



2019-20 Measure G1

Grant Application

Due: February 11, 2019

School	Elmhurst United	Contact *	Kilian Betlach
School Address	1800 98th Avenue Oakland, CA 94603	Contact Email	Kilian.Betlach@ousd.org
Principal	Kilian Betlach	Principal Email	Kilian.Betlach@ousd.org
School Phone	(510) 639-2888	Recommended Grant Amount**	\$291,674
Actual 2018-19 Enrollment (6-8) (20 day count)	631		

**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 prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.*

Summary of Approved Expenditures from 2018-19 ([2018-19 approved proposal](#) and [carryover form](#))

2018-19 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Funds an arts integration specialist	\$ 26,000.00
2	Fund a drama teacher (co-funded with Alliance Academy)	\$ 30,170.00
3	Fund youth development specialist	\$ 23,300.00
4		
5		
Budget Total (must add up to Current Grant Amount)		\$79,470

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

2019-20 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Arts integration specialist	\$53,500
2	Spanish teacher	\$66,703
3	Music teacher	\$66,703

4	Physical/ Visual arts teacher	\$66,703
5	Case Manager .6	\$37,254
6	Supplies	\$811
	Budget Total (must add up to Anticipated Grant Amount)	\$291,674

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
193	184	95%	9.4%	4%	33%	

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
105	1	7	239	0	18	1	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
Curt Douglas	TSA
Anthony Turner	TSA
Mariko White	TSA
Maddie Donatoni	Teacher
Alyssa Pandolfi	Teacher
Leslie Lopez	Family Liaison

School Vision (insert here): Grounded in our core values--high expectations, positive school culture, family involvement, collaboration, and social justice--we work to ensure that all students promote to high school on a

positive life trajectory and prepared for 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)	2017-18 (last yr)	2018-19 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2017-187 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity	N/A	N/A	Access and Equitable Opportunity	Basic	Basic
Instructional Program	N/A	N/A	Instructional Program	Basic	Basic
Staffing	N/A	N/A	Staffing	Basic	Basic
Facilities	N/A	N/A	Facilities	Basic	Basic
Equipment and Materials	N/A	N/A	Equipment and Materials	Quality	Quality
Teacher Professional Learning	N/A	N/A	Teacher Professional Learning	Quality	Quality
<u>World Language</u> (Rubric)	2017-18 (last yr)	2018-19 (this yr)			
Content and Course Offerings	N/A	N/A			
Communication	N/A	N/A			
Real world learning and Global competence	N/A	N/A			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
2017-18 Enrollment Data (20 day)			Suspension	4.5%	2.5%

ES Outreach Strategy Actions			Chronic Absence	12%	11%
Programs to support ES students transition to MS			CHKS data (district only)	Student Status: 3 Student Growth: 5 Parent Status: 5 Parent Growth: 4	no yet complete

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

Community Engagement Meeting(s)	
Community Group	Date
Parent Leadership Team	12.6.2018
SSC	11.29.2018

Staff Engagement Meeting(s)	
Staff Group	Date
ILT	12.4.2018
Design Team	1.24.2019

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 total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric		
We did not fund a music program in 2018-2019.		
Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$66,703	Fund 1.0 music teacher	We anticipate serving 150 students, mostly through beginning band.

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 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$53,500	Hire an arts integration specialist	<ul style="list-style-type: none"> Increased exposure to both arts

		<p>activities and studio habits of mind across all grade levels and all curriculum.</p> <ul style="list-style-type: none"> Establish a baseline of at least 2 arts integration Exposition project at each grade, for each of the three Expositions
\$66,703	Fund 1.0 visual/ physical arts teacher	<ul style="list-style-type: none"> Develop beginning and intermediate arts classes Provide differentiated physical arts activities (e.g. maker's space) for at least 130 students Build sets and other design materials for fall and spring theater performances

3. World Language Program

Programmatic Narrative Based on Rubric

We did not fund a language program in 2018-2019.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$66,703	Fund 1.0 Spanish teacher	<ul style="list-style-type: none"> Provide Spanish instruction for at least 130 students Provide differentiated instruction (e.g. Spanish I and Spanish for Spanish Speakers)

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 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

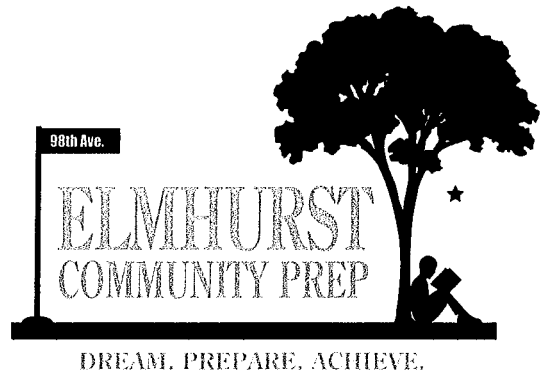
5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

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 6%. 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. She 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.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$37254	Fund .6 Case Manager	<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 2019-20 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).



