



2020-21 Measure G1
Grant Application
Due: March 26, 2020

School	Bret Harte Middle	Contact	April Harris-Jackson
School Address	3700 Coolidge Avenue 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*	\$246,232.00
2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)	581	2019-20 LCFF Enrollment	501

**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 2019-20 (2019-20 Approved Proposal & 2018-19 Carryover Form)

2019-20 Approved Expenditures from Budget Justification and Narrative Section		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 Current Grant Amount)		\$207,702

Summary of Proposed Expenditures for 2020-21 (listed in order of priority)

2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	0.5 FTE Student Advisor TSA	\$65,000.00
2	1.0 FTE Art Teacher	\$73,000.00
3	1.0 Drama Teacher	\$85,480.00
4	Oakland Youth Chorus contract	\$14,000.00
5	Music instruments and supplies	\$8,752.00
Budget Total (must add up to Current Grant Amount)		\$246,232.00

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
57%	43%	74.10%	16%	5%	43.70%	99.50%

Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
29.50%	2.40%	9.90%	46.80%	1.40%	1.90%	4.70%	2.90%

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

Name	Role
Katia Dunkel	Assistant Principal
Brian Tang	Community Schools Manager
Nida Khalil	Family Resource Center coordinator
Mika Decena	Social Worker
Stephanie Berger	TSA

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.

<i><u>Music (Rubric)</u></i>	2018-19 (last yr)	2019-20 (this yr)	<i><u>Art (Visual Arts, Theater, and Dance)</u></i>	2018-19 (last yr)	2019-20 (this yr)
<i>Access and Equitable Opportunity</i>	Basic	Quality	<i>Access and Equitable Opportunity</i>	Basic	Basic
<i>Instructional Program</i>	Quality	Quality	<i>Instructional Program</i>	Quality	Quality
<i>Staffing</i>	Quality	Quality	<i>Staffing</i>	Quality	Quality
<i>Facilities</i>	Quality	Basic	<i>Facilities</i>	Basic	Basic
<i>Equipment and Materials</i>	Quality	Quality	<i>Equipment and Materials</i>	Quality	Basic
<i>Teacher Professional Learning</i>	Quality	Basic	<i>Teacher Professional Learning</i>	Basic	Basic
<i><u>World Language (Rubric)</u></i>	2018-19 (last yr)	2019-20 (this yr)			
<i>Content and Course Offerings</i>	Quality	N/A			
<i>Communication</i>	Quality	N/A			

Real world learning and Global competence	Quality	N/A
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Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2018-19 (last yr)	2019-20 (this yr)	Safe and Positive School Culture (SPSA)	2018-19 (last yr)	2019-20 (this yr)
Enrollment Data (20 day)	557 on 20th day	675	Suspension	# 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; attending feeder school recruitment events; hosting a recruitment night on campus	Chronic Absence	Severe - 5.6% Moderate - 15.5%	Severe - 7.9% Moderate - 15.4%
Programs to support ES students transition to MS	-blueprint math -5th grade tours as well as Bret Harte shadow day	-Blueprint math, 5th grade tours, student shadow days	CHKS data (District) or Culture/Climate survey	--	50% positive responses to school climate questions in 2018-19

MANDATORY: Please provide all meeting agendas, minutes and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without documentation of these engagements.

****The agenda and meeting notes must reference overview of Measure G1 and show dialogue and input from stakeholders.**

Community Engagement Meeting(s)	
Community Group	Date
SSC	3/26/2020

Staff Engagement Meeting(s)	
Staff Group	Date
ILT meeting	3/25/2020

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 Measure G1

- 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 2019-20 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 the amount listed in "Recommended Grant Amount" above.

1. Music Program

Programmatic Narrative Based on Rubric		
Our music program has been stable for many years. This is our current music teacher's final year. We've increased the number of students enrolled in the music elective and have maintained a variety of offerings including a 0 period jazz band class that has 22 students enrolled, which is an increase from the previous year.		
Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$8,752.00	Music instruments and supplies	We hope to increase the current enrollment in the music elective classes by 20 students.

2. Art Program

Programmatic Narrative Based on Rubric		
Art continues to be our most popular elective. This "bonus" art teacher position gives us the ability to offer art to any student who requests art as one of their electives. We have been able to expand our dramatic arts offerings to include differentiated drama courses for continuing students. We have also seen an increase in the number of students taking choir.		
Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$73,000	1.0 FTE Art teacher	This position will allow us to double the number of students who take an art elective class. Up to 160 students can be served by this position.
\$85,480.00	1.0 FTE Drama teacher	Students enrolled in the drama elective class will participate in school-wide performances at least three times per year.
14,000	Oakland Youth Chorus contract	Students enrolled in the choir elective class will participate in school-wide performances at least twice per year.

3. World Language Program

Programmatic Narrative Based on Rubric		
[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]		
Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
n/a		

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students/families to be served and achievement for specific student groups.
n/a		

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

Currently, the majority of RJ work is held by one person. We hope to increase our use of restorative practices by creating a Student Advisor who will work with staff and students to expand the use of these practices inside and outside of the classroom.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above). Outcomes should reference data from CHKS or Climate/Culture survey, i.e., Student survey data will show an increase in satisfaction with their school experience prior year.
\$65,000	0.5 FTE Student Advisor TSA	Decrease chronic absent rates by 10% and increase positive responses on the CHKS on questions about connectedness.

