



**Measure G1
Grant Application
2018-19**

Due Date: February 13, 2018

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

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/Alaska n 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;	CHKS data (district only)	Student Status: 3 Student	no yet complete

		camping trips		Growth: 5 Parent Status: 5 Parent Growth: 4	
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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

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

		<p>mind across grade levels</p> <ul style="list-style-type: none"> • 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	<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.

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