



<b>2020-21 Measure G1</b>
<b>Grant Application</b>
<b>Due: March 26, 2020</b>

<b>School</b>	La Escuelita	<b>Contact</b>	Faris Jabbar
<b>School Address</b>	1050 2nd Avenue Oakland, CA 94606	<b>Contact Email</b>	faris.jabbar@ousd.org
<b>Principal</b>	Faris Jabbar	<b>Principal Email</b>	faris.jabbar@ousd.org
<b>School Phone</b>	510-874-7762	<b>Recommended Grant Amount*</b>	<b>\$43,585.00</b>
<b>2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)</b>	<b>95</b>	<b>2019-20 LCFF Enrollment</b>	<b>89</b>

\*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 2019-20 (2019-20 Approved Proposal & 2018-19 Carryover Form)**

2019-20 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
1	Photography 1 / KDOL Partnership	\$10,000
2	Photography 2 Sound Video / KDOL Partnership	\$10,000
3	Language Courses	\$10,000
4	MOCHA Art Classes	\$12,244
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$42,244</b>

**Summary of Proposed Expenditures for 2020-21 (listed in order of priority)**

2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	Photography 1 / KDOL Partnership	\$10,000
2	Photography 2 Sound Video / KDOL Partnership	\$10,000
3	MOCHA Art Classes	\$23,585
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$43,585.00</b>

**School Demographics**

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
210	198	85.30%	10%	2%	50.50%	98%

### Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
14.50%	0.20%	19.90%	54.70%	1.50%	0%	4.70%	3.20%

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and roles here.	
Name	Role
Faris Jabbar	Principal
Olivia Wong	TSA
Laura Jetter	Teacher Representative
Robert Creek	Teacher Representative
Jazmine Fortes	Teacher Representative

**School Vision (insert here):** La Escuelita Elementary School will prepare 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.

<u>Music (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2018-19 (last yr)	2019-20 (this yr)
<i>Access and Equitable Opportunity</i>	--	Proficient	<i>Access and Equitable Opportunity</i>	Basic	Proficient
<i>Instructional Program</i>	--	Proficient	<i>Instructional Program</i>	Basic	Proficient
<i>Staffing</i>	--	Proficient	<i>Staffing</i>	Basic	Proficient
<i>Facilities</i>	--	Proficient	<i>Facilities</i>	Basic	Proficient
<i>Equipment and Materials</i>	--	Proficient	<i>Equipment and Materials</i>	Basic	Proficient
<i>Teacher Professional Learning</i>	--	Proficient	<i>Teacher Professional Learning</i>	Basic	Proficient
<u>World Language (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)			
<i>Content and Course Offerings</i>	Emerging	Emerging			
<i>Communication</i>	Emerging	Emerging			
<i>Real world learning and Global competence</i>	Emerging	Emerging			

### Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2018-19 (last yr)	2019-20 (this yr)	Safe and Positive School Culture (SPSA)	2018-19 (last yr)	2019-20 (this yr)

<b>Enrollment Data (20 day)</b>	419	385	<b>Suspension</b>	2	3 incidents
<b>ES Outreach Strategy Actions</b>	Parent Engagement	Parent Engagement	<b>Chronic Absence</b>	12.4%	17.3
<b>Programs to support ES students transition to MS</b>	MS Welcome Program	MS Welcome Program	<b>CHKS data (District) or Culture/Climate survey</b>	--	No results yet

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

**\*\*The agenda and meeting notes must reference overview of Measure G1 and show dialogue and input from stakeholders.**

<b>Community Engagement Meeting(s)</b>	
<b>Community Group</b>	<b>Date</b>
School Site Council	3.26.2020

<b>Staff Engagement Meeting(s)</b>	
<b>Staff Group</b>	<b>Date</b>
ILT	3.24.2020

### **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 Measure G1**

- 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 2019-20 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 the amount listed in "Recommended Grant Amount" above.

#### **1. Music Program**

<b>Programmatic Narrative Based on Rubric</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 2020-21 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.

