OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School	La Escuelita	Principal	Jeffrey Franey
School Address	1050 2nd Avenue Oakland, 94606	Principal Email	jeffrey.franey@ousd.org
School Phone	874-7762	Recommended Grant Amount*	$20,858
Actual 2017-18 Enrollment (6-8) (20 day count)	91	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	88

Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected revenue, and 20 day LCFF enrollment of Oakland residents. All recommended grant amounts are subject to Measure G1 Commission and School Board approval.

Summary of Approved Expenditures from 2017-18 (link to 2017-18 full approved proposal)

	2017-18 Approved Expenditures from *Budget Justification and Narrative Section* (add more rows if necessary)	Budget Amount
1	Photography class / KDOL Partnership	$5,000
2	Video Production class / KDOL Partnership	$5,000
3	La Morinda Spanish Inc. / Language Courses	$8,847
	Budget Total (must add up to Current Grant Amount)	$18,847

Summary of Proposed Expenditures for 2018-19 (listed in order of priority)

	2018-19 Proposed Expenditures from *Budget Justification and Narrative Section* (add more rows if necessary)	Budget Amount
1	Photography 1 / KDOL Partnership	$5,000
2	Photography 2 Sound Video / KDOL Partnership	$5,000
3	La Morinda Spanish Inc. / Language Courses	$10,858
4		
5		
	Budget Total (must add up to Anticipated Grant Amount)	$20,858

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
56	38		21.3% (20)	40% (8)	39.4% (37)	100%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
13.8%		11.7%	68.1%	1.1%		5.3%	

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.	
Name	**Role**
Jeffrey Franey	Principal
Laura Jetter	Teacher
Yesika Jones	TSA
Charles-etta Ford	Teacher
Josh Johnson	Teacher

School Vision (insert here):

La Escuelita T/K - 8 will prepare ALL young people to reach their fullest academic potential and be confident, creative, responsible contributors to a multicultural society.

Middle School Measure G1 Self- Assessment:
Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

Music (Rubric Score)	2016-17 (last yr)	2017-18 (this yr)	Art (Visual Arts, Theater, and Dance)	2016-17 (last yr)	2017-18 (this yr)
Access and Equitable Opportunity			Access and Equitable Opportunity	Entry	Basic
Instructional Program			Instructional Program	Entry	Basic
Staffing			Staffing	Entry	Entry
Facilities			Facilities	Entry	Basic
Equipment and Materials			Equipment and Materials	Entry	Basic
Teacher Professional Learning			Teacher Professional Learning	Entry	Entry/Basic
World Language (Rubric)	2016-17 (last yr)	2017-18 (this yr)			
Content and Course Offerings	Emerging	Developing			
Communication	Emerging	Sustaining			
Real world learning and Global competence	Emerging	Developing / Sustaining			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2016-17 (last yr)	2017-18 (this yr)	Safe and Positive School Culture (SPSA)	2016-17 (last yr)	2017-18 (this yr)
2017-18 Enrollment Data (20 day)	416	420	Suspension	6	2
ES Outreach Strategy Actions	Family Engagement	Family Engagement	Chronic Absence	12.6%	13.6%
Programs to support ES students transition to MS	Middle School Welcome Program	Middle School Welcome Program	CHKS data (district only)		

REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the engagement meetings with this application. The application will NOT be considered without this documentation of engagements.

Community Engagement Meeting(s)	
Community Group	**Date**
Parents	2/2/2018

Staff Engagement Meeting(s)	
Staff Group	**Date**
Middle School Teachers / ILT	2/7/2018

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team's plan to address the following:

T*he Goals of the Measure*
- 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

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2017-18 school year.

2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.

