



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# BRET HARTE MIDDLE SCHOOL

## 2016-17 Measure G1 Commission Presentation



Presented by Dr. D'Allesandro

Presented to Measure G1 Commission

May 30, 2017

[www.ousd.org](http://www.ousd.org)

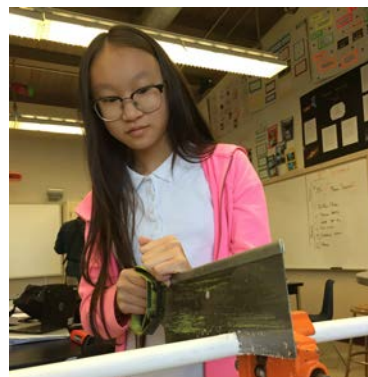


@OUSDnews



# Our 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.





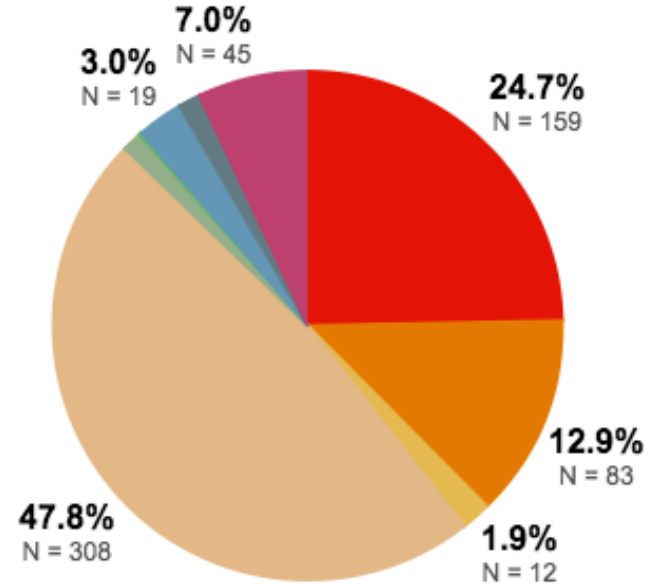
# School Data

## Enrollment by Ethnicity

View Pie by Group

Ethnicity

- African American
- Asian
- Filipino
- Latino
- Multiple Ethnicity
- Native American
- Not Reported
- Pacific Islander
- White

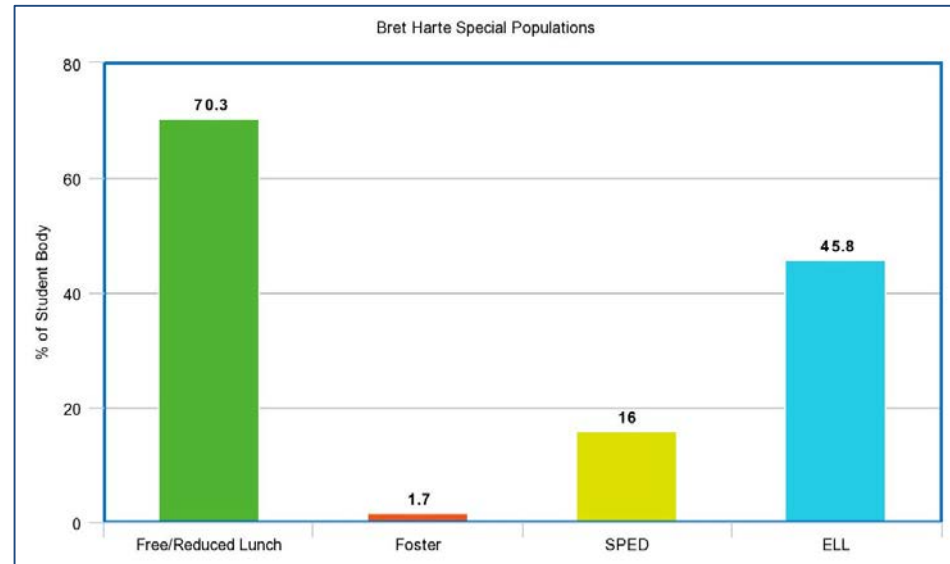
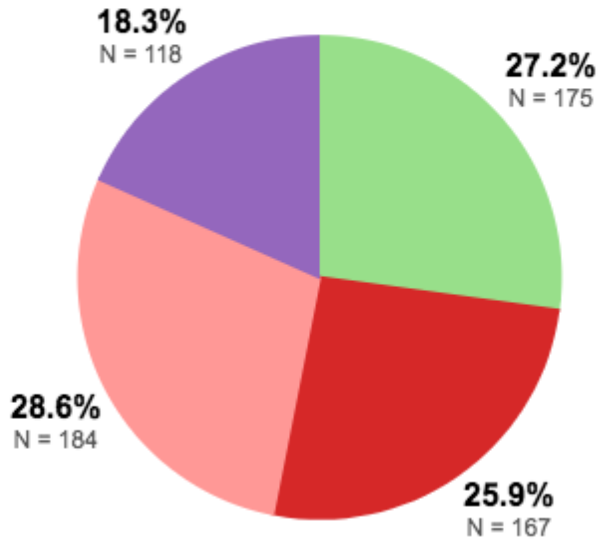


