



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Aimee Eng
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 President, Board of Education

10/11/19

Kyla Johnson Trammell
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 Secretary, Board of Education

10/11/19

2019-20 Measure G1

Grant Application

**Due: February 11, 2019
 Amended: July 29, 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 Community Schools Manager .6	\$37,254 7/29: Budget unaffected by the change in job title/ position
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/Alaskan 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)	Art (<u>Visual Arts</u> , <u>Theater</u> , and <u>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.

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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 activities and studio habits of mind across all grade levels and all curriculum. 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
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		<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 .8 Spanish teacher 7/29: Outcomes are unaffected by the change in FTE	<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	<p>Fund .6 Case Manager-Community Schools Manager</p> <p>7/29: Outcomes unaffected by the change in job title/position</p>	<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).