#### **2. Art Program**

<b>Programmatic Narrative Based on Rubric</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]		

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$23,585	Continuing partnership with MOCHA Arts. MOCHA hires and provides a teacher artist to teach students in grades 6-8 various visual art techniques using a variety of media, everything from pencils to watercolors. MOCHA will provide students with positive experiences in visual art that relate to the content in English, Math, History and Science. The MOCHA teaching artist will have access to teachers' scope and sequence in order to provide relevant activities and projects that deepen student content understanding through the vehicle of visual art. The increased cost of the program will allow the teaching artist to collaborate more effectively with core content teachers to incorporate core content learning into art classes.	<i>Increase student engagement. Connect visual art and literacy. Will serve 40% of Middle School students. End of cycle showcase with displays in the library for whole school to experience. Art installations at major cultural celebrations throughout the year.</i>
\$20,000	Continuing partnership with KDOL. KDOL hires and provides a teacher artist to teach students in grades 6-8 various photography techniques using digital cameras, and additionally teaches editing skills in their on site media lab. KDOL will provide students with positive experiences in photography that relate to the content in English, Math, History and Science. The KDOL teaching artist will have access to teachers' scope and sequence in order to provide relevant activities and projects that deepen student content understanding through the vehicle of photography.	<i>Increase student engagement. Connect photography and literacy. Will serve 40% of Middle School students. Photography installations in the library for whole school to experience at the end of each semester to showcase student work.</i>

### 3. World Language Program

Programmatic Narrative Based on Rubric		
[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]		
Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.

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

Programmatic Narrative Based on Data Analysis		
[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]		
Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students/families to be served and achievement for specific student groups.

### 5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
[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 2020-21 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above). Outcomes should reference data from CHKS or Climate/Culture survey, i.e., Student survey data will show an increase in satisfaction with their school experience prior year.

***Please submit your 2020-21 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)).***

\*Community noticed via robocall and TalkingPoints due to school closure

\*\*Meeting held via Zoom video conference due to school closure



# La Escuelita TK-8



## Important Meeting!

All parents/guardians and community members are encouraged to participate in the School Site Council. The SSC develops and monitors the implementation of the Single Plan for Student Achievement, otherwise known as the SPSA, to propose expenditures and evaluate the results.

**Date of SSC Meeting: 3.25.20**

**Time: 2 - 3p**

**Location: Virtual Zoom Meeting**

Join Zoom Meeting

<https://ousd.zoom.us/j/690226841>

Meeting ID: 690 226 841

## **Proposed Agenda**

Quorum established? (6/10 members present)

2pm - Zoom meeting opened

2:05pm - **Role Call:**

**SSC Members:** Faris Jabbar, Robert Creek/teacher, Marlene Gutierrez/teacher, Laura Jetter/teacher, Alexia Maciel/parent/president, Keziah Young/Parent VP

**Non-SSC:** Jazmine Fortes 3rd grade teacher, Yabnely Lara/Parent

Principal reviews agenda:

- I. Measure G1 Funds
  - A. G1 Overview
    1. What can G1 be allocated for?

\*Community noticed via robocall and TalkingPoints due to school closure

\*\*Meeting held via Zoom video conference due to school closure

- a) Arts, World Languages, Music, Positive and Safe School Culture, 5th to 6th grade enrollment retention

## B. Potential expenditures

1. \$43,585 for 20-21
2. KDOL (\$20,000/year)/MOCHA (\$23,585/year)
3. Ms. Alexia brings up need for coding. Jabbar referenced computer teacher elective and we can enhance coding in that class
4. Alexia: We'd also like to get interns for elementary as well, to run electives; Laney college right across the street
5. Jabbar makes a motion to allocate \$43,585 to continue partnerships with KDOL photo and MOCHA arts for the 2020-2021
  - a) Seconded by Jetter
  - b) All in favor: Faris Jabbar, Robert Creek/teacher, Marlene Gutierrez/teacher, Laura Jetter/teacher, Alexia Maciel/parent/president, Keziah Young/Parent VP
  - c) Opposed: None

