:</b>	<b>High School Notes (Location Room 347) :</b>
<p><u>MS Theatre Review</u>—a lot of MS students cast from different pathways (4/20)</p> <p><u>Chromebooks</u>—using phones instead is not working</p> <p>Teachers would like to retain the judgment to allow cell phone use when students don't have CBs—agreed, please monitor closely and use judiciously</p> <p>If we don't assign HW, can we keep a class set of chromebooks?--We would have to agree as an LEA to avoid HW or use paper, we need consistency</p> <p>Teachers advocating for in-class chromebooks—will have another discussion.</p> <p><u>Norms</u>—Door thing is the hardest, students are eager to get ahead of the crowds</p> <p>Do-now: can we require them to make them up? (consider for next year)</p> <p>Would prefer to work to the very end rather than the spend the last 5 minutes cleaning up, that's part of why they crowd the door</p> <p>Students are coming into wrong classrooms during passing period—be firm about keeping them out, if they are not listening send us names and we will give consequences</p>	<p>Next year's <u>Performance Calendar?</u></p> <p>It will be finished before we leave this year</p> <p>Assessment and finals will be added early in the fall</p> <p><u>Event Request</u> form needs to be used for internal events—Rodolfo will ensure Walter is using it</p> <p>Measure G1: Other departments get a chance to submit proposals for funding for future G1 submissions to be discussed.</p>	<p><u>Chromebook check for HS</u> Tuesday, time TBD</p> <p><u>Culture surveys</u></p> <p>12th grade Blangy</p> <p>11th US History</p> <p>10th English</p> <p>9th Silot-Bravo</p> <p><u>Follow up email</u></p> <p><u>29th</u> Can we do an off-campus field trip?</p> <p>Grade levels, <u>start discussing next Thursday 3/21st</u></p> <p>Karol and Alula—something for 12th grade?</p> <p>30th—<u>possible adjusted bell schedule, provide common guidance for expectations</u></p>

<p>Robo calls for Tardies now and Parent Square will be coming</p> <p><u>Culture surveys</u></p> <p>Can we do assembly schedule and do it during the assembly time?</p> <p>PE? (on a Thursday)</p> <p>English 7/8th on Thursday 21st or 28th</p> <p><u>Concern</u></p> <p>What is up with the front desk sign-in and Rachel will check with Kalen (no tardy passes should be issued, students should be going straight to class)</p> <p>Field trip is not marked "O" for PD/Fashion/Dance Ballet field trip (3/12)</p> <p>Measure G1: No questions. Happy to have the additional middle school programming. Super important.</p>		
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# OSA PTSA Meeting 3/14/24

## Mr. Oz

- Metamorphosis *not* Metamorphoses
  - OSA history of change
  - Digging into process
    - Schools don't typically commit things across seven years
    - Instill the importance of process
  - April 29th
    - All ten pathways are involved
      - 4x performing arts 6x visual media pathways
      - Media Arts doing interviews
      - Lobby decoration
    - All-in event
  - 450 tickets have been sold
    - Expected to sell out
    - 30k in sponsorship so far; much from parents
  - Big unknown with sponsorship
  - Goal is 250k
    - Clorox and others on the sidelines
    - Packages are available 25k - 150k
  - OSA could come to your workplace if you sponsor!
  - Oakland Artist Impact Award
    - No known organization that identifies artists who are making impact
    - Wanted honor more than one; there's a shortlist
    - [ Presentation of Sizzle Reel ]
    - Will present the award at the Metamorphosis show
- FAQs
  - Apologies for miscommunication
    - Students need tickets
    - Performers cannot sit with family and friends
    - Not all students in the show

- Individual families can sponsor the show
    - Merch can be bought from Oaklandish.com / OSA Section
      - All proceeds go to the artist
- Fundraising
  - 700k raised thus far
  - Grant projection is 300k for EOY
  - Goal is to raise 250k at Metamorphosis
  - 1.2m target in sight, 1.5k is a challenge
  - Highest year was 1.3m during Jerry Brown
- Promotion of OSA Summer Arts Academy
  - Hoping to bring in 125k - work toward 300k in revenue
  - 95% are not OSA students; gives students access
  - Aged 9-16; plug

## Mr. Ornelas

- Semester Two priorities
  - Joyful School
  - PD/Teacher Support
  - Strengthening our Student Supports
  - Attendance Initiative
  - Culture and Climate Refresh
    - Middle School Norms Reset
    - Partner with OPD for lunch time patrols
- Awarded 4x Awards
  - Raise the Bar
  - 80% Latino students completed A-G
  - A-G improvement for Latino students
  - CA Dashboard Standard
  - Double-Digit improvement for ELA
- OSA Way Norms
  - Drilling down on the three different values
- Measure G-1
  - Increasing counseling and support; LGBTQ support

- Middle School Dance pathway stipend

## Ms. Diarra

- Culture Survey
  - Implored to fill it out
  - Infrastructure survey
  - Our one opportunity to understand who you are
  - Open to comments
    - Request to recap results in the new school year
- Getting conversation about this in the next few weeks
  - Will take 30 minutes or so
- Students of Color at OSA
  - April 24th - 26th trip camping
  - Parent of color can chaperone
  - Del Valle Reservoir - 2nd annual trip

## Javier Garcia-Flores

- Sign up to be a Board Member for next year
- Do need active parent to take part
- Bring people together better
- This did go out in an email already, will send again
- Keep this going!

## Zoom Questions

- What's up with The Lot?
  - Estimate on paving and grading Lot
  - Chamber of Commerce has funds for a soccer field
    - Mike is meeting with Roots for some turf
    - Tony Hawk foundation engaged