



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**2019-20 Measure G1**

**Grant Application**

**Due: February 11, 2019**

<b>School</b>	La Escuelita	<b>Contact *</b>	Jeffrey Franey
<b>School Address</b>	1050 2nd Ave	<b>Contact Email</b>	jeffrey.franey@ousd.org
<b>Principal</b>	Jeffrey Franey	<b>Principal Email</b>	jeffrey.franey@ousd.org
<b>School Phone</b>	874-7762	<b>Recommended Grant Amount**</b>	42,244
<b>Actual 2017-18 Enrollment (6-8) (20 day count)</b>	97		

*\*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 (link to 2018-19 approved proposal)**

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Photography 1 / KDOL Partnership	5,000
2	Photography 2 Sound Video / KDOL Partnership	5,000
3	La Morinda Spanish Inc. / Language Courses	10,858
4		
5		
Budget Total (must add up to Current Grant Amount)		20,858

**Summary of Proposed Expenditures for 2019-20 (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	Photography 1 / KDOL Partnership	10,000
2	Photography 2 Sound Video / KDOL Partnership	10,000
3	Language Courses	10,000

<b>4</b>	MOCHA Arts Classes	12,244
<b>5</b>		
	<b>Budget Total (must add up to Anticipated Grant Amount)</b>	<b>42,244</b>

### ***School Demographics***

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
55	42		22.7(22)	13.4%(13)	34%(33)	100%

### ***Student Body Ethnic Composition***

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
14.4% (14)		14.4%(14)	60.8%(59)	1%(1)			1%(1)

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

<b>Name</b>	<b>Role</b>
Jeffrey Franey	Principal
Laura Jetter	Teacher
Olivia Wong	TSA
Stanley Slivinski	Teacher
John Graves	Teacher

### **School Vision (insert here):**

***La Escuelita T/K - 8 will prepare ALL young people to reach their fullest academic potential and be confident, creative, responsible contributors to a multicultural society.***

### ***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.

<b><u>Music (Rubric Score)</u></b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>	<b><u>Art (Visual Arts, Theater, and Dance)</u></b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>
<b>Access and Equitable Opportunity</b>			<b>Access and Equitable Opportunity</b>	Basic	Basic
<b>Instructional Program</b>			<b>Instructional Program</b>	Basic	Basic
<b>Staffing</b>			<b>Staffing</b>	Entry	Basic
<b>Facilities</b>			<b>Facilities</b>	Basic	Basic
<b>Equipment and Materials</b>			<b>Equipment and Materials</b>	Basic	Basic
<b>Teacher Professional Learning</b>			<b>Teacher Professional Learning</b>	Entry	Basic
<b><u>World Language (Rubric)</u></b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>			
<b>Content and Course Offerings</b>	Developing	Emerging			
<b>Communication</b>	Sustaining	Emerging			
<b>Real world learning and Global competence</b>	Developing	Emerging			

### **Measure G1 Data Analysis**

<b>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)</b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>	<b>Safe and Positive School Culture (SPSA)</b>	<b>2017-18 (last yr)</b>	<b>2018-19 (this yr)</b>
<b>2017-18 Enrollment Data (20 day)</b>	420	419	<b>Suspension</b>	1	2
<b>ES Outreach Strategy Actions</b>	Parent Engagement	Parent Engagement	<b>Chronic Absence</b>	15.3%	12.4%
<b>Programs to support ES students transition to MS</b>	MS Welcome Program	MS Welcome Program	<b>CHKS data (district only)</b>		

**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 Group	1/30/2019

Staff Engagement Meeting(s)	
Staff Group	Date
G1 Team	1/30/2019

### ***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
NOT in G1 Plan

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

## 2. Art Program

### Programmatic Narrative Based on Rubric

We have moved from entry level to basic as measured by the Visual Arts Rubric. Students are showing increase proficiency in the use of technology and overall engagement. Students will also experience traditional art methods through MOCHA arts program. This is part of our plan to build out art programs as well as connecting to core subject content.

<b>Budget</b>	<b>Description of 2019-20 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
10,000	KDOL Photography	Increase student engagement. Connect art and literacy. Will serve all middle school students in 10 week cycles throughout the year. End of cycle showcase with displays in the library for whole school to experience.
10,000	KDOL Photoshop / Graphic Design	Increase student engagement. Connect art and literacy. Will serve all middle school students in 10 week cycles throughout the year. End of cycle showcase with displays in the library for whole school to experience.
12,242	MOCHA Art Program	Increase student engagement and access to traditional art methods. Will serve all middle school students. End of cycle showcase that is displayed in the library for the whole school to experience.

## 3. World Language Program

### Programmatic Narrative Based on Rubric

Emerging based on rubric. We will find a stronger partner to provide language course to students for the

coming school 19-20 school year. 100% of middle school students will have access to this program. We will continue to refine our language program to increase high school readiness for all middle school students.

<b>Budget</b>	<b>Description of 2019-20 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
10,000	Language Courses	Higher student engagement. Increase High School readiness. 100% of middle schools students receive level appropriate language instruction twice a week, in 10 week cycles. They will have received over 20 hours of instruction throughout the course of one cycle.