3. Add additional lines if you would like to add additional budget items.

4. All budget items should total up to the recommended grant amount based on actual 2017-18 LCFF 20 day enrollment.

1.   Music Program

Programmatic Narrative Based on Rubric
NOT IN G1 PLAN.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)*

2. Art Program

Programmatic Narrative Based on Rubric
We have moved from entry level to basic as measured by the Visual Arts Rubric. Students are becoming more proficient in using technology. They have also moved on to recording sound, conducting interviews, and putting together presentations based on student interests. We plan to make the topics more relevant to our school site in the coming year. We will also be planning a mini-expo of middle school student work. This program is continuing to grow.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)*
5,000	Photography 1 / KDOL	Increase student engagement. Connect art and literacy. Serves all middle school students in ten week cycles. Each student in grades 6-8th receive over 20 hours of coursework or more, with classes running two times per week. End of cycle showcase allows student to show their work completed within their class.
5,000	Photography 2 Sound and Video / KDOL	Increase student engagement. Connect art and literacy. Serves all middle school students in ten week cycles. Each student in grades 6-8th receive over 20 hours of coursework or more, with classes running two times per week. End of cycle showcase allows student to show their work completed within their class

3. World Language Program

Programmatic Narrative Based on Rubric

We are moved forward in building this program into a more robust language program. 100% of our middle school students will have had access to this program by the end of this 17/18 school year. As a team we are working on ways to connect academic core subjects to our language program. This is will increase the capacity of EL students to access curriculum that they may have missed in their general education coursework. We have moved from emerging to developing / sustaining in some areas of the rubric. We are continually refining our language program for middle school.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome *(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)*
10,858	La Marinda Spanish	Higher student engagement. Increase High School readiness. 100% of middle schools students receive level appropriate language instruction twice a week, in 10 week cycles. They will have received over 20 hours of instruction throughout the course of one cycle.

4. ***5th to 6th Grade Enrollment Retention***

Programmatic Narrative Based on Data Analysis		
[Required: Please reflect on your self assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]		
Budget	**Description of 2018-19 Proposed Expenditures**	**Anticipated Student Outcome** *(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)*

5. ***Safe and Positive School Culture***

Programmatic Narrative Based on Data Analysis		
[Required: Please reflect on your self assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]		
Budget	**Description of 2018-19 Proposed Expenditures**	**Anticipated Student Outcome** *(Include measurable student outcomes for each proposed activity. For example, number of*

		students served, or percent increase in math achievement for specific student group.)

Please submit your 2018-19 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

La Escuelita

Measure G1 Community Engagement Meeting
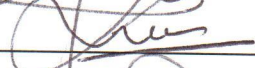
Time: 9:00am
Location: Rm. 202
Date: 2/2/2018

Important Meeting!

**All parents/guardians and community are
encouraged to participate to learn about Measure
G1 activities at our site and learn about our
proposal for 2018-19. the Measure G1 .**

G1 Parent Meeting Sign In

Date: 2/2/18

Name/ Role	Signature
Doris Dubon	
Vu, Khanh Loan	
Flor Rivera	
Maria Arredondo	
Veronica Cruz Diaz	
Sandra C.	
Sandra Guerra	
Carmen Canlozer	
Rosa Alma Titla	Rosa Alma
Silvia Preciado	
Marisela Graciliano	Marisela Graciliano
Alexia A Maciel	
Erika Ramirez	Erika RS

La Escuelita

Date: 2/2/2018
Location: Rm. 202

Measure G1 Engagement Meeting
Agenda/Minutes

- **Amount of the recommended allocation for 2018-19**

- **Review Self- Assessment and Rubric (you can send rubric ahead of time and do review)**

- **Proposal Presentation**

- **Community Feedback**

Minutes:

Good morning and welcome by Principal Franey.
Review the purpose of G1 funding for Middle School. La Escuelita has used this funding for electives classes for middle school. The total amount of funding from last year was $20,858

1.) KDOL - Photography and Video Production - this course is a partnership with KDOL Studios. Students work on documenting certain topics that are related to school activities / culture. For example students were to create a short story with the main question being "What is the importance of coming to school?". Student took photos, recorded interviews, and put together a presentation for a final project.

2.) La Morinda Spanish course - as middle school is a place to get ready for high school language courses have allowed students to experience a college readiness requirement for high school, expand on their thinking in learning a new language, and celebrate a predominant language that is spoken in our student's homes.

In reviewing the rubric we have moved from the entry level to basic for our Arts / Photography course. We have moved from Emerging to Developing in our Spanish Language classes.

