



**2023-24
Measure G1 Proposal**

Due: March 17, 2023

School Information & Student Data

School	East Bay Innovation Academy	School Address	3400 Malcolm Avenue Oakland, CA 94605
Contact	Francesca Fay Bonita Herrera	Contact Email	francesca.fay@eastbayia.org bherrera@eastbayia.org
Principal	Francesca Fay	Principal Email	francesca.fay@eastbayia.org
School Phone	510-577-9557	2022-23 CALPADS Enrollment Data (6-8 Oakland Residents Only)	317
Recommended Grant Amount¹	\$64,414.29	2023-23 LCFF Enrollment	104

Student Demographics (%)				Measure G1 Team	
English Learners	7.88%	Asian/Pacific Islander	3%	Name	Position
LCFF	32.80%	Latinx	16%	Fran Fay	Dir. of Academic Program
SPED	14.2%	Black or African-American	28%	Mick Terrizzi	Site Leader
		White	16%	Bonita Herrera	Sr. Director of Operations
		Indigenous or Native American	<1%	Christine Ashley, Ashley Wahnschaff, and Jack Pancak	School Site Staff
		Multiracial	38%		

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.

Chronic Absence				
Metric	2020-21(online)	2021-22	2022-23	2023-24 Goal
Student Population Overall	7%	9%	3%	1% point reduction
Asian/Pacific Islander	12%	0%	8.33%	5%
Latinx	7%	9%	3.54%	1% point reduction
Black or African-American	9%	15%	2.41%	1% point reduction
White	5%	13%	2.50%	1% point reduction
Indigenous or Native American	0%	0%	0%	N/A
English Learners	3%	11%	4.44%	1% point reduction
Students w/ IEPs	9%	12%	8%	1% point reduction
Free/ Reduced Lunch Students	4%	16%	2.91%	1% point reduction

Metrics

(all data points are required)

Electives					
Metric	Area	2020-21	2021-22	2022-23	2023-24 Goal
Number of students taking elective courses.	Art	238	195	187	100%
	Language	123	105	105	100%
	Music	N/A	0	0	N/A
Number of students participating in non-course experiences (e.g. after-school program)	Art	361	317	292	100%
	Language	361	317	292	100%
	Music	361	317	292	100%

Positive & Safe Culture				
Metric	2020-21(online)	2021-22	2022-23	2023-24 Goal
Connectedness on Panorama Culture and Climate Survey (% rating 4 or 5 on a 1-5 scale)				
Asian/Pacific Islander	NA	50%	Will be available after 3/17	+5% from prior year
Latinx	60%	47%	Will be available after 3/17	+5% from prior year
Black or African-American	69%	62%	Will be available after 3/17	+5% from prior year
White	59%	52%	Will be available after 3/17	+5% from prior year
Indigenous or Native American	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students w/ IEPs	N/A	N/A	N/A	N/A
Free/ Reduced Lunch	N/A	N/A	N/A	N/A
Metric	2020-21 (online)	2021-22	2022-23	2023-24 Goal
Suspension Incidents				
Asian/Pacific Islander	0%	5%	0%	Low and proportionate
Latinx	1%	2%	4%	Low and proportionate
Black or African-American	0%	11%	1%	Low and proportionate
White	4%	13%	8%	Low and proportionate
Indigenous or Native American	0%	0%	0%	Low and proportionate
English Learners	0%	0%	0%	Low and proportionate
Students w/ IEPs	2%	15%	10%	Low and proportionate
Free/ Reduced Lunch	1%	5%	2%	Low and proportionate

Student Retention from 5th Grade to 6th Grade				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
6th Grade Enrollment	110	97	77	90

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
PAC - Meeting Minutes and Sign in Sheet	4/2023

Staff Engagement Meeting(s)	
Staff Group	Date
Lower School Staff - Meeting Minutes and Sign in Sheet	4/2023

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 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Musical Theater preparation, performance and production. The musical will be accessible to all students at school. Funds will be used for licensing the production,	\$6,000.00

