



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2019-20 Measure G1
Grant Application
Due: February 11, 2019 Amended: August 6, 2019

Aimee Eng
 10/10/19
 Aimee Eng
 President, Board of Education

Kyla Johnson-Trammell
 10/10/19
 Kyla Johnson-Trammell Secretary,
 Board of Education

School	Bret Harte Middle School	Contact *	April Harris-Jackson
School Address	3700 Coolidge Ave. Oakland, CA 94602	Contact Email	april.harris-jackson@ousd.org
Principal	April Harris-Jackson	Principal Email	april.harris-jackson@ousd.org
School Phone	510-531-6400	Recommended Grant Amount**	\$206,702
Actual 2018-19 Enrollment (6-8) (20 day count)	447		

**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 2018-19 ([link to 2018-19 approved proposal and carryover](#))

2018-19 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	0.2 Choir Increase	\$ 10,000.00
2	0.3 Staff Joven Nobles Program	\$ 15,000.00
3	1.0 Theater Arts	\$ 70,000.00
4	0.2 Visual Art Teacher	\$ 22,931.00
5		
Budget Total (must add up to Current Grant Amount)		117, 931

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

2019-20 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Theater Arts - Fagundes 1.0 FTE	\$75,256
2	Art teacher increase from 0.2 to 1.0 FTE - Recco	\$101,612

3	5% Salary Increase	\$4,834
4	Art/Music Supplies—Dynamic Mindfulness	\$15,000
5	Consultants - Oakland Youth Chorus	\$10,000
	Budget Total (must add up to Anticipated Grant Amount)	\$207,702

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
374	271	72.9%	15.5%	5.1%	35%	100%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
32.2%	0.3%	11.3%	41.4%	2.0%	1.9%	6.4%	2.3%

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.

Name	Role
April Harris-Jackson	Principal
Rene Garcia and Katia Dunkel	Assistant Principals
Rayna Seuell	Director of After School Programs
Jarah Magan, Lila Morris, Abraham Zellman	TSA
Chantel Parnell	Teacher

School Vision (insert here):

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)	2017-18 (last yr)	2018-19 (this yr)	Art (<u>Visual Arts</u>, <u>Theater</u>, and <u>Dance</u>)	2017-18 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity	Basic	Basic	Access and Equitable Opportunity	Basic	Basic
Instructional Program	Quality	Quality	Instructional Program	Basic	Quality
Staffing	Quality	Quality	Staffing	Quality	Quality
Facilities	Quality	Quality	Facilities	Basic	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)	2017-18 (last yr)	2018-19 (this yr)			
Content and Course Offerings	Quality	Quality			
Communication	Quality	Quality			

Real world learning and Global competence	Quality	Quality	
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Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
2017-18 Enrollment Data (20 day)	544 on 20th day	557 on 20th day	Suspension	status-green growth-green # incidents - 55	# incidents - 51
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	Severe - 6.5% Moderate - 13.7%	Severe - 5.6% Moderate - 15.5%
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	-blueprint math -5th grade tours as well as Bret Harte shadow day	CHKS data (district only)		

REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the staff and community 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	2/11/19

Staff Engagement Meeting(s)	
Staff Group	Date
Elective Teachers and Teacher Leaders	2/8/19

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 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.</p> <p>As expected, in the 2018-2019 school year, 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 Youth Chorus, which have afforded students performance experiences outside of the regular</p>

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.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$10,000	Choir consultant	50% increase enrollment and retention
\$2500	Music Supplies	30% increase enrollment in music electives

2. Art Program

Programmatic Narrative Based on Rubric

In the 2018-2019 school year, we increased our Art offerings by adding 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 have had to increase the number of sections available for students. We want the 2019-2020 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.