## Enrollment by Grade

View Pie by Group

Grade

- Grade 6
- Grade 7
- Grade 8
- Grade 9



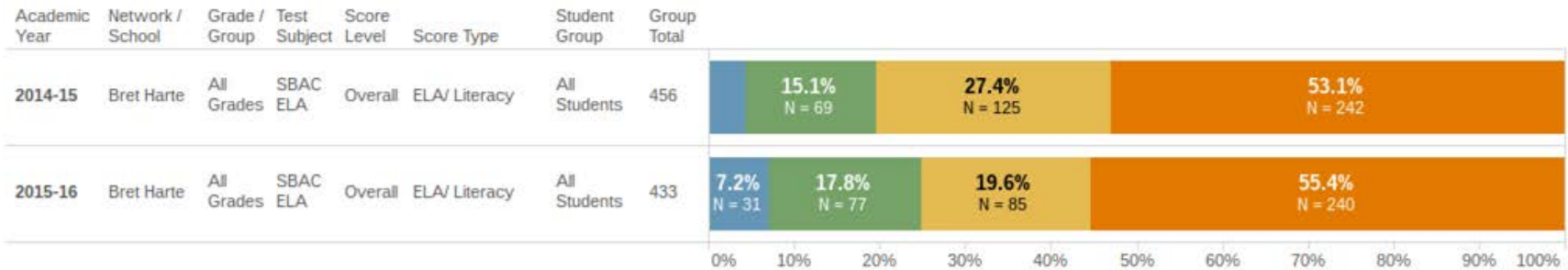


# School Data

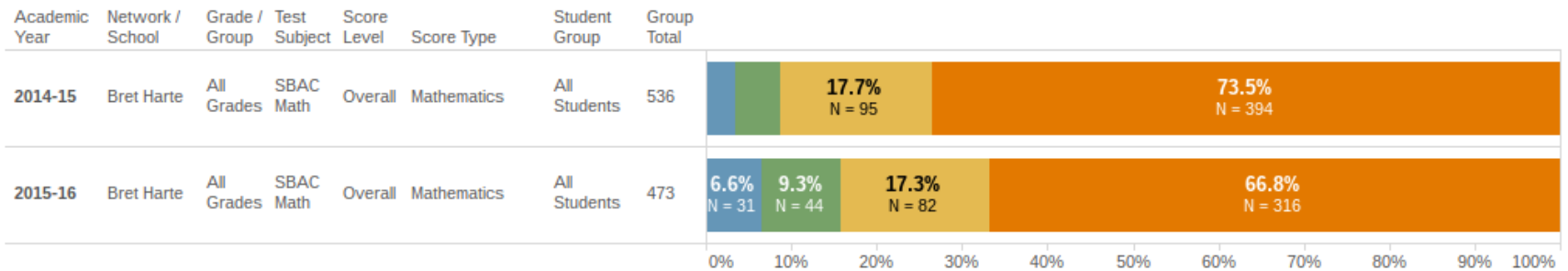


## SBAC Score Comparisons

ELA



MATH





# School Data

<b>Music (Rubric Score)</b>		<b>Art (Visual Arts, Theater, and Dance)</b>	
<b>Access and Equitable Opportunity</b>	Emerging	<b>Access and Equitable Opportunity</b>	Basic
<b>Instructional Program</b>	Quality	<b>Instructional Program</b>	Basic
<b>Staffing</b>	Quality	<b>Staffing</b>	Quality
<b>Facilities</b>	Quality	<b>Facilities</b>	Emerging
<b>Equipment and Materials</b>	Quality	<b>Equipment and Materials</b>	Quality
<b>Teacher Professional Learning</b>	Quality	<b>Teacher Professional Learning</b>	Basic
<b>World Language (Rubric)</b>			
<b>Content and Course Offerings</b>	Quality		
<b>Communication</b>	Quality		
<b>Real world learning and Global competence</b>	Quality		



# Overarching Vision for G1 Funds

- Current Instrumental Music Program (no G1 funds requested)
  - One of the best and most established in OUSD
- Current World Languages Program (no G1 funds requested)
  - Staffed full-time with high school level class offerings
- Visual & Performing Art Program
  - Elective with the highest demand
  - Accessible for all students (NC & SPED)
  - Growing our Performing Art offerings to meet demand and diversify the student experience
  - Correlation between rich elective programming and overall student success



# Grounded: School Wide Root-Cause Analysis

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- Program enrollment