School Site Council (SSC) Agenda
Tuesday, November 29, 2018
5:00 p.m.

Time	Agenda Item
5:00	Welcome & Introduction to the School Site Council (SSC) Bienvenida e introducción a la Consejo Escolar (SSC)
5:10	Review Title I & Title IV budget Revisión el presupuesto de titulo uno y titulo cuatro
5:40	Discuss and recommend elective offerings in 2019-2020 (G1) Discutir y dar aconsejo clases de electivo por 2019-2020 (G1)
6:00	Public comment Comentarios del público

All meetings are at 5:00pm in the Family Center.
 Todas las juntas están en el Centro de las Familias

1.31.19
 2.28.19
 3.21.19
 4.24.19

SSC
Elmhurst Community Prep

November 29, 2018
29 de noviembre 2018

[illegible]

SSC Minutes

11.29.18

Call to order 5:00

Welcome and introduction

Mr. Betlach welcomes everyone and all participants completed introductions. Mr. Betlach reviewed the minutes of the previous meeting and determined that a quorum was present.

Review of Title I and Title IV Funds

Mr. Betlach presented the updated Title I budget, which included Fall Revisions and additional available funds of \$13,300. He also presented a new funding source—Title IV—and the available amount of \$5,803. Mr. Betlach reviewed the acceptable usages of both Title I and Title IV funds, and engaged a discussion of possible usages. Ms. Pandolfi suggested using some funds for a science-based online learning platform. Mrs. White asked if we would need to purchase additional Chromebooks and put in suggestion of spending some money on Kindles to ensure all 700 students at next year's school were able to make good use of these tools. Ms. Jones suggested using funds for field trips. Mrs. Wilson asked a question about Title IV being used to hire additional staff. Mr. Betlach asked the SSC if they wanted to vote on the usage of these funds at this meeting. Ms. Jones suggested they wait until the next meeting and use the time in between to come up with additional ideas. There was general agreement, and the funds were not voted upon or allocated at this time.

Discussion of G1 Elective Offerings

Mr. Betlach reviewed the nature and purpose of the G1 bond measure. He discussed the future of the funds in 2019-2020, indicating that not only would ECP and AA's G1 allocation be merged, but the measure would be fully funded, and therefore, ECP's 18-19 allocation of ~\$80,000 could be expected to turn into more than \$300,000. Mr. Betlach reviewed the current use of funds:

- 1) Arts integration consultant
- 2) Drama teacher (since separated from the District)
- 3) Tier-II student support
- 4) Supplies

With more than twice as much money, Mr. Betlach suggested that the school expand its elective offerings, and opened the discussion on the topic of G1 uses. The members agreed that elective teachers would be a good use of funds. Ms. Villa asked if these funds could be used for more SSOs (no). Mrs. Wilson suggested they brainstorm different elective teachers. The group listed: art, drama, music, Spanish, home economics, wood shop, auto shop, and DIY/ Makers space. Mr. Betlach asked the members to prioritize these possible elective options and the members engaged in a dot-

preference protocol, where each member received three dots and could place them next to their preferences. In this way, the members rank-ordered elective offerings in the following way:

- 1) Art
- 2) Spanish
- 3) Music
- 4) Drama
- 5) DIY/ Maker's space
- 6) Home Ec
- 7) Auto Shop
- 8) Wood Shop

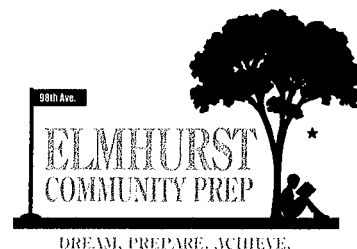
Public comment

Mrs. Wilson asked if Castlemont would be closed because of the Blueprint process. Mr. Betlach said he had not heard any plans about that, but he couldn't guarantee anything.