## II. Title I and Title IV Carryover

### A. Title I

1. Money leftover from academic mentors (1 unhired and hours cut short due to campus closure - \$9,842.41

### B. Title IV

1. Was not able to hire SEL mentor, but we found an attendance
2. \$1,794.97
3. Jabbar motions to carryover \$1,794.97 unencumbered Title IV funds to 2020-21 school year
4. Keziah seconds motion
5. All in favor: Faris Jabbar, Robert Creek/teacher, Marlene Gutierrez/teacher, Laura Jetter/teacher, Alexia Maciel/parent/president, Keziah Young/Parent VP
6. Opposed: None

### C. Creek asks: How are we paying for Imagine Learning in 20-21

1. Principal Jabbar to return to the question at a later time

### D. The decision to carry over funds requires SSC collaboration and approval. If your SSC has designated 19-20 funds for a specific purpose, a vote is

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required to unobligate funds for carryover. Ex. Language: "I move to" transfer \$500 from Title I Students:books other than textbooks to carryover. *OR* ...transfer all remaining funds in Books other than textbooks to carryover *OR* ... transfer all available unencumbered funds in all object codes to carryover.

E. Mr. Creek motions to carryover \$9,842.41 unencumbered Title I funds to 2020-21 school year

F. Keziah seconds motion

G. All in favor: Faris Jabbar, Robert Creek/teacher, Marlene Gutierrez/teacher, Laura Jetter/teacher, Alexia Maciel/parent/president, Keziah Young/Parent VP

H. Opposed: None

I. Discussion around partnering with non-profit to support middle school students

### III. Public Input

- Discussed school closure and possible return date

Meeting adjourned at 2:53pm





\*\*Meeting held via GoogleHangouts video conference due to school closure

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meet.google.com/bxm-rkax-kvb

[Join by phone](#)

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**Essential Question:**

If we plan and implement intentional PDs and PLCs focused around practices and strategies across all curricula that close the achievement gap with academically rigorous, standards-based and grade level appropriate, assignments and assessments... How will this improve SWUN assessments, IABs, and unit assessments?

Tuesday March 24, 2020 9-10am	
Goals/Outcomes	Norms
<ol style="list-style-type: none"> <li>1. Discuss potential goals for virtual learning post spring break</li> <li>2. Create a staff survey to gather teacher mindset around virtual teaching, areas of strength and growth with virtual teaching</li> <li>3. Set expectation for ILT Leads to meet with GL Teams to create Grade Level Continuity Plan</li> <li>4. <a href="#">La Escuelita Continuity of Education Plan</a> <ol style="list-style-type: none"> <li>a. Develop School-wide Expectations</li> </ol> </li> <li>5. 2020-21 Measure G1 Allocation and expenditures</li> </ol>	<p style="text-align: center;"><i>COMMUNITY AGREEMENTS</i></p> <ul style="list-style-type: none"> <li>● We will honor this space by holding each other accountable</li> <li>● We will have fun &amp; celebrate each other while striving to not take things personally</li> <li>● We will keep students, equity and social justice at the center of our work</li> </ul>
<p><b>“The purpose of ILT is to lead PLCs in order to achieve improved outcomes for teacher practice and student performance.” (OUSD Model)</b></p>	