- Student satisfaction surveys (beginning, middle, end of year)
- Participation in district-wide and community art performances & colloquiums



# 2017-18 Measure G1 Budget Allocations

Expense	Description	Rationale
\$66,949	1.0 Theater Arts Teacher	Materials and PD to offer 6 new sections of elective theater art
\$10,000	0.2 Choir increase	Increase access for high demand music class
\$3,000	Supplies and equipment upgrades	Increased engagement and access to high quality design and art work
\$15,000	0.2 Staff Joven Nobles Program	Improved HS Readiness, GPA, and attendance data for targeted students
\$94,949	TOTAL	



# RESPECT, RESILIENCE, HARD WORK!



**OAKLAND UNIFIED  
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Contact us for additional information [www.brethartebobcats.org](http://www.brethartebobcats.org)

3700 Coolidge Avenue, Oakland, CA 94602

Phone: 510.531.6400 | Email: [bianca.dallesandro@ousd.org](mailto:bianca.dallesandro@ousd.org)



School:	Bret Harte	Principal	Dr. D'Allesandro
School Address	3700 Coolidge Ave Oakland, CA 94602	Principal Email:	bianca.dallesandro@ousd.org
School Phone	510-531-6400	Principal Phone:	510-531-6400
2017-18 Enrollment (6-8)	718	Anticipated Grant Amount*	\$94,949

\*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 6-8 enrollment on the 20 day count.

**School Demographics**

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
336	290	65.8%			45.37%	99.2%

**Student Body Ethnic Composition**

African-American	NOT REPORTED	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
159	19	86	288	12	9	45	7