Close 5:51

Community Agreements:

- 1) We begin, maintain, and end on time
- 2) We balance the below (relational) and above (technical) the green line work.
- 3) We speak positively of teachers and students
- 4) We care enough to engage in constructive disagreement
- 5) We support and back up the decisions made (through authentic process)
- 6) We make data-driven decisions in order to respond to staff needs and further school goals



Instructional Leadership Team
Tuesday, December 4, 2018
3:30-5:00

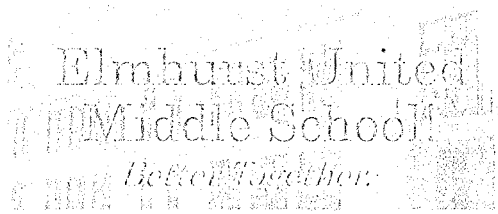
Outcomes:

- 1) Department and Design Team check-in and alignment
- 2) Previewing/ Reviewing 2nd semester PL
- 3) Review G1 funds and make recommendations

Time	Topic	Notes
3:30	Welcome, Check-ins, & Agenda Review Notetaker: Timekeeper:	
3:40	Department check-in	
3:50	Design Team update	
4:10	Previewing/ reviewing 2 nd semester PL	
4:40	G1	
4:55	Appreciations and close	

Next meeting: 12.18.18

Next snacks: White

**Professional Learning Community****Agreements**

- 1) Keep students and student outcomes at the forefront
- 2) Speak your truth, assume positive intent, and stay curious

Design Team
Thursday, January 24, 2019
Room 2500

and

Essential question:

- How can we develop a sense of community and alignment as we work towards a common vision for Elmhurst United?

Objectives:

- Build a sense of community and synergy around our school's redesign
- Develop an agenda, materials and facilitation plan for our tomorrow afternoon's collaboration
- Provide Feedback on G1 proposal

Time	Activity	Facilitation
3:30	Updates - Family Feedback on Grad Profile	De Sousa
3:40	Plan and Prepare for tomorrow's united collaboration 1. Context 2. Review and Share Feedback 3. Choose Item to Work on	All
3:50	Teams Build	Groups
4:40	Feedback on G1	Betlach
4:55	Appreciations and Close	All

Next Meeting: 1/31/19

Location 18



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure G1
Mid-Year Reflection 2018-19
Due: February 19, 2019**

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	Grant Amount	\$79,170
2017-18 LCFF Enrollment (6-8)	368		

- Grant allocation is based on 2017-18 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

1. Music Program (PRELOADED)

Programmatic Narrative Based on Rubric		
NA		
Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.
We did not fund a music program in 2018-2019.

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric		
Budget	2018-19 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
\$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.

Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

Our arts integration specialist continued in the role from the previous school year, and has been successful in building upon his work. Through workshops, classroom push-ins, and choice collaboration, teachers and students have received increase exposure to studio habits of mind. Teachers have incorporated specific arts principles and design work in their projects, including in the construction of civilizations in an SDC class, and the creation of graphic novels in English class. Additional graphic novel projects are planned, as well as arts instruction to accompany both 6th and 7th grade history courses.

With regards to drama, our teacher unfortunately resigned her position in October, and we have been unable to hire a replacement teacher. We anticipate the remaining funds will be carried over for the 2019-2020 school year.

3. World Language Program (PRELOADED)

Programmatic Narrative Based on Rubric

N/A - We did not use funds for a World Language Program.

Budget	2018-19 Activities	Anticipated Outcome
--------	--------------------	---------------------

Mid-Year Reflection: World Language Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

4. 5th to 6th Grade Enrollment Retention (PRELOADED)

Programmatic Narrative Based on Data Analysis		
[Required: Please reflect on school enrollment data here]		
Budget	2018-19 Activities	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

Mid-Year Reflection: 5th to 6th Grade Enrollment Retention

Narrative: Progress Towards Anticipated Outcomes Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.
Our Youth Development Specialist continued from the previous school year and was able to hit the ground round running. In addition to identifying a caseload of Tier-II students and working directly with those young people, our Youth Development Specialist has supported a challenging group of 6th graders to acclimate to ECP. This work has included working with a local charter school to gain more immediate and thorough access to CUM folders, uncovering SST notes, 504s, and three previously unidentified IEPs. He has also planned and facilitated two monthly affinity groups, one with 6th grade Black Boys, and one with 6th grade Black Girls. Here, 6th grade teachers as well as staff who identify similarly as the students meet, eat, and build community. These spaces have been highly effective in establishing greater baseline of rapport with a challenging population, and wouldn't have been possible if not for the work funded herein.

5. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis		
N/A - We did not use funds for this category in 2018-2019.		
Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: Safe and Positive School Culture

Narrative: Progress Towards Anticipated Outcomes Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.