**Setup Necessary:**

Time	Content	Materials
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5	<p>Check-In:</p> <p>Attendance/Role Call: Faris Jabbar/Principal, Olivia Wong/TSA, Jazmine Fortes/Teacher rep, Robert Creek/Teacher rep, Laura Jetter/Teacher rep</p>	
15	<p>Goals for Virtual Learning/School-Wide <a href="https://www.ousd.org/covid-19studentlearning">https://www.ousd.org/covid-19studentlearning</a></p> <p>Maintain consistent contact via: Website, Robocalls for big info weekly, TalkingPoints for updates</p> <ul style="list-style-type: none"><li>- How to contact teachers/admin - Family resources for support (counseling, housing, food, tech)</li><li>- Video Tutorials for major platforms</li></ul>	5. <a href="#">La Escuelita Continuity of Education Plan</a>
15	<p>Creating a template for input of key information from GL Teams</p> <ul style="list-style-type: none"><li>■ Establish overarching grade level goals for remainder of year<ul style="list-style-type: none"><li>● No new content being delivered, but a focus on standards based mastery/review of key concepts and skills; each GL has a reading goal (20m daily at least, 30m for Middle) and provide digital resources (ImagineLearning, NewsELA, EPIC, storylineonline.net, etc.)</li><li>● Use of Data Analysis Tool to assign whole group reteaching sessions, small group, and 1:1 support weekly</li><li>● Ensuring all students are checking in<ul style="list-style-type: none"><li>○ If not, reaching out with phone calls and enlisting office staff support to contact</li></ul></li></ul></li><li>■ Platform, Consistency/Rate of communication<ul style="list-style-type: none"><li>● Messaging with students/parents</li><li>● Communication of work, weekly</li></ul></li><li>■ Platform for delivering virtual work</li></ul>	



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- Plus supplemental recommended platforms (ST Math, Imagine Learning, etc.)

10

Create a staff survey to gather teacher mindset around virtual teaching, areas of strength and growth with virtual teaching



- What routines have you put in place for yourself?
- What platforms do you need more help with?
- How are you keeping track of students/families you are in touch with?
- What platforms are you comfortable teaching to other teachers?
- What are you most concerned about during this time for families?
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10	<p>Measure G1 Funds</p> <ul style="list-style-type: none"><li>● G1 Overview<ul style="list-style-type: none"><li>○ What can G1 be allocated for?</li></ul></li><li>● Previous Expenditures</li><li>● Proposed Expenditures</li><li>● Agree to continue funding KDOL and MOCHA?<ul style="list-style-type: none"><li>○ ALL in favor: Jabbar, Jetter, Wong, Creek, Fortes</li></ul></li></ul>	
5	Closing/Next Steps	

**Next Agenda Items:**



School:	La Escuelita	Principal	Faris Jabbar
School Address	1050 2nd Ave	Principal Email:	faris.jabbar@ousd.org
School Phone	510-875-7762	Grant Amount	<b>\$42,244</b>
2018-19 LCFF Enrollment (6-8)	<b>97</b>		

- Grant allocation is based on 2018-19 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)**

<b>Programmatic Narrative Based on Rubric</b>		
N/A		
<b>Budget</b>	<b>2019-20 Activities</b>	<b>Anticipated Outcome</b>
N/A	N/A	N/A

**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)**

<b>Programmatic Narrative Based on Rubric</b>
We have moved from entry level to basic as measured by the Visual Arts Rubric. Students are showing increased 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.

Budget	2019-20 Activities	Anticipated Outcome
\$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. Connect art and literacy. Will serve all Middle School students. End of cycle showcase with displays in the library for whole school to experience.

### **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.

20 middle school students have been served by KDOL and 20 more by MOCHA Arts during the Fall semester. The same number will be served in the Spring. During each cycle, students build their photography and visual art skills. In KDOL, Students focus on using digital cameras to capture real life images of the world around them. In MOCHA Arts, students focus on an array of skills and utilize various materials to create art, from pencils to watercolors. Students in KDOL and MOCHA will participate in assemblies by photographing performances and awards, as well as exhibiting their own art work. Students in KDOL are additionally developing their technology skills by using computers to upload and edit pictures using professional software provided by KDOL.

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

#### **Programmatic Narrative Based on Rubric**

Emerging based on rubric. We will find a stronger partner to provide language courses 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.

Budget	2019-20 Activities	Anticipated Outcome
\$10,000	Language Courses	Higher student engagement. Increase High School readiness. 100% of middle school 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.
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**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.

We are unable to offer any language program at La Escuelita due to lack of ability to plan for and hire a language teacher.

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

Programmatic Narrative Based on Data Analysis		
N/A		
Budget	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

**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.

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

Programmatic Narrative Based on Data Analysis		
N/A		
Budget	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

**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.

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***Please submit your 2019-20 Measure G1 Mid-year Self Reflection Form to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).***