



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Learning for All, Thriving Students

**Measure G1
Grant Application
2018-19**

Due Date: February 13, 2018

Revised: February 22, 2018

File ID Number: 18-0305
 Introduction Date: 2-22-18
 Enactment Number: 18-0437
 Enactment Date: 3-14-18
 By: _____

School	Elmhurst Community Prep	Principal	Kilian Betlach
School Address	1800 98th Avenue Oakland, CA 94603	Principal Email	Kilian.betlach@ousd.org
School Phone	510-639-2888	Recommended Grant Amount*	\$79,170
Actual 2017-18 Enrollment (6-8) (20 day count)	383	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	368

*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 <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Hire an arts integration specialist	\$26,000
2	Purchase supplies for art and drama instruction and activities	\$5,000
3	Hire a drama teacher (co-funded with Alliance Academy)	\$29,838
4	Fund youth development specialist	\$26,000
Budget Total (must add up to Current Grant Amount)		\$86,838

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

2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Fund an arts integration specialist	\$26,000
2	Fund a drama teacher (co-funded with Alliance Academy)	\$30,170
3	Fund youth development specialist	\$23,300

Budget Total (must add up to Anticipated Grant Amount)	\$79,170
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School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
204	175	95.6%	13%	4%	43%	100%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
104	1	5	243	1	11	0	4

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.

Name	Role
Kilian Betlach	Principal
Asmara Ogbai	Assistant Principal
Aurora Barajas	Community Schools Manager
Mariko White	Teacher on Special Assignment
Shula Bien	English-8

School Vision (insert here):

Grounded in our core values--high expectations, positive school culture, collaboration, family involvement, social justice--and our commitment to community schools, we work to ensure that all students promote from Elmhurst Community Prep on a positive life trajectory and prepared for rigorous A-G coursework. No Matter What.

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.

<u>Music</u> (Rubric Score)	2016-17 (last yr)	2017-18 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2016-17 (last yr)	2017-18 (this yr)
Access and Equitable Opportunity	no program	no program	Access and Equitable Opportunity	Basic	Basic
Instructional Program	no program	no program	Instructional Program	Entry	Basic
Staffing	no program	no program	Staffing	Entry	Basic
Facilities	no program	no program	Facilities	Quality	Quality
Equipment and Materials	no program	no program	Equipment and Materials	Quality	Quality
Teacher Professional Learning	no program	no program	Teacher Professional Learning	Entry	Quality
<u>World Language</u> (Rubric)	2016-17 (last yr)	2017-18 (this yr)			
Content and Course Offerings	no program	no program			
Communication	no program	no program			
Real world learning and Global competence	no program	no program			

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)	378	379	Suspension	4.4%	1.9%
ES Outreach Strategy Actions	participation in District	Visits to individual schools	Chronic Absence	12.5%	12%

Programs to support ES students transition to MS	no programs	1st week 6th grade launch program; camping trips	CHKS data (district only)	Student Status: 3 Student Growth: 5 Parent Status: 5 Parent Growth: 4	no yet complete
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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
SSC meeting	2/12/18
SSC meeting	1/18/18

Staff Engagement Meeting(s)	
Staff Group	Date
Instructional Leadership Team	2/6/18

Budget Justification and Narrative

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

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		
We are not proposing any music program funding for 2018-2019.		
Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

2. Art Program

Programmatic Narrative Based on Rubric		
Our arts program has expanded considerably with foregoing G1 funding: We added two sections of drama during the school day and one in the afterschool program. We increased arts integration and studio habits of mind to our portfolio work (known as Student Led Conferences), as well as incorporating into existing after school program. We have launched a multi-disciplinary performance of The Wiz scheduled for the Spring, that incorporates visual art, dance, and drama elements and features students enrolled in those spaces. We have dedicated and content specific art and drama spaces and we also have a beautiful auditorium with professional grade sound and lighting equipment, and we are excited to grow our students’ and instructors’ capacity to design and develop student performances.		
Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$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

\$30,170 (.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.
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3. World Language Program

Programmatic Narrative Based on Rubric


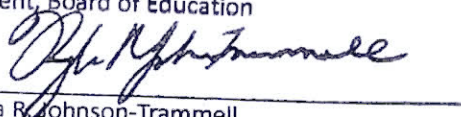
We are not proposing any world language program funding for 2018-2019.

