



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Elmhurst College Preparatory School

2016-17 Measure G1 Commission Presentation



Presented by Kilian Betlach, Principal ECP

Presented to Measure G1 Commission

June 5, 2017

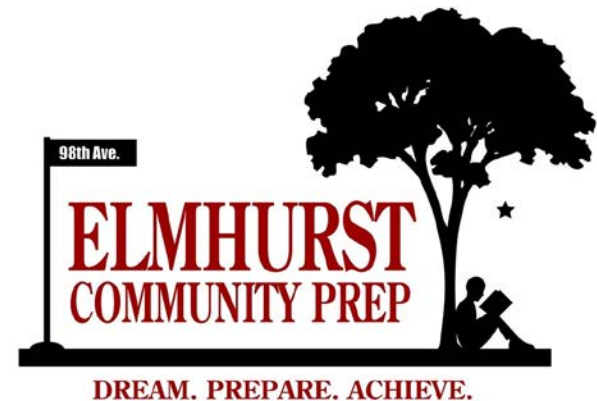
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School Site Vision

Grounded in our core values--high expectations, positive school culture, collaboration, family involvement, and social justice--we work to ensure that all ECP students promote to high school on a positive life trajectory and prepared for rigorous A-G coursework.



School Data

At the end of the 2016-2017 school year:

- ❑ 27% of ECP students were at or above grade level in reading performance; year-to-date data trend slightly below
- ❑ There were 575 out of classroom referrals; year to date data show a 10% reduction.
- ❑ 4% of ECP students were suspended; year-to-date data is nearly identical.
- ❑ Roughly half of incoming students chose ECP as a first choice middle school.



Overarching Vision for G1 Funds

The purpose of G1 aligns to our school vision to prepare students--academically and socially--for high school. We intend to use funding in the following ways:

- 1) fund a part-time arts integration specialist to improve the engagement and quality of student work Expos
- 2) fund a .4 drama teacher (co-funded with Alliance Academy) to bring performance aspects to existing dance and art programs
- 3) Fund a youth development specialist to mentor Tier-II students, implement conflict reduction programs, and improve the quality of SST processes

Grounded: School Wide Root-Cause Analysis

As a result of G1 funding, we expect to see the following results:

- ❑ Three-to-five percentage point increase in literacy results as measured by SRI
- ❑ 15% reduction in out-of-classroom referrals as a result of greater engagement and higher quality student supports
- ❑ Maintaining the relatively low suspension rate
- ❑ Increasing the number of 5th grade families who rate ECP as a first choice middle school by 10 percentage point



2017-18 Measure G1 Budget Allocations

Expense	Description	Rationale
\$26,000	Fund youth development coordinator	Support at-risk students and improve support systems
\$23,000	Fund arts integration specialist	Bring studio habits of mind to existing student work expos
\$5,000	Fund supplies for arts work	Adequately supply increased art education in core classes
\$30,000 (.4)	Fund drama teacher	Bring about performances to existing dance and art practices

EVERY STUDENT THRIVES!



**OAKLAND UNIFIED
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Contact us for additional information [optional contact area]
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School:	ECP	Principal	Kilian Betlach
School Address	1800 98th Avenue, Oakland, CA 94603	Principal Email:	Kilian.Betlach@ousd.org
School Phone	(510) 639-2888	Principal Phone:	510) 639-2888
2017-18 Enrollment (6-8)	380	Anticipated Grant Amount*	\$86,838

**Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 enrollment on the 20 day count.*

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
53%	47%	93.7%	11%	3%	37%	100%

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
30%		2%	60%		3%		5%

Measure G1 Lead Team (can be a pre-existing team such as ILT)

Name	Role
Kilian Betlach	Principal
Asmara Ogbai	Math Coach
Curt Douglas	Literacy Coach
Sagnicthe Salazar	Restorative Discipline Director

School Vision:

ECP Mission Statement:

Grounded in our core values—High Expectations, Collaboration, Positive School Culture, Family Involvement, and Social Justice—and our commitment to Full Service Community Schools, we work to ensure that all students promote on a positive life trajectory and P.R.E.P.ed for A-G coursework. No matter what.

