



**Measure G1  
Grant Application  
2018-19**

**Due Date: February 13, 2018**

School	Bret Harte Middle School	Principal	Bianca D'Allesandro
School Address	3700 Coolidge Avenue Oakland, CA 94602	Principal Email	Bianca.dallesandro@ousd.org
School Phone	510-531-6400	Recommended Grant Amount*	\$117,931
Actual 2017-18 Enrollment (6-8) (20 day count)	544	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	471

*\*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	0.2 Choir increase	\$10,000
2	0.2 Staff Joven Nobles Program	\$15,000
3	1.0 Theater arts	\$66,949
4	Increased student engagement and access to high quality design and artwork.	\$3,000
Budget Total (must add up to Current Grant Amount)		\$94,949

**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	0.2 Choir increase	\$10,000
2	0.2 Staff Joven Nobles Program	\$15,000
3	1.0 Theater arts	\$70,000
4	0.2 Visual Art Teacher	\$22,931
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	Budget Total (must add up to Anticipated Grant Amount)	\$117,931
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**School Demographics**

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
338	303	74.7%	13.3%	5.1%	24.3%	100%

**Student Body Ethnic Composition**

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
186 (29%)	4 (0.6%)	86 (13.4%)	252 (39.3%)	17 (2.7%)	16 (2.5%)	42 (6.6%)	20 (3.1%)

**Measure G1 Lead Team (can be a pre-existing team such as ILT):**

Name	Role
Bianca D'Allesandro	Principal
April Harris and Rene Garcia	Assistant Principals
Rayna Suell	Director of After School Programs
Katherine Wolfe, Abraham Zellman and Katia Dunkel	TSA
Jarrah Magan	Teacher

**School Vision:**

*Bret Harte's diverse community embraces mutual respect, hard work and resilience to nurture the whole child in pursuit of academic excellence during the transition to young adulthood.*

**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</u> (Rubric Score)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>	<b>Art (<u>Visual Arts</u>, <u>Theater</u>, and <u>Dance</u>)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>
<b>Access and Equitable Opportunity</b>	Entry	Basic	<b>Access and Equitable Opportunity</b>	Basic	Basic
<b>Instructional Program</b>	Quality	Quality	<b>Instructional Program</b>	Basic	Basic
<b>Staffing</b>	Quality	Quality	<b>Staffing</b>	Quality	Quality
<b>Facilities</b>	Quality	Quality	<b>Facilities</b>	Emerging	Basic
<b>Equipment and Materials</b>	Quality	Quality	<b>Equipment and Materials</b>	Quality	Quality
<b>Teacher Professional Learning</b>	Quality	Quality	<b>Teacher Professional Learning</b>	Basic	Basic
<b><u>World Language</u> (Rubric)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>			
<b>Content and Course Offerings</b>	Quality	Quality			
<b>Communication</b>	Quality	Quality			
<b>Real world learning and Global competence</b>	Quality	Quality			

**Measure G1 Data Analysis**

<b>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment )</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>	<b>Safe and Positive School Culture (SPSA)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>
<b>2017-18 Enrollment Data (20 day)</b>	541 projected; 534 on 20th day	544 on 20th day	<b>Suspension</b>	Status-green Growth-blue	status-green growth-green

<b>ES Outreach Strategy Actions</b>	-all leadership team including ILT take turns participating at school outreach events	-all leadership team including ILT take turns participating at school outreach events	<b>Chronic Absence</b>	Status- Red Growth- Blue	Status-red Growth-red
<b>Programs to support ES students transition to MS</b>	-summer bridge with Oakland Leaf -blueprint math -5th grade tours as well as Bret Harte shadow day	-summer bridge with Oakland Leaf -blueprint math -5th grade tours as well as Bret Harte shadow day	<b>CHKS data (district only)</b>	Students Status yellow Growth red  Families Status blue Growth blue	Students Status TBD Growth TBD  Families Status TBD Growth TBD

**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
Bret Harte Community	2/12/18

Staff Engagement Meeting(s)	
Staff Group	Date
Elective Teachers & Teacher Leaders (ILT & GLT)	2/13/18

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## ***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**

Music thrives at Bret Harte, offering a robust schedule including beginner and advanced sections of jazz, and band, as well as sections of choir and orchestra. The band room is equipped with practice rooms and adequate instruments. Our music director and outside consultants offer specialized instruction at regular intervals.

As expected, in the 2017-2018 our G1 funds allowed us to increase the number of students enrolled in the choir program. Our biggest success has been partnerships with outside organizations such as the Oakland Chorus, which have afforded students performance experiences outside of the regular performances with our school music program. Students and families alike have expressed enthusiasm for this class.

We aim to provide a wide range of elective classes that attract a variety of students connected by their love for the content. Our goals for next year are to continually increase interest in the program by enrolling the maximum number of students next year as well as increase audience participation at performances from the larger student body. We feel confident that our efforts to continue this program will provide rich opportunities for students to participate in and appreciate choir.