#### 4. 5th to 6th Grade Enrollment Retention

<b>Programmatic Narrative Based on Data Analysis</b>		
[Required: Please reflect on your self assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]		
<b>Budget</b>	<b>Description of 2019-20 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> <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

<b>Programmatic Narrative Based on Data Analysis</b>		
[Required: Please reflect on your self assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]		
<b>Budget</b>	<b>Description of 2019-20 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

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

## **La Escuelita**

**Date: 1/30/2019**

**Location: Rm. 240**

**1:50pm**

### **Measure G1 Staff Meeting Agenda/Minutes**

- **Amount of the recommended allocation for 2019-20 (\$42,244)**
- **Review Self- Assessment and Rubric**
- **Current spending (KDOL and La Marinda Language course)**
- **Staff Feedback**

**Minutes:**

Good afternoon and welcome. .

Review of both the Visual Art and World Language rubrics. Discussion.  
Placed our current program on each rubric. Visual Arts - **Basic**. World  
Language **Emerging**.

- 1.) KDOL Partnership
- 2.) Art Classes through MOCHA
- 3.) Citizen Schools Partnership

#### **Parent Feedback / Goals:**

- Open discussion about our current offerings and spending.
- Mr. Franey shares that our site allocation has increased to \$42,244.

**Team Discussion:**

- The KDOL classes are something we want to continue as students are really engaged and having fun while learning a great skill / hobby
- We would like to see art classes for students. MOCHA arts is a great organization that works with school throughout Oakland. It would increase students engagement for those that may not be strong in reading and writing. It would introduce students to a more traditional format of art.
- Citizen Schools: This organization would benefit students by increasing their exposure to career pathways, sciences, arts, and more.
- If budget allows, we would like to see language courses reinstated into



the middle school elective cycle. A new partner will be sought out and an update will be provided to the team within a months time.

Team consensus met:

- Seek partnership with Citizen Schools
- Seek partnership with MOCHA Arts
- Continued partnership with KDOL
- If budget allows: Seek new partnership with language provider

## G1 Team Meeting

1/30/2019

## Sign-in

[illegible]

## **La Escuelita**

**Date: 2/5/2019**

**Location: Library**

**3:15pm**

### **Measure G1 Parent Meeting Agenda/Minutes**

- **Amount of the recommended allocation for 2019-20 (\$42,244)**
- **Review Self- Assessment and Rubric**
- **Current spending (KDOL and La Marinda Language course)**
- **Review Staff Feedback and minutes from G1 Staff Meeting**
- **Parent Feedback**

**Minutes:**

Good afternoon and welcome. .

Review of both the Visual Art and World Language rubrics. Discussion. Placed our current program on each rubric. Visual Arts - **Basic**. World Language **Emerging**.

- 1.) KDOL Partnership
- 2.) Art Classes through MOCHA
- 3.) Citizen Schools Partnership

#### **Parent Feedback / Goals:**

- Open discussion about our current offerings and spending.
- Mr. Franey shares staff suggestions and minutes from the G1 Staff meeting. Mr. Franey shares that our site allocation has increased to \$42,244.
- Parents express how they appreciate the current offerings of photography and language but would like to see more classes for their students where they are introduced to careers and technology.
- Dance classes for students to learn about movement and exercise.
- Art classes for students. This would also benefit students who are not always excelling in their academic course work. It could be a positive outlet for them to feel more successful at school and to have more fun.





**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

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

School:	La Escuelita	Principal	Jeffrey Franey
School Address	1050 2nd Ave	Principal Email:	jeffrey.franey@ousd.org
School Phone	510-874-7762	Grant Amount	\$20,858
2017-18 LCFF Enrollment (6-8)	91		

- 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**

<b>Narrative: Progress Towards Anticipated Outcomes</b> 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.

**2. Art Program (PRELOADED)**

Programmatic Narrative Based on Rubric		
Budget	2018-19 Activities	Anticipated Outcome
5,000	Photography 1 / KDOL	Increase student engagement. Connect art and literacy. Serves all middle school students in ten week cycles. Each student in grades 6-8th receive over 20 hours of coursework or

		more, with classes running two times per week. End of cycle showcase allows student to show their work completed within their class.
5,000	Photography 2 Sound and Video / KDOL	Increase student engagement. Connect art and literacy. Serves all middle school students in ten week cycles. Each student in grades 6-8th receive over 20 hours of coursework or more, with classes running two times per week. End of cycle showcase allows student to show their work completed within their class

### ***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.

We have met the following outcomes in our plan. End of cycle showcase where students present their work, and it is displayed in the library. There is a strong connection between art and literacy, however we would like to build out the literacy component even more. This would include students actually producing written work that runs parallel to their cycle focus or project within photography. Students have also expressed that this class is something they enjoy and would like to see continued. Challenges that we have faced: The largest challenge is building and maintaining a strong connection between art and literacy. In seeing this I will be working with KDOL staff to define what this looks like for the coming year so that there is a clear goal.

### **3. World Language Program (PRELOADED)**

<b>Programmatic Narrative Based on Rubric</b>		
<b>Budget</b>	<b>2018-19 Activities</b>	<b>Anticipated Outcome</b>
10,858	La Marinda Spanish	Higher student engagement. Increase High School readiness. 100% of middle schools students receive level appropriate language instruction twice a week, in 10 week cycles. They will have received over 20 hours of instruction throughout the course of one cycle.

### ***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.

Spanish language courses started out to be a success. Students and families expressed that language classes are not only fun, but important as students move on to high school. Challenge: La Marinda stopped programming midyear for unforeseen reasons. This was a huge blow to our Middle School elective offerings. We have since tried to find a new provider but had no such luck.

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

##### **Programmatic Narrative Based on Data Analysis**

N/A

Budget	2018-19 Activities	Anticipated Outcome

#### **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.

#### **5. Safe and Positive School Culture (PRELOADED)**

##### **Programmatic Narrative Based on Data Analysis**

N/A

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.