ECP Core Values:

High Expectations

Students will perform at high levels when adults prove that they believe in them. Daily, we provide rich, complex learning tasks, the academic supports to access content, and the relentless dedication to student potential.

Collaboration

Our school's success will not be built by a series of individuals working in isolation. We are borne forward on the strength of our professional relationships and the power of working together to create the best possible learning experiences for our young people.

Family Involvement

Parents and families are the experts on their children. To have the greatest potential impact with a young person, we must earn trust and build powerful learning partnerships with their families.

Positive School Culture

We know that Deep East Oakland is a community with a rich history of artistic expression, political activism, and pride. We also know that growing up here, our young people are affected by violence, trauma, and loss. To create the conditions for powerful learning, we work deliberately to build relationships, celebrate successes, and create opportunities for kids to be kids.

Social Justice

We acknowledge that power, privilege, and oppression are factors that have shaped inequitable outcomes in our educational system. We work to teach about these inequities, challenge biases in ourselves and our community, and choose restorative practices over punishments in order to provide our young people with the skills to change the world.

Community Schools

A quality school in East Oakland needs to attend to both the academic health and the overall well-being of students and the surrounding community. We provide physical and mental health services on campus, extend the school day to provide support and enrichment, and partner with more than 20 organizations in order to close the access *and* opportunity gap between low income students and their more affluent peers.

Priority One: Language & Literacy	Specific Priority	Multi-Year Goal			
	Reading	Develop rapid remediation reading programs to accelerate 201 grade achievement (given that entering 201 grade scores were well below state level)			
	Annual BP/SP Inclusion:	Student Group	18-19 Baseline	18-17 Target	17-16 Target
	SP	Low-income Students	17.00%	20%	23.00%
What other leading indicators can you include over the course of the year to monitor progress towards this goal? (e.g. PEPP)		Do not monitor benchmark. Monitor score participation, % of total minutes, grade, in English, Science, and Mathematics. SP Data based on assessment score participation.			

Priority One: Mathematics	Specific Priority	Multi-Year Goal			
	Mathematics	Implement blended and personalized learning pathways that allow students more targeted time on task			
	Annual BP/SP Inclusion:	Student Group	18-19 Baseline	18-17 Target	17-16 Target
	2020-2021	Low-income Students	1%	10.00%	10.00%
What other leading indicators can you include over the course of the year to monitor progress towards this goal? (e.g. PEPP)		Priority SP Data by grade level, 2019-2020 completion rate, and SP.			

Priority One: Culture & Climate	Specific Priority	Multi-Year Goal			
	Other Referrals	Reduce other referrals and suspension behavior. Use significant percentage well over, and reduce referrals, justice resources, to preventative, rather than reactive model.			
	Annual BP/SP Inclusion:	Student Group	18-19 Baseline	18-17 Target	17-16 Target
	Other Referrals	00 Students	073.00	100.00	100.00
What other leading indicators can you include over the course of the year to monitor progress towards this goal?		The percentage of students referred to suspension, out of total well assessed. The percentage of students learning more than 10 referrals.			

Priority One: Community Engagement (17-1 - Parent Engagement)	Specific Priority	Multi-Year Goal			
	Student Engagement	Develop increased student voice programs through student government, leadership classes, peer-to-peer, and advisors.			
	Annual Inclusion (need not be in BP):	Student Group	18-19 Baseline	18-17 Target	17-16 Target
	Lead: Behavioral Learning	00 Students	n/a	750	n/a
What other leading indicators can you include over the course of the year to monitor progress towards this goal?		Student participation in events, out of class referrals, alternative classes.			

Priority One: Measure 05	Specific Priority	Multi-Year Goal			
	Improve student retention during the transition from elementary school	Position Belvidere as the premier middle school option in Bell County.			
	Annual Inclusion (need not be in BP):	Student Group	18-19 Baseline	18-17 Target	17-16 Target
	Other (specify in goal)	00 Students	n/a	n/a	n/a
What other leading indicators can you include over the course of the year to monitor progress towards this goal?		201 grade enrollment, 1:0 of class substitutions.			