Please submit your 2020-21 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

Flyer

School Name: Bret Harte Middle School

Date: March 26, 2020

Time: 12:30-1:30 pm

Location: Virtual SSC Zoom Meeting

Join Zoom Meeting

<https://ousd.zoom.us/j/191237900?pwd=L3N5K1lwUlUwSStiZ0pjYnJwRWxRdz09>

Meeting ID: 191 237 900

Password: 039808

One tap mobile

+16699009128,,191237900# US (San Jose)

+13462487799,,191237900# US (Houston)

Dial by your location

+1 669 900 9128 US (San Jose)

+1 346 248 7799 US (Houston)

+1 253 215 8782 US

+1 301 715 8592 US

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

Meeting ID: 191 237 900

Find your local number: <https://ousd.zoom.us/j/ab5XNot2jG>

- Welcome, Roll call, Check-in
- Review 2020-2021 Title 1 & 4 allocations with proposed expenditures

Title I Student Res: 3010 Prog: 4850	\$195,300
carryover 2019-20	-\$47,917
TSA 3 1.0 FTE	\$131,371
Stip sub (new position)	\$55,000
Academic mentor	\$21,500
NC ELD Teacher 0.4 FTE	\$26,000
Field trip admission	\$4346
Field trip buses	\$5000

Title 4 Academic Enrich Res: 3010 Prog: 4127	\$13,125
carryover 2019-20	-\$11,850

extended contracts	\$24,975
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Title I Parent Res: 3010 prog: 4854	\$4,200
Contract: parent education	\$4,200

SSC Meeting Agenda 3/23/2020

- Welcome, Roll call, Check-in
- Review 2020-2021 Title 1 & 4 allocations with proposed expenditures

Title I Student Res: 3010 Prog: 4850	\$195,300
carryover 2019-20	-\$47,917
TSA 3 1.0 FTE	\$131,371
Stip sub (new position)	\$55,000
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Title I Parent Res: 3010 prog: 4854	\$4,200
Contract: parent education	\$4,200

- Measure G1 Allocation brainstorm

Measure G1	\$246,232
.50 FTE Student Advisor TSA	\$67,500
1 art teacher	\$73,000
1 drama teacher	\$85,480
OYC contract	\$14,000

Minutes
SSC - 3/26/2020

- Welcome
- Roll call: April Harris-Jackson, Jadonna Williams, Rene Garcia, Shelia Brethauer, Nida Khalil, Chantel Parnell, Aris Tunson, Patricia Wong, Paula Chavarria
- Check-in: What has been surprising about our new reality?
- Review 2020-2021 Title 1 & 4 allocations and proposed expenditures

Title I Student Res: 3010 Prog: 4850	\$195,300
carryover 2019-20	-\$47,917
TSA 3 1.0 FTE	\$131,371
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Title I Parent Res: 3010 prog: 4854	\$4,200
Contract: parent education	\$4,200

Questions & Answers:

1. Does the Academic Mentor need to have a credential? No.
2. Are there other needs for this money? Fortunately, we are able to pay for other needs from different funding sources.
3. What would the extended contracts cover? The extended contracts would allow teachers to offer academic support to students outside of school hours. After school tutoring, for example.

-Motion by Nida Khalil: I move that we carry over unencumbered Title 1 funds from the 2019-2020 school year and allocate those funds for the TSA, STIP sub, Academic Mentor, and Newcomer ELD positions.

-Seconded by Patricia Wong
-Voice vote
-Motion approved

-Motion by Rene Garcia: I move that we carry over unencumbered Title 4 funds from the 2019-2020 school year and allocate those funds for extended contracts for teachers.

-Seconded by Sheila Brethauer
-Voice vote
-Motion approved

- Measure G1 Allocation
 - Discussion about how funds can be spent
 - Question: How have we spent Measure G1 in the past?
 - Art teacher, drama teacher, supplies, Oakland Youth Chorus contract
 - Parnell - Our staff did a needs assessment and staff (and students) highlighted our elective options as a strength. We shouldn't take anything away.
 - Tunson - I agree, and I think we should invite incoming students to our events
 - HJ - Right, we have used these funds in the past to pay for printing costs associated with advertising events and recruiting at our feeder elementary schools
 - Wong - How's the detention system going? Are we replacing Mrs. Morris? Could that new person help with the work that Stephanie is doing with climate and culture?
 - HJ - We have thought about evolving the new TSA position to provide support to Stephanie and with RJ

- Proposed allocation:

Measure G1	\$246,232
.50 FTE Student Advisor TSA	\$67,500
1 art teacher	\$73,000
1 drama teacher	\$85,480
OYC contract	\$14,000