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

Name	Role
Bianca D'Allesandro	Principal
April Harris	AP
Katherine Wolfe, Abraham Zellman and Katia Dunkel	TSA
Jarah Magan, Benjie Achtenberg, Chantell Parnell, Julie Gallegos, Jane Hourigan	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>Music (Rubric Score)</b>		<b>Art (Visual Arts, Theater, and Dance)</b>	
<b>Access and Equitable Opportunity</b>	Emerging	<b>Access and Equitable Opportunity</b>	Basic
<b>Instructional Program</b>	Quality	<b>Instructional Program</b>	Basic
<b>Staffing</b>	Quality	<b>Staffing</b>	Quality
<b>Facilities</b>	Quality	<b>Facilities</b>	Emerging
<b>Equipment and Materials</b>	Quality	<b>Equipment and Materials</b>	Quality
<b>Teacher Professional Learning</b>	Quality	<b>Teacher Professional Learning</b>	Basic
<b>World Language (Rubric)</b>			
<b>Content and Course Offerings</b>	Quality		
<b>Communication</b>	Quality		
<b>Real world learning and Global competence</b>	Quality		

**Measure G1 Data Analysis**

<b>5th - 6th Grade Enrollment/Retention (SPF/SPSA/Enrollment )</b>		<b>Safe and Positive School Culture (SPF/SPSA)</b>	
<b>2016-17 Enrollment Data (projection vs. 20 day)</b>	541 projected; 534 on 20th day	<b>SPF - Suspension</b>	Status-green Growth-blue
<b>ES Outreach Strategy Actions</b>	-all leadership team including ILT take turns participating at school outreach events	<b>SPF - Chronic Absence</b>	Status- Red Growth- Blue
<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	<b>CHKS data</b>	Students Status yellow Growth red  Families Status blue Growth blue

**Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.**

**Community Engagement Meeting(s)**

Community Group	Date
Students grades 6-9	2/16/2017
SSC	3/8/2017

**Staff Engagement Meeting(s)**

Staff Group	Date
Leadership Team	1/27/2017
ILT	2/2/2017

***Budget Justification and Narrative***

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Identify the team (i.e. ILT function, community;SSC, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation 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

2. 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.
3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
4. Add additional lines if you would like to add additional budget items.
5. 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**

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. While we would always love to grow our Music program there are other areas that we need to focus on.

Budget	2017-18 Activities	Anticipated Outcome

## 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. We need to expand our program to attract and engage students and ensure more students who want to can access these classes. Currently we are able to offer 160 students access to an Art class by increasing our FTE we would be able to offer 160 more students engaging art opportunities.

Budget	2017-18 Activities	Anticipated Outcome
81K	1.0 Art or Design/Makers Space Teacher	Materials and pd to offer 6 new sections of elective art or design
81K	1.0 Theater arts	Bi-annual performances in addition to a full elective course offering
10k	Supplies and equipment upgrades	Increased student engagement and access to high quality design and art work.

## 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.

Budget	2017-18 Activities	Anticipated Outcome

## 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.

Budget	2017-18 Activity	Anticipated Outcome

**5. Safe and Positive School Culture**

**Programmatic Narrative Based on Data Analysis**

We would like to continue funding our Joven Nobles Program for Latino Men and Boys which currently 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.

Budget	2017-18 Activity	Anticipated Outcome
15k	0.2 Staff Joven Nobles Program	Improved HS Readiness, GPA, and attendance data for 30 boys who participate.

**BRET HARTE MIDDLE SCHOOL  
SSC MEETING**

**Wednesday, March 8th– 5:30pm**

**AGENDA**

1. Sign in
2. Call meeting to order / welcome
3. Review and approval of minutes from January 2017 meeting
4. Principal's Report
5. 2016-17 Final Title I, Part A Allocations
6. Measure G1 Updates
7. Public input
8. Future meeting schedule
  - a. April 12, 2017
  - b. May 10, 2017
9. Adjournment

Si usted desea tener un traductor por favor háganos lo saber un día antes de la junta.

Por favor llaman a (510) 531-6400.