	staff stipends and/or bringing in arts instructors from local organizations to help support vocal coaching, direction, choreography and production (including set and costume design).	
2	Continue to support the expansion of content of grade-level morning meetings to address grade-level SEL concerns and issues and exposure to music and the arts, by bringing in speakers and assembly programs to support social-emotional development of students and positive school culture. Suggested topics include, anti-bullying campaigns, cyber-safety, body image, gender identity, etc., as well as arts, music and creative expression.	\$4,500
3	0.6 FTE Tier 2 Culture and Climate Specialist - Build on the work of the previous Behavior Support Specialist to expand PBIS work and support of the 5-6th transition by creating a Culture and Climate Specialist to support schoolwide culture systems and create school-wide protocols and systems to support students with conflict resolution and mediation. The Specialist will extend the current work by supporting staff in training and implementation around restorative practices in the classroom. This staff member would work with small groups to identify and practice tools for self-regulation and direction (identifying when students need breaks) and developing tools for self-advocacy. This staff member will also directly serve to support students who have been referred and need additional support with conflict resolution, relationship repair, community building to help promote a safe and inclusive school culture and in particular address ongoing trauma as a result of the Covid-19 pandemic. Additionally, the Culture and Climate Specialist will implement a scope and sequence and curriculum for a Transition to Middle School class for our 6th graders, focusing on the executive functioning skills and organization strategies needed for middle school success, as well as coping and advocacy strategies for social interactions in middle school. The specialist will serve the 280 students at our middle school, with special emphasis on our 90 incoming 6th graders.	\$44,500
4	Expand professional development training for staff on the principles and practices associated with restorative justice, mental health and trauma-informed practices, and multi-tiered support systems to support struggling students exhibiting Tier I and Tier II behaviors in a classroom setting. This training for staff will occur with ongoing on-site professional development from expert organizations throughout the year.	\$8,000
5	Continue and expand student celebrations like student of the month and honor roll; purchase supplies for school-wide and grade-level competitions to build school culture, like door decorating and Phoenix Games; organize and facilitate pep rallies to promote school spirit and highlight student activities and leadership.	\$1,414.29
Budget Total (must add up to Recommended Grant Amount)		\$64,414.29

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	Budget Amount

		(based on the specific investment) + frequency and amount of time spent in each activity.	
Musical Theater preparation, performance and production. The musical will be accessible to all students at school. Funds will be used for licensing the production, staff stipends and/or bringing in arts instructors from local organizations to help support vocal coaching, direction, choreography and production (including set and costume design).	200	280 students will review the performance, 50 cast and crew members take leadership roles, 100 students involved in production and preparation (set, stage and costume design)	\$6,000

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - chronic absence, suspensions, CHKS survey results, or another metric named by the site?	Budget Amount
Extend content of grade-level morning meetings to address grade-level SEL concerns and issues and exposure to music and the arts, by bringing in speakers and assembly programs to support social-emotional development of students and positive school culture. Suggested topics include, anti-bullying campaigns, cyber-safety, body image, gender identity, etc., as well as arts, music and creative expression.	<ul style="list-style-type: none"> - Improve climate culture for 280 students in the lower school - Decrease Chronic absences by 10%; and decrease Suspensions by 10% - Schoolwide increase on school climate surveys in the areas of safety and positive school culture 	\$4,500
Expand professional development training for staff on the principles and practices associated with restorative justice, mental health and trauma-informed practices, and multi-tiered support systems to support struggling students exhibiting Tier I and Tier 2 behaviors in a classroom setting. This training for staff will occur with ongoing on-site professional development from expert organizations throughout the year.	<ul style="list-style-type: none"> - Improve Climate and Culture for 280 students at the lower school who will have access to this - School will report a 10% decrease in Tier II and Tier III interventions from the prior school year. 	\$8,000
0.6 FTE Tier 2 Culture and Climate Specialist - Build on the work of the previous Behavior Support Specialist to expand PBIS work and support of the 5-6th transition by creating a Culture and Climate	- While the aide will spend significant time with 6th graders to	\$44,500

<p>Specialist to support schoolwide culture systems and create school-wide protocols and systems to support students with conflict resolution and mediation. The Specialist will extend the current work by supporting staff in training and implementation around restorative practices in the classroom. Additionally, the Culture and Climate Specialist will implement a scope and sequence and curriculum for a Transition to Middle School class for our 6th graders, focusing on the executive functioning skills and organization strategies needed for middle school success, as well as coping and advocacy strategies for social interactions in middle school.</p>	<p><i>support their transition to middle school (90 students), the aide will support culture and climate across all grades (280 students).</i> <i>- Schoolwide increase on school climate surveys in the areas of self-management and self-efficacy</i></p>	
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<p align="center">Proposed Expenditures for Retention of 6th Graders</p>	
<p align="center">Description of Proposed Expenditures</p>	<p align="center">Budget Amount</p>
<p>Continue and expand student celebrations like student of the month and honor roll; purchase supplies for school-wide and grade-level competitions to build school culture, like door decorating and Phoenix Games; organize and facilitate pep rallies to promote school spirit and highlight student activities and leadership.</p>	<p align="center">\$1,414.29</p>

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