Parents have expressed their satisfaction with the offerings La Escuelita has provided and are evening asking for more. Students are really enjoying the changes that have been made with the addition of these elective offerings.

Middle School Visual Art Rubric - Program Evaluation

	Entry	Basic	Quality
Access/Equity	• Self Select-Pull Out • Before/After School • Not all students are able to participate (required academic interventions, ELD)	• Scheduling is arranged so that each type of art class can meet as a unit during the school day (eg. Art 1, Art 2, Ceramics) • Efforts are made to avoid single offering single section courses against each other. • Instruction in Art is provided to students in durations commensurate with other core academic subject areas	*In addition to basic...* • All Students participate • Instructional aid support for students with disabilities
Instructional Program	• Single Level: No advanced or novice level classes • One offering (eg. intro to visual art) • Classes scheduled by grade level only without consideration to performance level of student or ensemble type. • Limited performance opportunities	• Standards Based instructional program • Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) • Classes scheduled such that students are able to participate in appropriate leveled classes. (eg. Art 1, Art 2 Ceramics) • Exhibition opportunities are provided for students to show their mastery of art content.	*In addition to basic...* • Involves community resources, artists to enhance educational experience • Diverse offerings (Intro to Art, Art History, Ceramics, etc.) • Exhibition opportunities outside the school community. Art festivals.
Teachers	• Emergency Credentials • Non-Credentialed • Outside contractors	• Instruction is provided by Highly Qualified/certified/credentialed art teachers who have received formal training (including inservice training) in the area taught. • Students receive regular credit for courses	*In addition to basic...* • Use community partnerships to enhance student learning experience.
Facilities	• Shared spaces (stage, lunchroom, art on a cart) • Limited or no storage cabinets for art materials and supplies. Note: most OUSD middle school facilities were constructed with art rooms that meet the basic/quality requirements.	**Meets basic visual art instructional needs, with the following:** • Display space for student work • Storage space for student work in progress (lockable), Drying racks • Dedicated, lockable, organized storage space for materials and supplies • Hard Floors • Space to facilitate easy movement around the room • Designed with the ability to work on a variety of art projects • Easily accessible for delivery of large materials • Ample natural light • Large deep sinks with a source of hot water • Ventilation • Work tables wide enough for students to work from both sides • Other considerations: safety, lighting, energy, location, sound control	*In addition to basic...* • Separate Kiln Room • Space for working outdoors • Floor space adequate to limit congestion during transitions
Equipment/Materials	• Limited materials available.	• Instructional Materials budget sufficient for all art students (providing funds for consumables paper, water paint, paint, clay, brushes) Rule of thumb: *budget $15 per art student* • Equipment available: mirrors, easels, pottery wheels, kiln, etc. • AV equipment for displaying student work, instructional videos, displaying a variety of artwork.	*In addition to basic...* • Instructional Materials budget sufficient to purchase and update equipment • Technology for student and teacher use

Professional Development	• Limited or no planning time • Limited professional development opportunities available.	• Planning time is commensurate to that of other core academic teachers • Principal provides regular observations & feedback similar to other academic teachers • Regularly attends content specific PD - usually provided by school district • Department planning meetings	*In addition to basic...* • Opportunities to attend conferences, outside district PD sessions • School-Wide planning and professional learning incorporates visual art professional growth