ان اردتم الترجمة الى اللغة العربية, الرجاء الاتصال بنا وعلى الرقم

(510) 531-6400

الاتصال في هذه الحالة قبل يوم من موعد الاجتماع المحدد

وشكرا

Notes:

**BRET HARTE MIDDLE SCHOOL**  
**SSC MEETING**  
**Wednesday, March 8th– 5:30pm**

**AGENDA**

1. Sign in
  - a. Attendance: SSC members: Dekerson, Goldstein, Wright, Brethauer, Miller, Magan, D'Allesandro, Martin, Khalil Other attendees: Zellman
2. Call meeting to order / welcome
  - a. Meeting called to order at 5:39
3. Review and approval of minutes from January 2017 meeting
  - a. Moved by Dekerson, second by Goldstein unanimously passed.
4. Principal's Report
  - a. 6th grade camping trip happened.
  - b. 9th graders went to Global Families to read with elementary students.
  - c. There was a reading event at sequoia with Ms. Morris' class.
  - d. Parent technology classes are being offered here for the rest of the year.
  - e. Partnered with Kelly's Corner to bring in donations for families.
  - f. FRC has written grants for shoes and clothes giveaways.



- g. Student teacher conferences have been changed to being more student led.
- h. We received the full district grant of \$124,000 for a librarian and a ½ time library tech.

Questions:

- a. What are enrolment numbers? 161 students for 6th grade. How will that impact Sped students? We will continue to work on making sure there is space?
- b. What will happen with the afterschool program with more students. The after school funding cycle will make it very difficult to increase after school spots.

5. 2016-17 Final Title I, Part A Allocations

- a. An increase in \$14,000 Title I allocation monies.
- b. Dr. D. offers that we could spend it on a Chromebook cart and headphone sets for classrooms.
- c. Miller motion, Goldstein second to purchase a chromebook cart and 222 headphones. Motion passes unanimously.

6. Measure G1 Updates

- a. \$208,000 for this year, recommendation that a % be saved and some of not be used for staff. Looks like 2 positions will be added, but they will offset the number of positions lost from budget cuts. We will work on increasing access to popular electives. Administration will check with staff about ideas.
- b. SPSA and budget will be given to SSC members before next SSC meeting.

7. Public input

8. Future meeting schedule

- a. April 12, 2017

b. May 10, 2017

9. Adjournment

a. Brethauer moves to adjourn, Goldstein second. Motion passes.

**BRET HARTE MIDDLE SCHOOL  
SSC MEETING**

**Wednesday, April 12th– 5:30pm**

**AGENDA**

1. Sign in
2. Call meeting to order / welcome
3. Review and approval of minutes from March 2017 meeting
4. Principal's Report
5. [SPSA Update](#)
6. Measure G1 Updates
7. Public input
8. Future meeting schedule
  - a. May 10, 2017
9. Adjournment

Si usted desea tener un traductor por favor háganos lo saber un día antes de la junta.

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الاتصال في هذه الحالة قبل يوم من موعد الاجتماع المحدد

وشكرا

Notes:

***MINUTES BRET HARTE MIDDLE SCHOOL***

***SSC MEETING***  
***Wednesday, April 12th– 5:30pm***

***AGENDA***

1. Sign in
  - a. Attendance: SSC members: Dekerson, Goldstein, Miller, Wright, Brethauer, D'Allesandro, Martin, Cavanaugh. Other members: Harris
2. SSC does not have a quorum so this will be an informational session.
3. Review and approval of minutes from January 2017 meeting
  - a. Minutes will be reviewed at the next meeting.
4. Principal's Report
  - a. Budget impacts were discussed.
  - b. Interviews have been happening for open positions.
  - c. Theatre Arts are increasing in classes offered.
  - d. Storytelling is increasing in classes offered.
  - e. Design and technology is increasing in classes offered.
    1. Question: Will Spanish II or computer science II would be offered? There are difficulties with scheduling and tracking but we will work to make sure that students can advance.
    2. Questions: How are numbers looking for next year? We have a waiting list.
    3. Budget:
5. [SPSA Update](#)

- a. SPSA was discussed.
- 6. Measure G1 Updates
  - a. G1 monies are being used for theatre arts and storytelling to expand electives.
- 7. Public input
- 8. Future meeting schedule
  - a. May 10, 2017
- 9. Adjournment