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)		Art (Visual Arts, Theater, and Dance)	
Access and Equitable Opportunity	No program	Access and Equitable Opportunity	Basic
Instructional Program	No program	Instructional Program	Entry
Staffing	No program	Staffing	Entry
Facilities	No program	Facilities	Quality
Equipment and Materials	No program	Equipment and Materials	Quality
Teacher Professional Learning	No program	Teacher Professional Learning	Entry
World Language (Rubric)			
Content and Course Offerings	No program		
Communication	No program		
Real world learning and Global competence	No program		

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPF/SPSA/Enrollment)		Safe and Positive School Culture (SPF/SPSA)	
2016-17 Enrollment Data (projection vs. 20 day)	+8 students	SPF - Suspension	4.0%
ES Outreach Strategy Actions	Host Open House, Host tours, attend OUSD options events, schedule individual visits to school	SPF - Chronic Absence	9.8%
Programs to support ES students transition to MS	None	CHKS data	Student Status: 3 Student Growth: 5 Parent Status: 5 Parent Growth: N/A

Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

Community Engagement Meeting(s)	
Community Group	Date
Open forum	1/31/17
SSC	2/21/17

Staff Engagement Meeting(s)	
Staff Group	Date
ILT	1/5/17
Whole Staff	1/18/17

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Identify the team (i.e. ILT function, community;SSC, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation Plan to address the following:

The 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

2. 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.
3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
4. Add additional lines if you would like to add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric		
We do not currently have a music program, and do not plan to use Measure G1 funds to create one.		
Budget	2017-18 Activities	Anticipated Outcome

2. Art Program

Programmatic Narrative Based on Rubric

Our arts program is currently limited to two sections of drama class, four sections of dance, and some scattered after school program offerings. We have partnered with Alliance Academy to co-fund both the drama teacher and some of the after school program offerings in order to maximize the effectiveness of the programmatic offerings and element fiscal inefficiencies. The strength of our program is based on potential. We have dedicated and content specific art and drama spaces and we also have a beautiful auditorium with professional grade sound and lighting equipment. If we can build a program and retain staff, we have the infrastructure to support them.

Budget	2017-18 Activities	Anticipated Outcome
\$26,000	Hire an arts integration specialist	<ul style="list-style-type: none"> Increased exposure to both arts activities and studio habits of mind across all grade levels and all curriculum. Establish a baseline of at least 1 arts integration Exposition project at each grade, for each of the three Expositions
\$5,000	Purchase supplies for art and drama instruction and activities	<ul style="list-style-type: none"> Ensure baseline levels of supplies to achieve arts integrated project goals
\$30,000 (~.4)	Hire a drama teacher (co-funded with Alliance Academy)	<ul style="list-style-type: none"> Increased exposure to theatre activities and the studio habits of mind across grade levels With dance teacher and arts integration specialist, produce a Fall and Spring performance Increase literacy outcomes because of increased exposure to literacy practices.

2. World Language Program

Programmatic Narrative Based on Rubric

We do not currently offer a World Language Program, and we do not plan to use G1 funds to create one. When full funding is available, we will use G1 funding to create a Spanish program.

Budget	2017-18 Activities	Anticipated Outcome

2. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

ECP exceeded its enrollment target for the second straight year. At the same time, we felt that we were not the first choice for many families, and that many families were assigned to our school but ultimately enrolled in either charter schools, Montera, or Madison. What 5th grade outreach we have is held by our Community Schools Manager, and the funding for this position is being reduced.

Budget	2017-18 Activity	Anticipated Outcome

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3. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

Our school culture took a big step forward last year. We reduced Chronic Absence by 3 percentage points, we reduced suspensions below 5%, and our CHKS survey data was strong. We credit our former CSM with much of this success, and our current CSM is working to maintain that level of success. We need to continue to develop these positive outcomes in order to significantly increase the number of 5th grade families who choose ECP as a first choice school.