Sources: California Visual and Performing Arts Framework

World Language Education Self-Assessment

	Emerging	Developing	Sustaining	Thriving
Content & Course Offerings	There are no world language course offerings.	The school offers world language courses in at least one language, however students may not be able to engage in advanced language study.	The school offers world language courses in at least two languages. Students have the opportunity to take increasingly complex language courses while at the school. (i.e., three years of language instruction in middle school and four years of language instruction at high school.)	The school offers world language courses in at least two languages. Students have the opportunity to take increasingly complex language courses while at the school. The school offers core content classes (language arts, social studies, science, etc) in the target language. Some students exit middle school prepared for AP level language courses or exit having already passed an AP language exam.
Communication & Recognition	Students do not have the opportunity to obtain or demonstrate proficiency in a language other than English. No formal system to recognize or celebrate students' home language(s)	**Some** students students have the opportunity to obtain and/or demonstrate their proficiency in a language other than English. There are limited efforts to recognize or celebrate students' home or new language(s).	**All** students students have the opportunity to obtain and/or demonstrate their proficiency in a World Language. **Some** students and families are aware of Seal of Biliteracy / Pathway awards and set goals to earn the seal.	**All** students are working towards their proficiency in a world language. **All** students and families are aware of Seal of Biliteracy/ Biliteracy pathway awards, and set goals to earn the seal.
Real world Learning & Global Competence	Students do not have the opportunity to use the target language in a real-world setting There are limited attempts to foster global awareness in students.	There are limited opportunities for students to use the target language in a real-world setting. Learning experiences provide some opportunities to foster global awareness in students.	**Some** students engage in robust and rigorous learning experiences that provide students with the opportunity for real-world communication in a variety of ways. (examples: internships, service learning, use of technology). Learning experiences strive to foster global awareness and competencies such as empathy, cultural humility, and curiosity about global events.	**All** students engage in robust and rigorous learning experiences that provide students with the opportunity for real-world communication in a variety of ways. (examples: internships, service learning, use of technology). Learning experiences consistently build global awareness and competencies such as empathy, cultural humility, and curiosity about global events.

La Escuelita

Date: 2/9/2018
Location: Rm. 240

Measure G1 Staff Meeting
Agenda/Minutes

- **Amount of the recommended allocation for 2018-19 ($20,858)**

- **Review Self- Assessment and Rubric (you can send rubric ahead of time and do review)**

- **Current spending (KDOL and La Marinda Language course)**

- **Staff Feedback**

Minutes:
Good afternoon and welcome. Quick check-in, moving around the room each teacher, ILT lead shares.

Review of both the Visual Art and World Language rubrics. Discussion. Placed our current program on each rubric. Visual Arts - Basic overall. World Language Developing overall.

1.) KDOL - Photography and Video Production - this course is a partnership with KDOL Studios. Students work on documenting certain topics that are related to school activities / culture. For example students were to create a short story with the main question being "What is the importance of coming to school?". Student took photos, recorded interviews, and put together a presentation for a final project.

2.) La Morinda Spanish course - as middle school is a place to get ready for high school language courses have allowed students to experience a college readiness requirement for high school, expand on their thinking in learning a new language, and celebrate a predominant language that is spoken in our student's homes.
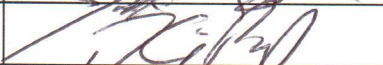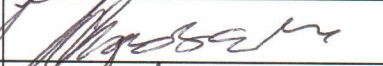
Team Feedback / Goals:

Team discussed ways to make our program more robust. Points that were brought up.
-Creating a through-line of instruction so that students are learning core concepts for Math and ELA in another language.
-Making Expo. or Presentations the culminating activity for each class. Expo would then be in front of the whole school to showcase student learning, while motivating younger grade levels.
-Planning with our elective teachers and Middle School teachers so that programming can be more aligned and build off of core content for each grade level.
-Holding a culminating expo for our Photo / Design class to highlight student work to the community

G1 Staff Meeting Sign In

Date: 2/9/18

Name/ Role	Signature
Jeffrey Franey Principal	
Kevin Porep	
Joshua Johnson Teacher	
Chuck ___ Teacher	
Laura Jetter	
John T. Graves - Teacher	
Robert McCluch ←	Robert J Creek

World Language Education Self-Assessment

	Emerging	Developing	Sustaining	Thriving
Content & Course Offerings	There are no world language course offerings.	The school offers world language courses in at least one language, however students may not be able to engage in advanced language study.	The school offers world language courses in at least two languages. Students have the opportunity to take increasingly complex language courses while at the school. (i.e., three years of language instruction in middle school and four years of language instruction at high school.)	The school offers world language courses in at least two languages. Students have the opportunity to take increasingly complex language courses while at the school. The school offers core content classes (language arts, social studies, science, etc) in the target language. Some students exit middle school prepared for AP level language courses or exit having already passed an AP language exam.
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V.1, 2/13/17

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