



|                          |  |                           |                             |
|--------------------------|--|---------------------------|-----------------------------|
| School:                  | Bret Harte                             | Principal                 | Dr. D'Allesandro            |
| School Address           | 3700 Coolidge Ave<br>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<br>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<br>Growth- Blue   |
| <b>Programs to support ES students transition to MS</b>            | -summer bridge with Oakland Leaf<br>-blueprint math<br>-5th grade tours as well as Bret Harte shadow day | <b>CHKS data</b>                                   | Students<br>Status yellow<br>Growth red<br><br>Families<br>Status blue<br>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   |                    |                     |
|--|--------------------|---------------------|
| <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. While we would always love to grow our Music program there are other areas that we need to focus on.</p> |                    |                     |
| Budget   | 2017-18 Activities | Anticipated Outcome |

|          |                    |   |
|----------|--------------------|---|
| \$10,000 | 0.2 Choir increase | Increase access for high demand choir class |
|          |                    |   |

## 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           |
| \$66,949 | 1.0 Theater arts                       | Bi-annual performances in addition to a full elective course offering        |
| \$3,000  | 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.

| <b>Budget</b> | <b>2017-18 Activity</b>        | <b>Anticipated Outcome</b>   |
|---------------|--------------------------------|--|
| \$15,000      | 0.2 Staff Joven Nobles Program | Improved HS Readiness, GPA, and attendance data for 30 boys who participate. |
|               |                                |  |
|               |                                |  |