Bret Harte Middle School

# Instructional Leadership Team

Thursday, May 10, 2017

### Norms:

### Meeting Roles:

<b>Respect</b> <ul style="list-style-type: none"> <li>• Be present, be involved and be engaged</li> <li>• Step up, step back</li> <li>• Listen with positive intent</li> <li>• Hold confidentiality</li> </ul>	<b>Process Checker:</b>
<b>Resilience</b> <ul style="list-style-type: none"> <li>• Keep students at the center</li> <li>• Respectfully speak your truth</li> <li>• Have growth mindset</li> </ul>	<b>Timekeeper:</b>
<b>Hard Work</b> <ul style="list-style-type: none"> <li>• Be prepared</li> <li>• Commitment to action</li> </ul>	<b>Notetaker:</b>

Topic	Notes
<b>Landing</b> <ul style="list-style-type: none"> <li>• Check in</li> </ul>	<b>Attendance:</b> Parnell, Zellman, Harris, Wolfe, Dunkel, Hourigan, D'Allesandro
<b>Department reports</b>	<ul style="list-style-type: none"> <li>• <b>Newcomer</b> <ul style="list-style-type: none"> <li>○ 9th grade camping trip, end of year activities</li> <li>○ Next year: who's coming back? What does teaching look like</li> <li>○ 9th grade teaching thru the afternoon during testing</li> <li>○ Things are smoooooooooth</li> </ul> </li> <li>• <b>SPED</b> <ul style="list-style-type: none"> <li>○ Figuring our caseloads/needs</li> <li>○ What does next year look like?</li> <li>○ Transitioning out and new team members?</li> </ul> </li> <li>• <b>Math</b> <ul style="list-style-type: none"> <li>○ Started testing this week--got thru the struggles</li> <li>○ Things are good now and planning for next week</li> <li>○ SMI was excellent</li> <li>○ No changes for next year!</li> </ul> </li> <li>• <b>Humanities</b> <ul style="list-style-type: none"> <li>○ Feeling disjointed with lost PD</li> <li>○ Survey to see what people want to do for end of year (continue planning or look towards next year)</li> <li>○ What do we want to change or keep the same? Lots of questions being answered as staffing is shifting</li> </ul> </li> </ul>
<b>2017-18</b> <b>Minimum days and bell schedule share</b>	<ul style="list-style-type: none"> <li>• <b>Bell Schedule</b> <ul style="list-style-type: none"> <li>○ Extending passing periods? Is 3 minutes enough time?               <ul style="list-style-type: none"> <li>■ Limitations</li> </ul> </li> </ul> </li> </ul>

