



**Measure G1
Grant Application
2018-19**

**Due Date: February 13, 2018
Revised: March 29, 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

5		
	Budget Total (must add up to Anticipated Grant Amount)	\$117,931

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.

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

Measure G1 Data Analysis

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

ES Outreach Strategy Actions	-all leadership team including ILT take turns participating at school outreach events	-all leadership team including ILT take turns participating at school outreach events	Chronic Absence	Status- Red Growth- Blue	Status-red Growth-red
Programs to support ES students transition to MS	-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	CHKS data (district only)	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

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		
<p>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.</p> <p>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.</p> <p>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.</p>		
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>
\$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. Our goal is to increase the 2017-18 enrollment of 100 students to 140 students for the 2018-19 year. 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. Programmatically, we are planning at least one student-led performance per semester as well as multiple small-group performances throughout the year. 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 by an additional 30 students.
\$70,000	1.0 Theatre Arts teacher	Increase in enrollment (17-18 there were 100 students enrolled, growth to 140 in 18-19), performance opportunities (2x per year 17-18 to 4 x per year), cross-content collaboration (every marking period)

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	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>

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	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>

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.

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>
\$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) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).



Bret Harte

Date: 3/12/2018

Measure G1 Engagement Meeting Agenda/Minutes

- Amount of the recommended allocation for 2018-19
 - 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
 - shared the proposal for the upcoming year
 - Group agreed that most scores were the same
 - A vote happened for the few changed scores





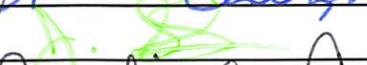


- Community Feedback



Measure G1 PARENT Engagement Meeting

3/12/2018

Sign-in

Name	Signature
Jeronica Luna	
Renita Cole	
Shani Douglas	
Shavonne Smothers	
Jacquita Steward	
Candice Cummings	Candace Cummings
Carla Lewis	
Shakira Franklin	



Bret Harte

Date: 2/13/2018

Measure G1 Staff Engagement Meeting Agenda/Minutes

Objectives:

- **Share out G1 opportunities and make recommendations for 2018-19**

Time	Topic	Details
4:00 pm		Arrive/Check-in
4:05 pm	G1 funds for 2018-19	1. G1 Overview <ol style="list-style-type: none">a. Presentation of 2017-18 G1 fund usageb. Recommendation of 2018-19 G1 fund usagec. Rubric Breakdownd. Areas of potential growthe. Questions
4:55 pm		Appreciations and Close

Attendance: Achtenberg, Garcia, D'Allesandro, Worm, Gallegos, Wolfe, Magan, Ferreri, Fagundes, Sasaki, Bastien, Pistrang, Tang, Wolfe

Notes:

Dr. D shares a presentation of this year's G1 fund usage. Focuses on increasing arts offerings, specifically the addition of a theater arts teacher. Highlights the successes in Joven Nobles and choir. Acknowledges that our most popular elective has been art. Ferreri asks if there's a way to increase the number of students who participate in art because the teacher has two prep periods. Dr. D agrees and says that the 2018-19 recommendation will touch on that. Overall school data is shared showing the growth in ELA and Math over the past three years and the change from a 6-period day to 7-period day is also mentioned.

Mr. Garcia points out that kids are attending more elective classes now than they ever have before. Ms. Magan asks how we know which electives are most popular. Dr. D talks about gathering the necessary data this year similar to last year's google form from Mrs. Traylor. Mr. Achtenberg offers to support if needed. Dr. D shares the recommendation of how to spend the G1 funds for 2018-19. Very similar to this year. Increases for choir to meet student interest as well as a 0.2 art position to open additional sections of visual art. Money will continue to be used for Joven Nobles and Theater Arts. Ms. Wolfe asks about expanding the Joven Nobles program rather than choir. Dr. D requests that those kinds of questions be addressed at the end.

Group looks at the rubric used to show our current status and growth. No additional thoughts beyond some excitement of our growth.

Dr. D offers an overview for our potential growth over the next three years and acknowledges that we are lucky to have the funds during the current budget issues in OUSD. Ms. Magan asks for an update on the budget issues--are we going into receivership? Dr. D says not that she knows of at this time. She will keep everyone updated through the end of the year. Asks for questions.

Ms. Wolfe reiterates her question about focusing money towards Joven Nobles rather than choir. Mr. Achtenberg agrees. Dr. D acknowledges the question and points out the funding for Joven Nobles is different than some other programs. We also have Mr. Raul in the future center who works with a larger number of students than just those who are in the program. She sees the growth of Theater Art as being complemented by choir and hopes to see more collaboration between the two in the coming year. Ms. Ferreri asks about funds that can be used for the 9th grade newcomer students? The money is only for 6-8th grade middle school so even though we are a unique community, the programs must be focused on 6-8th grades. However, there has been special effort made to create and expand programs that are accessible to our newcomer and SPED students. There is general appreciation for that. Mr. Achtenberg asks about using money for computer science? Many people agree. Dr. D agrees and highlights that because we are in the first years of so many different programs, it is difficult to elevate one over the other. The computer science program has an experienced teacher, support from the district, and a vertically-aligned curriculum. The other programs do not. Therefore, it makes more sense to support those programs as much as possible. No other questions.

Dr. D asks for any other input around our 2018-19 G1 funds. None are offered. Appreciations are given. Close of meeting.



Measure G1 Engagement Meeting

Tuesday, February 13th

Sign-in

Name	Signature
Katherine Wolfe	<i>Katherine Wolfe</i>
<i>Rene Garcia</i>	<i>[Signature]</i>
Duane Worm	<i>[Signature]</i>
Alexis Ferreri	<i>[Signature]</i>
Julie Gallegos	<i>[Signature]</i>
Annetta Fajundes	<i>[Signature]</i>
LORI SASAKI	<i>[Signature]</i>
Benjie Achtenberg	<i>[Signature]</i>