



## 2024-2025 Measure G1 Application

**Due: March 14, 2024**

*Allocations are provisional subject to Board approval*

### School Information & Student Data

<b>School</b>	East Bay Innovation Academy	<b>School Address</b>	3400 Malcolm Avenue Oakland, CA 94605
<b>Contact</b>	Miranda Thorman	<b>Contact Email</b>	miranda.thorman@eastbayia.org
<b>Principal</b>	Miranda Thorman	<b>Principal Email</b>	miranda.thorman@eastbayia.org
<b>School Phone</b>	510-577-9557	<b>Total Number of Students</b>	278
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$52,795</b>	<b>2022-23 CALPADS<sup>2</sup> Enrollment Figure (grades 6-8 Oakland residents only)</b>	251
		<b>2023-24 LCFF<sup>3</sup> Enrollment</b>	87

Student Demographics (%)				Measure G1 Team	
English Learners	11%	Asian/Pacific Islander	2.89%	Name	Position
LCFF	43.9%	Latinx	25%	Miranda Thorman	Executive Director
SPED	14%	Black or African-American	31%	Bonita Herrera	Sr. Dir. of Operations
		White	17%	Mick Terrizzi	Academic Dean
		Indigenous or Native American	0%	Ernesto Diaz	Culture and Climate Dean

<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 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.

<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.

		Multiracial	9%		Michelle Fitts Christine Ashley Ashley Wahnschaff	School Site Staff
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Chronic Absence (Include raw number and percent)				
	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Student Population Overall	9%	3%	1.4% (4)	<5%
Asian/Pacific Islander	0%	8.33%	0%	<5%
Latinx	9%	3.54%	1% (1)	<5%
Black or African-American	15%	2.41%	1.1% (1)	<5%
White	13%	2.5%	0%	<5%
Indigenous or Native American	0%	0%	0%	<5%
Two or More Races	N/A	N/A	8.3% (2)	<5%
English Learners	11%	4.4%	3% (1)	<5%
Students w/ IEPs	12%	8%	2.5% (1)	<5%
Free/ Reduced Lunch Students	16%	2.91%	3.2% (3)	<5%

## Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Number of students taking elective courses. (Makers Art, Visual Art, and Spanish).	Art	238	195	100% (172)	100%
	Language	123	105	100% (106)	100%
	Music	N/A	N/A	N/A	N/A
Number of students	Art	361	317	100% (278)	100%

participating in non-course experiences (e.g. after-school program) (e.g. after-school program, Intersession, SEL, Morning Meeting, Musical)	Language	361	317	100% (278)	100%
	Music	361	317	100% (278)	100%
	Musical	N/A	52	50	60

Positive & Safe Culture (Include raw number and percent)				
Metric	2021-22 (%)	2022-23 (%)	2023-24 (%) Tot. 96.1%	2024-25 Goal (%)
Average Daily Attendance Date of Figure:				
Asian/Pacific Islander			97.3% (7)	>95%
Latinx			96% (97)	>95%
Black or African-American			95.94% (85)	>95%
White			96.7% (46)	>95%
Two or More Races			96.13% (24)	>95%
English Learners			95.7% (30)	>95%
Students w/ IEPs			95.3% (40)	>95%
Free/ Reduced Lunch			95.7% (91)	>95%

Metric	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Suspended Students Date of Figure:				
Asian/Pacific Islander	5%	0 (0%)	1 (14%)	1 (14%)
Latinx	2%	2 (4%)	1 (1%)	1 (1%)
Black or African-American	11%	1 (1%)	15 (17%)	5 (6%)
White	13%	4 (8%)	1 (2%)	1 (2%)
Indigenous or Native American	0%	0%	0 (0%)	0 (0%)

English Learners	0%	0 (0%)	0 (0%)	0 (0%)
Students w/ IEPs	15%	4 (10%)	3 (7%)	1 (2%)
Free/ Reduced Lunch	5%	5 (2%)	8 (3%)	4 (1%)

Student Retention from 5th Grade to 6th Grade				
Metric	2021-22	2022-23	2023-24	2024-25 Goal
6th Grade Enrollment	110	97	93	90

## Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
PAC- <a href="#">Meeting Minutes</a> and Sign in Sheet	Thursday, 3/7

Staff Engagement Meeting(s)	
Staff Group	Date
All Staff <a href="#">Meeting</a> and Sign in Sheet	Thursday, 3/7

<a href="#">Music (Rubric)</a>	2022-23	2023-24
<b>Access and Equitable Opportunity</b>	N/A	Basic
<b>Instructional Program</b>	N/A	Entry
<b>Staffing</b>	N/A	Entry
<b>Facilities</b>	N/A	Entry
<b>Equipment and Materials</b>	N/A	Entry
<b>Teacher Professional Learning</b>	N/A	Entry
<a href="#">World Language (Rubric)</a>	2022-23	2023-24
<b>Content and Course Offerings</b>	N/A	Developing

<i>Communication</i>	N/A	Developing
<i>Real world learning and Global competence</i>	N/A	Developing
<a href="#"><u>Art (Visual Arts, Theater, and Dance)</u></a>	<b>2022-23</b>	<b>2023-24</b>
<i>Access and Equitable Opportunity</i>	N/A	Quality
<i>Instructional Program</i>	N/A	Entry
<i>Staffing</i>	N/A	Basic
<i>Facilities</i>	N/A	Quality
<i>Equipment and Materials</i>	N/A	Quality
<i>Teacher Professional Learning</i>	N/A	Basic

## Proposed Expenditures

### Guidelines

- In the following sections, please discuss your team's plan to address the goals of 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.
- Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
- Add additional lines as needed.
- The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
- 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
Safe & Positive Culture		
1	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, through piloting the Project Wayfinder advisory curriculum, and by bringing in speakers and assembly programs to support social-emotional development of students and positive school culture.	\$4,500

2	1 FTE Tier 2 Culture and Climate Specialist	\$44,500
3	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	\$8,000
<b>Electives (Art, Music, World Language)</b>		
1	Musical Theater preparation, performance and production	\$6,000
<b>6th Grade Enrollment</b>		
1	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
<b>Budget Total</b>		<b>\$64,414.29</b>

## Summary of 2024-25 Proposed Expenditures

<b>All Proposed Expenditures (from sections below)</b>		<b>Budget Amount</b>
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, 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).	\$5,395.00
2	1 FTE Tier 2 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 270 students at our middle school, with special emphasis on our 90 incoming 6th graders.	\$47,000
3	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.	\$400.00
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$52,795</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
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).	278	218 students will review the performance, 30 cast and crew members take leadership roles, 30 students involved in production and preparation (set, stage and costume design)	\$5,395

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
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. 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.	<ul style="list-style-type: none"> <li>- Improve climate culture for 278 students in the lower school</li> <li>- While the aide will spend significant time with 6th graders to support their transition to middle school (90 students), the aide will support culture and climate across all grades (278 students).</li> <li>- Schoolwide increase on school climate surveys in the areas of</li> </ul>	\$47,000

	<i>self-management and self-efficacy</i>	
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Proposed Expenditures for Retention of 6th Graders	
Description of Proposed Expenditures	Budget Amount
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.	\$400

**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)).**