



OSA Board of Directors Meeting Thursday, October 28, 2021

Agenda

Executive Director's Report
Advancement Report
Finance Report



OSA Update

Update on Student Safety and Supports

Overview of New Support Services Resource Webpage

Facilities Update

Presentation of Educator Effectiveness Block Grant Report.



Annette Oropeza

Ms. Oropeza received her Masters degree in Social Work in 1987 from UC Berkeley. From 1988 through 1993 she worked for Alameda County Mental Health Services as a clinical social worker in the children and family unit. She received her license in clinical social work (LCSW) in 1989. From there she served as a counselor and mental health coordinator at Roosevelt Middle school for 17 years. At RMS she initiated one of the first COST teams in Oakland, coordinated student conflict management teams, providing diversity and sexual harassment training, worked intensively with families and coordinated multicultural events at the school.

In 2011 she was recruited by the district as a behavioral health program manager, overseeing 25 elementary, middle, and high schools to coordinate their mental health and student support services. She also provided staff development, behavior plans, crisis intervention, restorative justice facilitation, and trainings in trauma informed care, Positive Behavioral Interventions and Supports (PBIS), and cultural competency.





Humming Your Truth

Kendall Roberts is a Self Preservation Coach, Advocate, and Healer. She holds her Masters in Social Work and is a Certified Community Coach. Over the last six years, her work has been centered in supporting BIPOC youth and adults that experience gender based violence by providing 1:1 counseling, advocacy, educational workshops, and healing circles.

Humming Your Truth was created to make healing spaces accessible to Black Folks. We understand the importance of having community healing spaces and conversations that are centered in the needs of the Black Community. Humming Your Truth creates sacred space for Black Folks to heal, learn, and rediscover their joy.





Spearitwurx

Sizwe Andrews-Abakah is an Educator, Radical Healer and Mentor, and has worked throughout the Bay Area. His community involvement includes the National Campaign for Black Male Achievement, Oakland Freedom School, Flourish Agenda's Camp Akili, OUSD's Manhood Development Program, and Determination Black Men's Group at United Roots.

Spearitwurx is an Oakland-based organization which inspires intergenerational wellness. Sizwe and Mizan Alkebulan-Abakah (Co-Creator and Director) believe that authentic love activates a Culture of Wellness that allows us to reflect and transform our historical, racial and social trauma. Wellness creates the conditions for us to thrive and fully express the greatness of our humanity.





OSA Facilities Update

A new space has been secured for the
Digital, Visual, and Media Pathway

2018 San Pablo Ave – 2 blocks away
5100 square feet

Moving Date: TBD – mid to late second semester



Oakland School for the Arts

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland School for the Arts	Lisa Sherman-Colt, Executive Director	lsherman-colt@oakarts.org 510-873-8800

The Educator Effectiveness Block Grant (EEBG) is a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

As a condition of receiving funds for educator effectiveness, LEAs shall develop and adopt a plan for expenditure of funds, which requires the plan to be explained in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school before its adoption in a subsequent meeting. Funds may be expended for the purposes identified in [Assembly Bill 130, Chapter 44, Section 22](#) and [Assembly Bill 167, Chapter 252, Section 9](#) and mentioned below in the “Planned Use of Funds” section. These expenditures may take place over fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26. LEAs may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The funding is distributed in an equal amount per unit of full-time equivalent certificated and classified staff as reported in California Longitudinal Pupil Achievement Data and California Basic Educational Data System for the 2020–21 fiscal year. This funding for certificated and classified staff shall not exceed the total certificated staff and classified staff count.

Expenditure Plan

Total Educator Effectiveness Block Grant funds awarded to the LEA
\$149,543



Employee Survey on EEBG

Highest Allocation Priorities:

- Coaching and Mentoring 35% approx. \$52,000
- Positive School Climate 30% approx. \$45,500
- Pupil Wellbeing 35% approx. \$52,000



- **Coaching and Mentoring** – facilitated PD on equitable practices, cultural competency, disability rights, with overall goal of improving teacher retention and improving social-emotional learning.
- **Positive School Climate** – enhanced access to mental health and suicide prevention resources.
- **Pupil Wellbeing** – Title IX communication and training, additional student discipline support and restorative justice practices.
Implementation for equity rubric goals related to our JEDI work.



Public Comment



Advancement Report

Activity	Dollars Raised FY21	Dollars Raised FY21, YTD	Dollars Raised FY22, YTD	Goal FY22	% to Goal FY22, YTD
Annual Fund Campaign	\$478,000.00	\$264,000.00	\$92,000.00	\$600,000.00	15%
Spring Benefit (Heart of Oakland)	\$117,000.00	\$	\$	\$100,000.00	\$
Grants/Foundations/Corporations	\$285,000.00	\$89,000.00	\$171,000.00	\$300,000.00	57%
Total	\$880,000.00	\$353,000.00	\$263,000.00	\$1,000,000.00	26%



Advancement Report

Institutional Giving Update Goal: \$300,000

Total Grants Received (YTD)	\$171,000.00
Grants Pending	\$130,000.00
Proposals in Development	\$80,000.00
Total	\$381,000.00