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

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
We are not proposing any 5th to 6th grade enrollment retention funding for 2018-2019.		
Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
<p>Our school culture continues to be a strong point of our school. We maintained out of school suspensions below 5%, and reduced out of classroom referrals by 11%. Our chronic absence rose slightly, but continues to compare favorably to similarly situated middle schools in Oakland, and far exceeds local/ feeder elementary schools. We recognize, however, that within the above data there are many students who are not experiencing success in our system. We must continue to innovate and implement in order to foster significant academic outcomes. We believe that our Tier-II Youth Development Specialist is an example of this. He is working consistently with a group of students outside the realm of success and fostering a model of support that is being replicated by other schools in OUSD.</p>		
Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$26,000	Fund youth development specialist  Aimee Eng President, Board of Education  Kyla R. Johnson-Trammell Secretary, Board of Education	<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

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

Elmhurst Community Prep

Measure G1 Community Engagement Meeting

Date: 2/12/2018

Location: FRC room 3000

Time: 5:00-6:00

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.

Reunion importante!

Todos los padres de la familia y la comunidad estan invitado a aprender mas sobre G1 actividades a Elmhurst y aprender sobre la porpuesta para el ano escolar 2018-2019

Elmhurst Community Prep

SSC Minutes

2.13.18

Call to order 5:00

Welcome and introduction

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

G1 Recommendations

Mr. Ogbai reminded the SSC about the purpose of G1, the total dollar allocation for 18-19, and the requirements for spending. There was a free ranging discussion and in the end, the SSC made the following, non-binding recommendations:

- 1) Fund a drama teacher (co-funded with Alliance Academy)
- 2) Fund an arts integration specialist
- 3) Fund youth development specialist

Public comment

No additional comments.

Close

Elmhurst Community Prep ILT Meeting Notes 2/6/18

Dept Meeting Updates:

- History has decided to focus on blended learning this spring. Challenge: all three teachers in the team are in different places in their practice with blended learning
- Sped is excited for Cole rejoining the team and to lead the second PLW in a row

Short/Turner ECP Data Upgrades

They've created an at-a-glance page that will more easily display student-level data. The team took a look at a beta version and offered some suggestions for the final version. The group decided to keep both the at a glance and longitudinal tabs in addition to the new at-a-glance tabs. Short/Turner will make tweaks and share with staff soon.

PD Day Feedback:

Feedback overwhelmingly positive.

Some did not need the full time for SMARTE goal data analysis: consider differentiation in future PD Days.

We acknowledged that we chose during this past PD Day to invest time in community building rather than workshops; most of those surveyed appreciated this choice but not all.

Changes for this year's PD Day #3

Whole group facilitation

Data due dates

Clear expectations for teachers

G1

About the same money as last year. Total amount will probably be lower because the District is projecting our overall enrollment lower than last year. Reminder that G1 funds Dug, Heard, and Salazar. Reminder that G1 can fund arts, 5th->6th transition, and positive school culture.

Reminder about partnering with Alliance to co-fund Dug and Heard. Open conversation about priorities in those areas versus what we have funded to date. Question about Spanish and the future of the money. A few staff members express a strong desire for a Spanish teacher when future funding becomes available. No other desire to change the funding targets for 18-19.

Tomorrow's PLW: SBAC Prep / Cycle of Inquiry Reflections

Last time we gave time to this we split into departments. Math & English have clear steps forward, but what's the best use of time for History and Science? KB advocated for History to partner with ELA on humanities integration. Science could take a look at the upcoming Next Generation science test.

The Plan: we're going to break back into departments and re-engage with the discussions we had last time. We're going to give it more time by combining it with inquiry share-out in department rather than grade level.

English: discuss whether to do interim sbac in lieu of benchmark and take next steps for SBAC integration

History: take next steps for SBAC integration using docs created last time

EL: Elpac Training

Math: next steps from last time

Science: take a look at questions from the new science test

The classroom teachers on ILT shared that they're not excited to share the results of their last inquiry cycle. Mariko suggested that perhaps it's because we're not dedicating enough clear time to it, and KB reflected that he's forgotten to weave it into coaching sessions. The team would like to re-examine our inquiry process at a future meeting so that teachers are more successful/engaged with it.

For now, we decided to not do a share-out tomorrow, and perhaps not at all for the past inquiry. KB will get copies of new inquiry to coaches, and coaches will add inquiry to the agenda to coaching sessions.

Next year's charge

We have two possible dates for charge: either Aug 3rd-5th or Aug 5th-7th. We'll have teachers vote on which they prefer. KB will give some context and invite anyone to share a reason why they prefer each.

Toni's up for snacks next time