Bret Harte ILT Agenda (Pandemic Edition)	<u>Norms</u> Flexibility Focus Unity Camaraderie Cooperation Locus of control Trust
Date: 3/25/20	
Time Keeper: All of us	
Facilitator: Dunkel	
Roll Call: April Harris-Jackson, Katia Dunkel, Sonja Totten-Harris, Lakiesha Golden, Magdalena Monterrosa, Cynthia Sylvestre, Megan Fu	
Process Checker:	
Note Taker:	

Meeting Focus What is a Professional Learning Community	
	<p>Plan, Act, Reflect</p> <p>Goals and Outcomes</p> <ul style="list-style-type: none"> • What are our school-wide/department goals? • What do we want teachers/students to be able to do? • What kind of instruction do we want teachers to facilitate? • How are we communicating this to our team? <p>Looking at Data</p> <ul style="list-style-type: none"> • Assessment data • Observations data - walkthroughs, checklists, other data collection • Student work - formative, summative <p>Analysis and Adjustment - What needs to shift to meet our goals</p> <ul style="list-style-type: none"> • What does the data say? What is our current reality? • What shifts need to be made to impact instruction/student outcomes and get from our current reality to our desired outcomes?
Meeting Objective: <ul style="list-style-type: none"> • Share what has been working/not working in your teams • ILT to get on the same page about schooling during the closure • Generate questions ideas, scenarios and resources for distance learning • Discuss plans for Measure G1 funding 	

Time	Agenda Item/Objective	Notes/Follow-up
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12:15	Get (your own) snacks and Check-in: <ul style="list-style-type: none"> Roses and Thorns during this closure (it feels like a decade, I know) 	Note Catcher for Future Planning Getting the chance to explore tech - what's out there, experiment. A lot of experimenting also is difficult and teaching people - don't want to use tutorials (teaching kids and teachers) Actually using the ideas that I had before for online learning - fun to experiment, cool to see the students participate, learning new things. I feel anxious - people are sick, weird ending to the year, Spending time with my child. Just anxious about the unknown. Getting to slow down my pace and not have to deal with discipline. Things have been harder like zoom meetings, hard to make connections (not usual time so we have to be okay with that). Also not seeing students each day. Getting more sleep, more exercise, zoomed with a student and it was fun/adorable, missing the kids. Kids still having side conversations online ;). Teaching forces me to be present and this creates more space for my anxiety. Worried about family.
12:30	Where we are at - Team Updates from Week One: <ul style="list-style-type: none"> What's been working well? What has been difficult? What has been the focus of your GLT's? What questions do you and your teams have currently? 	
12:45	Brainstorm <ul style="list-style-type: none"> What COULD learning look like? What resources do we have? What barriers exist? 	

	<ul style="list-style-type: none"> What do we still need to know? 	
1:00	Measure G1 funding	<p>What are the needs of the school that could be addressed by Measure G1 funding?</p> <ul style="list-style-type: none"> Climate and culture Restorative justice expansion and support Support for newcomers and students with IEPs in elective classes Creative outlets for students <p>Proposed allocation:</p> <ul style="list-style-type: none"> 0.5 FTE student advisor TSA - \$67,500 1.0 Art teacher - \$73,000 1.0 Drama teacher - \$85,480 Oakland Youth chorus - \$14,000
1:15	Next Steps <ul style="list-style-type: none"> Meeting with your departments - info gathering (same as above) Communication What does class now look like? What resources, PD, or support do you need for distance learning? 	
1:30	Appreciations and Closing	
	Parking Lot during the School Closure	

Measure G1
Mid-Year Reflection 2019-20
Due: February 3, 2020

School:	Bret Harte Middle	Principal	April Harris-Jackson
School Address	3700 Coolidge Avenue Oakland, CA 94602	Principal Email:	april.harris-jackson@ousd.org
School Phone	510-531-6400	Grant Amount	\$206,702
2018-19 LCFF Enrollment (6-8)	447		

- Grant allocation is based on 2018-19 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

1. Music Program (PRELOADED)

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 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	2019-20 Activities	Anticipated Outcome
\$10,000	Choir consultant	50% increase enrollment and retention
\$2,500	Music Supplies	30% increase enrollment in music electives

Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

The music program at Bret Harte continues to thrive. We currently have 38 students enrolled in the choir class, which meets our 50% increased enrollment threshold. Our students have participated in school site performances as well as performances in the community. We have been able to provide instruments to all students who are enrolled in music classes.

2. Art Program (PRELOADED)

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	2019-20 Activities	Anticipated Outcome
\$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

Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

We currently have 248 students enrolled across our two art programs. Additionally, we now have a leveled drama program in which students can take drama over multiple years and have a differentiated experience each year. Students are learning the elements of both on stage and backstage production. There are 143 students enrolled in drama, which surpasses the 30 student increase we anticipated.

3. *World Language Program (PRELOADED)*

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	2019-20 Activities	Anticipated Outcome

Mid-Year Reflection: World Language Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

4. 5th to 6th Grade Enrollment Retention (PRELOADED)**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	2019-20 Activities	Anticipated Outcome

Mid-Year Reflection: 5th to 6th Grade Enrollment Retention**Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

5. Safe and Positive School Culture (PRELOADED)**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.

Budget	2019-20 Activities	Anticipated Outcome

Mid-Year Reflection: Safe and Positive School Culture

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

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