



**2024-2025
 Measure G1 Application**

Due: March 14, 2024

Allocations are provisional subject to Board approval

School Information & Student Data

| | | | |
|---|---|--|--|
| School | Community School for Creative Education | School Address | 2111 International Blvd. Oakland, CA 94606 |
| Contact | Phillip Gedeon | Contact Email | phillipg@communityschoolforcreativeeducation.org |
| Principal | Phillip Gedeon | Principal Email | phillipg@communityschoolforcreativeeducation.org |
| School Phone | 510-686-4131 | Total Number of Students | 69 |
| Recommended Grant Amount¹ | \$29,736 | 2022-23 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only) | 34 |
| | | 2023-24 LCFF³ Enrollment | 63 |

| Student Demographics (%) | | | | Measure G1 Team | |
|--------------------------|-------|---------------------------|-------|------------------|------------------------------------|
| English Learners | 49.5% | Asian/Pacific Islander | 10.9% | Name | Position |
| LCFF | 91% | Latinx | 60.4% | Phillip Gedeon | Head of School |
| SPED | 19.3% | Black or African-American | 16.8% | Kimberly Palmore | Director of Finance and Operations |
| | | White | 1.5% | Ana Barraza | Assistant Head of School |
| | | Indigenous or Native | 0.5% | | |

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.

| | | | | | |
|--|--|-------------|---|--|--|
| | | American | | | |
| | | Multiracial | 5 | | |

| Chronic Absence (Include raw number and percent) | | | | |
|---|----------------|----------------|----------------|----------------|
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 Goal |
| | raw number (%) | raw number (%) | raw number (%) | raw number (%) |
| Student Population Overall | 59.41% | 62.1% | 50% | |
| Asian/Pacific Islander | 5.45% | 26.1% | 16% | |
| Latinx | 38.61% | 64.8% | 54% | |
| Black or African-American | 12.38% | 78.1% | 68% | |
| White | 2.48% | 0 | 0 | |
| Indigenous or Native American | | 0 | 0 | |
| English Learners | 27.72% | 57.3% | 47% | |
| Students w/ IEPs | 23% | 66.7% | 56% | |
| Free/ Reduced Lunch Students | 89% | 64% | 54% | |

Metrics

(all data points are required)

| Electives (Include raw number and percent) | | | | | |
|---|----------|----------------|----------------|----------------|----------------|
| 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 | 85 (100%) | 61 (100%) | 69 (100%) | 69 (100%) |
| | Language | 85 (100%) | 61 (100%) | 69 (100%) | 69 (100%) |
| | Music | 85 (100%) | N/A | N/A | N/A |
| Number of students participating in non-course | Art | 85 (100%) | 61 (100%) | 69 (100%) | 69 (100%) |
| | Language | N/A | N/A | N/A | N/A |

| | | | | | |
|---|-------|-----|-----|-----|-----|
| experiences (e.g. after-school program) | Music | N/A | N/A | N/A | N/A |
|---|-------|-----|-----|-----|-----|

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

| Metric | 2021-22 (%) | 2022-23 (%) | 2023-24 (%) | 2024-25 Goal (%) |
|--------|----------------|----------------|----------------|---------------------|
|--------|----------------|----------------|----------------|---------------------|

**Average Daily Attendance
Date of Figure:**

| | | | | |
|-------------------------------|-------------|-------------|-------------|-------------|
| Asian/Pacific Islander | 3.72 (93%) | 2.67 (89%) | 4.85 (97%) | 4.85 (97%) |
| Latinx | 39.01 (83%) | 38.87 (90%) | 38.25 (89%) | 38.25 (89%) |
| Black or African-American | 5.68 (68%) | 3.89 (78%) | 6.18 (82%) | 6.18 (82%) |
| White | 1.75 (88%) | 3.78 (94%) | 1.91 (96%) | 1.91 (96%) |
| Indigenous or Native American | 0 (0%) | 0 (0%) | 2.43 (79%) | 2.43 (79%) |
| English Learners | 21.23 (84%) | 18.38 (88%) | 28.71 (91%) | 28.71 (91%) |
| Students w/ IEPs | 15.27 (80%) | 10.78 (87%) | 11.9 (92%) | 11.9 (92%) |
| Free/ Reduced Lunch | 43.46 (81%) | 34.32 (91%) | 47.39 (89%) | 47.39 (89%) |