Annual Fund



**\$8,000 ANNUALLY =
\$670 MONTHLY**

*Eight student MacBooks™
for Digital Media*

**\$5,000 ANNUALLY =
\$420 MONTHLY**

*Rental of
The Malonga
Casquelourd
Center for the
Arts for spring
showcase for
Dance*



**\$2,500 ANNUALLY =
\$210 MONTHLY**

*Three Brother™
sewing machines
and accessories for
Fashion Design*



OSA

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**\$1,500 ANNUALLY =
\$125 MONTHLY**

*Rights to perform the
spring musical for Theater*



**\$500 ANNUALLY =
\$40 MONTHLY**

*A year's
subscription to
Sight Reading
Factory™ for
Vocal Music*

**\$1,000 ANNUALLY =
\$85 MONTHLY**

*A year's supply
of acrylic,
watercolor,
tempra and
spray enamel
for Visual Art*



**\$250 ANNUALLY =
\$20 MONTHLY**

*One beginning violin, clarinet, trumpet, or
guitar for an Instrumental Music student*



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Public Comment



Finance Report

ESSR III

Educator Effectiveness Grant



Essers III Overview:

COVID-19 federal funding for LEAs from American Rescue Plan Act (ARP Act) Elementary and Secondary School Relief (ESSER III) Fund. This funding will provide local educational agencies (LEAs) with emergency relief funds to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools across the nation.

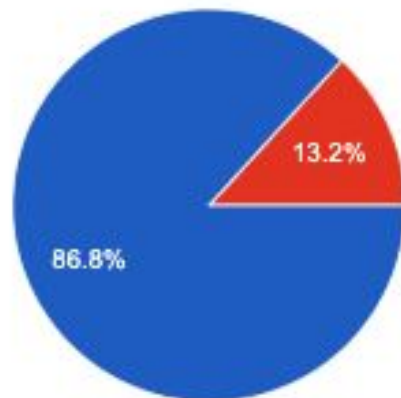
The focus of this funding is intended to be in two specific areas:

1. Strategies for continuous and safe in-person learning
2. Addressing the impact of lost instructional time.

OSA's total allotment for ESSER III is \$161,473, the following slides provide an overview of proposed spending.



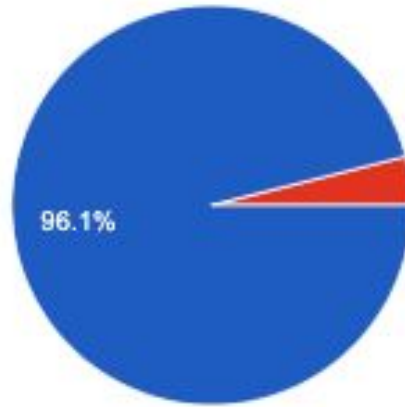
Planned Spending #1 - Covid Mitigation Strategies - \$129,178 - Increased custodial services to ensure a safe and productive learning environment that minimizes Covid-19 risk in all of our campus spaces. This includes but is not limited to daily disinfection of access to covid rapid testing, classroom spaces, sanitizer stations throughout the campus, increased hallway supervision to direct flow of hallway traffic, mask and other PPE.



- I support this spending plan
- I do not support this spending plan



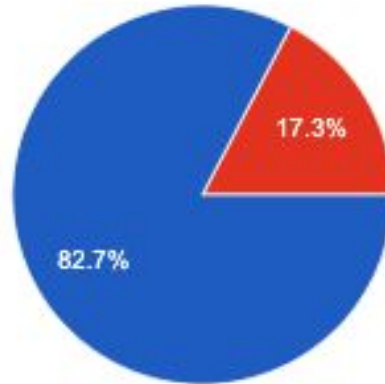
Planned Spending #2 - Reading Intervention Support - \$12,345 - Targeted reading intervention support for students identified as reading two or more grades below their current grade level. This planned spending is an equity strategy to address opportunity gaps.



- I support this spending plan
- I do not support this spending plan



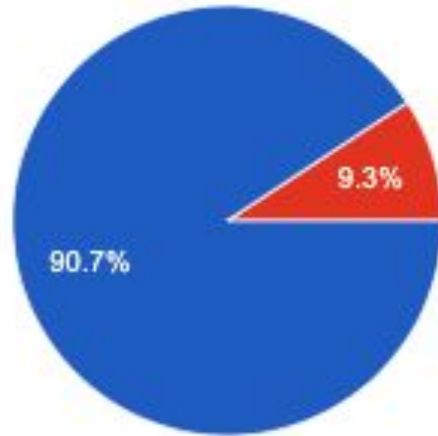
Planned Spending #3 - Academic Progress Monitoring Software- \$9,950 - Contract with software company for access to progress monitoring software in all core academic subject areas across all grade levels. This software will provide tools and assessments to teachers to identify access gaps due to lost instructional time and support the implementation of appropriate interventions. This planned spending is an equity strategy to identify student opportunity gaps and inform implementation of appropriate strategies.



- I support this spending plan
- I do not support this spending plan



Planned Spending #4 - Student Technology - \$10,000 - Chromebook and hotspot access purchases. This planned spending is an equity strategy to ensure appropriate technology access at school and home for all students.



- I support this spending plan
- I do not support this plan