<p>out and discussion</p>	<ul style="list-style-type: none"> <li>● Can't lengthen current school day</li> <li>● Can't take minutes away from advisory (would prevent 2 lunches)</li> <li>● 48 → 47 minutes</li> <li>■ Issues: <ul style="list-style-type: none"> <li>● No clear data</li> <li>● Enough time to go to the bathroom</li> </ul> </li> <li>○ <b>The question:</b> move to a block schedule or do we want to shift our current bell schedule?</li> <li>○ <i>Block Schedule rollout would be for the 2018-19 school year</i> <ul style="list-style-type: none"> <li>■ If we do shift to block schedule, 2017-18 would be focusing PD around block scheduling to prepare teachers</li> </ul> </li> <li>● <u>Minimum Days</u> <ul style="list-style-type: none"> <li>○ Provide Leadership Training for Teacher Leaders on trajectory of departments</li> <li>○ Next year → less student led conferences → repurpose time → once a month, teacher leaders would get training from outside consultants to learn about best practices for facilitating adult learners for half of the time and the other half would be spent planning for department meetings</li> <li>○ The rest of the staff would be engaged in book groups receiving adult learning training from the coaches</li> <li>○ No added minimum days → same amount as this school year</li> <li>○ Mondays are Professional Learning Days? (or another catchy name)</li> </ul> </li> </ul>
<p>Family engagement/communication plan for cancelled family conferences</p>	<ul style="list-style-type: none"> <li>● We need a course of action for notifying families about students not participating in 8th grade activities <ul style="list-style-type: none"> <li>○ Letter Home? <ul style="list-style-type: none"> <li>■ 2 opportunities for a conversation with parents <ul style="list-style-type: none"> <li>● PTSA Meeting May 10th</li> <li>● EXPO May 20th <ul style="list-style-type: none"> <li>○ Each grade level come up with bullet points to prepare for incoming students</li> </ul> </li> </ul> </li> </ul> </li> <li>○ Call-A-Thon, Robocall, or students calling?</li> <li>○ Administration notification?</li> <li>○ Consistent Communication and Messaging among staff members</li> </ul> </li> <li>● On the bottom of report cards, parents are notified that parent-teacher conferences are cancelled</li> <li>● Danger of Failing List Support Night → 7th grade team leading with the 8th grade teachers attending</li> <li>● We need to make it clear the trajectory from 6th → 7th → 8th → high school <ul style="list-style-type: none"> <li>○ Afterschool Homework Club (Extended Contract for Teachers next year)</li> </ul> </li> </ul>
<p>Intersession ideas January 2018</p>	<ul style="list-style-type: none"> <li>● We need a connection between pre and post holiday break</li> <li>● December 22nd grades close → Marking Period 3 is 4 weeks long</li> </ul>

	<ul style="list-style-type: none"> <li>● After break, <b>January 8th-19th</b> (2 weeks of Alternative Learning Projects→ departments determine what projects or activities) <ul style="list-style-type: none"> <li>○ Invite Elective Teachers to join teams</li> <li>○ Brainstorming Time before the end of the year→ need benchmarks <ul style="list-style-type: none"> <li>■ 1st day back Field Day run by admin as a launch</li> </ul> </li> <li>○ Teacher Driven → Are teams ready?</li> <li>○ Goal: For school to look and feel different for the students</li> </ul> </li> </ul>
Measure G1	<ul style="list-style-type: none"> <li>● Implications for loss of funding</li> <li>● Next steps</li> </ul>
Next Steps Agenda items	<ul style="list-style-type: none"> <li>● Grade Levels Create Bullet Points to send to Wolfe</li> <li>● Alerting 8th grade parents about cancellation of conferences</li> <li>● Danger of Failing Support Night</li> </ul>
Appreciations and closing	<ul style="list-style-type: none"> <li>●</li> </ul>



# Measure G1 Commission Middle School Proposal Rubric



School Name:

Commissioner:

	Area of Focus	Score	Notes
1.	Proposal keeps equity at the forefront		
2.	Includes all required components		
3.	Proposed use of funds is aligned to the intent of the measure		
4.	Supplementing existing program, not supplanting		
5.	Proposal accurately assesses strengths and growth areas in the domains		
6.	Clear alignment between self-assessments and proposed actions		
7.	Clear, measurable outcomes are articulated for each use of funds		
8.	Clear documentation of staff engagement in the planning process (agenda & notes from meetings)		
9.	Clear documentation of community engagement in the planning process (agenda & notes from community meetings)		
<i>For the five lines below, only score the components that apply to a given proposal.</i>			
10.	Plan for providing quality art programming is clearly articulated		
11.	Plan for providing quality music programming to students is clearly articulated.		
12.	Plan for providing quality world language programming is clearly articulated.		
13.	Plan for supporting 5th to 6th grade recruitment and retention of students is clearly articulated		
14.	Plan for promoting positive school culture and safety is clearly articulated		
	<b>Final Score (sum total /number of scored line items)</b>		

1= Far below the requirement, 2=Did not meet requirement, 3= Nearly met requirement, 4= Met requirement, 5= Exceeded requirement