<b>Budget</b>	<b>Description of 2018-19 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> <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>

\$10,000	0.2 Choir increase	50% increase in enrollment

## 2. Art Program

### Programmatic Narrative Based on Rubric

In the 2016-2017 school year we increased our Art FTE from .8 to 1.0 offering more sections for students. We have found great success in our arts offering, evidenced by high demand and enrollment of every section offered. With a large population of Newcomer and special education students, Art classes prove to be more accessible and offer alternative ways for students to express themselves.

To respond to the high demand for visual art class, we would like to increase the number of sections available for students. We want the 2018-2019 school year to enroll as many students as possible, with 7/7 periods offering art class. We think this will continue to afford equitable access, participation, and outcomes for our student body.

This 2017-2018 year, we expanded our arts program to attract and engage students to the theatre arts, which doubled the arts program offerings. We hired a qualified teacher and enrolled students in every section offered. We are pleased with the mini performances and improvisation sessions that students have delivered and the teacher is already planning bigger and more involved shows for next year.

Looking toward the 2018-2019 year, we hope to build on the success of this year and build out the program even more. We anticipated the challenge of enrolling classes to their maximum capacity, though we already see word of mouth enthusiasm from students drumming up higher interest. Also, because the program is still in its rookie year, we have yet to create solid connections to other departments for collaboration. We look forward to incorporating efforts from our maker space and visual art classes for set building and design, our music classes for accompaniment, and our ELA department for cross-curricular connections to flourish. We feel satisfied with the current development of this program and look forward to continuing its growth next year.

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>
\$22,931	0.2 Art Teacher	Increase enrollment in visual arts
\$70,000	1.0 Theatre Arts teacher	Increase in enrollment, performance opportunities, cross-content collaboration

## 3. World Language Program

**Programmatic Narrative Based on Rubric**

Right now we offer a dynamic Spanish program. Bret Harte has a 1.0 FTE Spanish teaching position in our world languages department that is designed to provide multiple access points to students with differing backgrounds and needs. For new learners, we offer Spanish A and B courses to provide a foundation for higher level classes in high school. For our native Spanish speakers, we offer two sections of EPH, Spanish for Spanish Speakers, to engage them more deeply in the academic language and literacy of their home language. We are piloting a new curriculum this year for all sections of Spanish. It is our goal to grow our World Language Program, however, at this time it is not a top priority.

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

**Programmatic Narrative Based on Data Analysis**

With our enrollment increasing every year for the past three years and discipline incidents decreasing each year in 6th grade, we believe the current model and strategy we have implemented will continue to support our students as they transition from elementary to middle school.

<b>Budget</b>	<b>Description of 2018-19 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> <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**

For the 2016-2017 and 2017-2018 years, we have prioritized funding our Joven Nobles Program for Latino Men and Boys which serves predominantly Latino, African American and other boys of color in 7th and 8th grade. This intensive support structure is designed to build capacity in these young men, increasing academic

performance and formalizing a positive male adult-student relationship.

We are so pleased to have continued the Joven Nobles program on campus. We measure this program's success in terms of fostering mentorship, fellowship, and academic support for some of our high needs students. Enrollment is on track, and the COST team is keeping a list of potential candidates for future open spots. Our JN teacher, who was trained and mentored by our previous JN teacher, continues to build positive relationships with students in and outside of his class roster. Though we have been challenged by the high demand of time and energy from students with limited time of the teacher, we also consider that a success as it demonstrates the confidence students have in the program. The class has a reputation on campus of being a great place for boys to build friendships, cultural pride, and academic strengths.

<b>Budget</b>	<b>Description of 2018-19 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> <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>
\$15,000	0.2 Staff Joven Nobles Program	Improved HS Readiness, GPA, and attendance data for 30 boys who participate.

**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)).**





Bret Harte

Date: 2/12/2018

## Measure G1 Engagement Meeting Agenda/Minutes


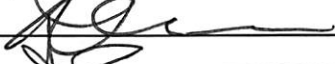




- Amount of the recommended allocation for 2018-19
  - Dr. D shared the presentation about '17-18 G1 funds
  - Recommended that we keep funding the same for the '18-19 school year and use the increased allotment to expand our visual arts department as it is our most sought after elective.
  
- Review Self- Assessment and Rubric
  - The rubric and self-assessment from 17-18 was shared
  - Consensus scores were decided
  
- Proposal Presentation
  - Dr. D shared the proposal for the upcoming year
  - Group agreed that most scores were the same
  - A vote happened for the few changed scores
  
- Community Feedback
  - Can we increase the size of our Music classes?



Measure G1 Engagement Meeting

Tuesday, February 13th

Sign-in

Name	Signature
Katherine Wolfe	Katherine Wolfe
Lene Garcia	
Duane Worm	
Alexis Ferreri	
Julie Gallegos	
Annetta Fagundes	
LORI SASAKI	
Benjie Achtenberg	