



**Measure G1
Grant Application
2017-18**

**Draft Due March 1, 2017
Amended: April 23, 2018
Amended: May 14, 2018**

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.

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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 \$26,100 4/23/18	Hire a drama teacher (co-funded with Alliance Academy) (~.4 FTE)	<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.

4.23.18 Amend: Increase funding for youth development specialist.

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
\$3,900 (4/23/18)	Increase funding for youth development specialist	Additional funding will allow more time to continue supporting the measurable outcomes stated above.