Budget	2017-18 Activity	Anticipated Outcome
\$26,000	Fund youth development specialist	<ul style="list-style-type: none"> • Mentor 10-20 Tier-II students and reduce incidents of conflict • Manage SST process in coordination with COST and Community Schools Manager to ensure greater levels of students success and fewer referrals for special education testing • Provide ongoing support to families around aiding students to reach positive life and school outcomes and school goals

SSC Minutes

2.21.17

Call to order 5:32

Welcome and introduction

Mr. Betlach welcomed everyone and all participants completed introductions. Mr. Betlach reviewed minutes of the previous SSC meeting

Budget Overview

Mr. Betlach shared copies of the one-pager with SSC members and walked through an overview of the way money flows to the school. They spent time discussing the difference between allocated FTE and dollar allocations. Mr. Betlach further shared a projected staffing allocation plan for the 17-18 and reviewed with SSC. There were placeholders for G1 money, and the SSC recommended that the school prioritize G1 spending in the following way:

- 1) Youth development coordinator to support 5th grade transitions and positive school culture.
- 2) World Language: Spanish 1.0
- 3) Arts: Drama .4 (Alliance co-fund)
- 4) Arts: Music .5 (Alliance co-fund)

Title I Budget and spending proposals

Mr. Betlach reviewed the Title I allocations for 17-18 and answered questions as to why the total dollar amount was reduced. He presented the SSC with the following allocation proposal:

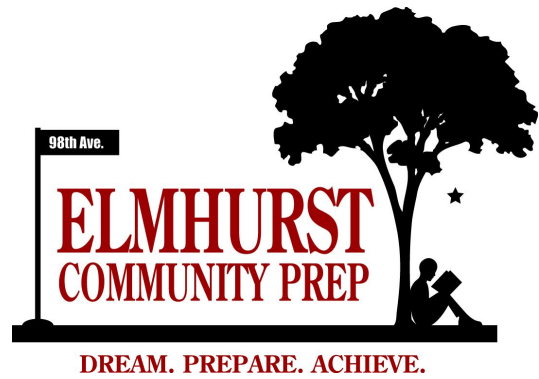
- 1) \$50,000 for extended contracts
- 2) All other funds currently allocated for conference (PD) expenses

Mr. Mendoza asked clarifying questions. Ms. Wilson moved to approve. Ms. Morales seconded and the motion passed unanimously.

Public comment

None

Close 6:52



**School Site Council (SSC) Agenda
Tuesday, February 21, 2017
5:30 p.m.**

Time	Agenda Item
5:50	Welcome Bienvenidos
5:55	Update on safety petition Noticias de la petición de seguridad
6:10	Review and discuss the school budget Revisar y discutir el presupuesto escolar
6:40	Public comment Comentarios del público

**All meetings are at 5:30pm in the Family Center.
Todas las juntas están en el Centro de las Familias**

3/28/2017
4/25/2017

Measure G1 Commission Middle School Proposal Rubric



School Name:

Commissioner:

	Area of Focus	Score	Notes
1.	Proposal keeps equity at the forefront		
2.	Includes all required components		
3.	Proposed use of funds is aligned to the intent of the measure		
4.	Supplementing existing program, not supplanting		
5.	Proposal accurately assesses strengths and growth areas in the domains		
6.	Clear alignment between self-assessments and proposed actions		
7.	Clear, measurable outcomes are articulated for each use of funds		
8.	Clear documentation of staff engagement in the planning process (agenda & notes from meetings)		
9.	Clear documentation of community engagement in the planning process (agenda & notes from community meetings)		
<i>For the five lines below, only score the components that apply to a given proposal.</i>			
10.	Plan for providing quality art programming is clearly articulated		
11.	Plan for providing quality music programming to students is clearly articulated.		
12.	Plan for providing quality world language programming is clearly articulated.		
13.	Plan for supporting 5th to 6th grade recruitment and retention of students is clearly articulated		
14.	Plan for promoting positive school culture and safety is clearly articulated		
	Final Score (sum total /number of scored line items)		

1= Far below the requirement, 2=Did not meet requirement, 3= Nearly met requirement, 4= Met requirement, 5= Exceeded requirement