| 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 | 0 | 2 | 0 | 0 |
| Latinx | 1 | 4 | 1 | 0 |
| Black or African-American | 0 | 2 | 2 | 0 |
| White | 2 | 1 | 0 | 0 |
| Indigenous or Native American | 0 | 0 | 0 | 0 |
| English Learners | 0 | 0 | 1 | 0 |
| Students w/ IEPs | 1 | 3 | 2 | 0 |

| | | | | |
|---------------------|---|---|---|---|
| Free/ Reduced Lunch | 1 | 8 | 3 | 0 |
|---------------------|---|---|---|---|

| Student Retention from 5th Grade to 6th Grade | | | | |
|---|-------------|-------------|-------------|--------------|
| Metric | 2021-22 | 2022-23 | 2023-24 | 2024-25 Goal |
| 6th Grade Enrollment | 21/26 (80%) | 16/26 (61%) | 16/31 (52%) | 12/16 (75%) |

Community and Staff Engagement

| Community Engagement Meeting(s) | |
|---------------------------------|-----------------------------|
| Community Group | Date |
| Parent Meeting | Wednesday, Feb 28, 2024 |
| CSCE Board Meeting | Saturday, February 24, 2024 |

| Staff Engagement Meeting(s) | |
|-----------------------------|-----------------------------|
| Staff Group | Date |
| Staff Meeting | Wednesday, February 7, 2024 |
| | |

| <u>Music (Rubric)</u> | 2022-23 | 2023-24 |
|---|---------|---------|
| <i>Access and Equitable Opportunity</i> | N/A | N/A |
| <i>Instructional Program</i> | N/A | N/A |
| <i>Staffing</i> | N/A | N/A |
| <i>Facilities</i> | N/A | N/A |
| <i>Equipment and Materials</i> | N/A | N/A |
| <i>Teacher Professional Learning</i> | N/A | N/A |
| <u>World Language (Rubric)</u> | 2022-23 | 2023-24 |

| | | |
|--|----------------|----------------|
| <i>Content and Course Offerings</i> | N/A | Developing |
| <i>Communication</i> | N/A | Emerging |
| <i>Real world learning and Global competence</i> | N/A | Developing |
| <u>Art (Visual Arts, Theater, and Dance)</u> | 2022-23 | 2023-24 |
| <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 | Basic |

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 |
|------------------------------------|---|---------------|
| Safe & Positive Culture | | |
| 1 | Fund trauma-sensitive Therapeutic Movement & Visual Art Teacher to support Middle School Students at \$35/hr at 40 h/week for 14.5 weeks delivered 3 trimester blocks | \$20,300 |

| | | |
|---|--|--------------------|
| | over the academic year | |
| 2 | Fund socio-emotional support staff to focus on middle school student culture support | \$10,732.94 |
| Electives (Art, Music, World Language) | | |
| 1 | Fund Spanish World Language Teacher at \$32/h for 34 weeks, 4 hours per week | \$4,352 |
| Budget Total | | \$35,384.94 |

Summary of 2024-25 Proposed Expenditures

| All Proposed Expenditures (from sections below) | | Budget Amount |
|---|---|-----------------|
| 1 | Fund trauma-sensitive Therapeutic Movement & Visual Art Teacher to support Middle School Students at \$35/hr at 40 h/week for 14.5 weeks delivered 3 trimester blocks | \$20,300 |
| 2 | Fund Spanish World Language Teacher at \$32/h for 34 weeks, 4 hours per week | \$4,352 |
| 3 | Fund socio-emotional support staff to focus on middle school student culture support | \$5,084 |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| Budget Total (must add up to Recommended Grant Amount) | | \$29,736 |

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 | Budget Amount |

| | | | |
|-------------------------------------|----|-----------|---------|
| | | activity. | |
| Fund Spanish World Language Teacher | 60 | 60 | \$4,352 |
| | | | |
| | | | |

| Proposed Expenditures for Positive & Safe Culture | | |
|--|---|---------------|
| Description of Proposed Expenditures | Which metric will this investment impact - suspensions or average daily attendance? | Budget Amount |
| Fund socio-emotional support staff to focus on middle school student culture support | Average daily attendance / Suspension Rate | \$5,084 |
| Fund trauma-sensitive Therapeutic Movement & Visual Art Teacher | Average daily attendance | \$20,300 |
| | | |

| Proposed Expenditures for Retention of 6th Graders | |
|--|---------------|
| Description of Proposed Expenditures | Budget Amount |
| | |
| | |
| | |

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