We have expanded our arts program to attract and engage students in the theatre arts, which increased the arts program offerings. We have 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 2019-2020 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 enrollment to 140 students for the 2019-20 year. Also, we have started to create solid connections to other departments for collaboration. We look forward to incorporating efforts from our visual art and music classes for accompaniment and collaboration, 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 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$75,256	1.0 Theater Arts Teacher	Increase in enrollment to 140 in 2019-2020, performance opportunities (2x per year 17-18 to 4 x per year), cross-content collaboration (every marking period)
\$101,612	0.2 to 1.0 FTE increase for Art Teacher	Increase enrollment in visual arts by an additional 30 students.
\$4,834	5% salary increase	
\$12,500	Art Supplies	Increase enrollment and retention in theater and visual art

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 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

We will continue to support our students as they transition from elementary to middle school, but at this time, we do not need, to use Measure G1 money for retention events.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

For the 2017-2018 and 2018-2019 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.

8.6.19

For the 2019-2020 school year, we plan to strengthen school-wide climate and culture in order to promote safety. The mindfulness program will address trauma through mindful practices. We will measure the program's success by looking at attendance, suspension, and COST referral data.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
15,000	Dynamic Mindfulness	approximately 25 students will participate in a mindfulness class; as peer mindfulness leaders, these students will make presentations throughout the school year to 500 students in order to reduce suspensions and improve chronic absence rates.

Please submit your 2019-20 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).



Bret Harte Middle School
Date 2/8/2019
Measure G1 Staff Engagement Meeting
Agenda/Minutes

Time	Topic	Details
4:00 pm	G1 Funds for 2019-20	<ol style="list-style-type: none">1. Measure G1 Overview<ol style="list-style-type: none">a. Presentation of 2018-19 G1 fund usageb. Recommendation for 2019-20 fund usagec. Rubric Breakdownd. Areas of potential growthe. Questions
4:55 pm	Appreciations and close	

Attendance: Harris-Jackson, Dunkel, Garcia, Seuell, Magan, Morris, Zellman, Parnell, Tang, Pistrang

Notes: Ms. Harris-Jackson presented last year's G1 fund usage. There has been a focus on increasing art offerings over the last couple of years. This is the second year with a full-time theater arts teacher and the first year with a second art teacher. Art has been and continues to be one of the most sought after electives.

Questions about whether we will be able to continue the same number of elective offerings. Yes, the proposed plan enables us to continue and expand.

The team reviewed the self-assessment and aligned on scoring.

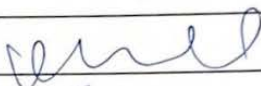
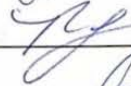
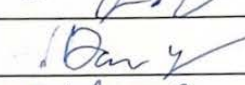
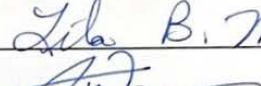
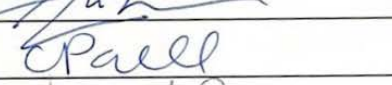
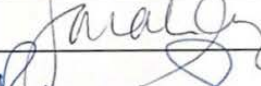
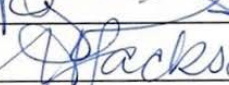



Ms. Harris-Jackson asked for additional input on the recommended proposal. No additions offered.



Measure G1 Staff Engagement Meeting

2/8/19

Sign in

NAME	SIGNATURE
Katia Dunkel	
Rene Garcia	
Brian Tany	
David Ry	
Lila Morris Lila Mairs	
Avi Zellman	
Chantel Parnell	
Jarah Magan	
Rayna Sewell	
April Harris-Jackson	



Bret Harte Middle School
Date 2/11/2019
Measure G1 Engagement Meeting
Agenda/Minutes

- Review Self-Assessment and Rubric
 - Clarifying questions answered
 - Everyone stated clarity about the rubric
 - Individual scoring
 - Consensus scores decided
- Recommend the following funding for the 2019-2020 school year:

Measure G1 Res: 9332 Prog: 1279	\$206,702
Theater Arts - Fagundes 1.0FTE	\$75,256
Art (Recco -increase from .2 - 1.0 FTE)	\$101,612
5% Salary Increase	\$4,834
Art/Music Supplies	\$15,000
Consultants - OYC	\$10,000

- Discussion and feedback

