



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-22 Measure G1

Grant Application

Due: March 26, 2021

School	Bret Harte Middle School	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*	\$218,041.00
2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)	554	2020-21 LCFF Enrollment	443

*Allocation 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 2020-21

2020-21 Approved Expenditures from Budget Justification and Narrative Section		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

Summary of Proposed Expenditures for 2021-22 (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	\$49,290.00
2	1.0 FTE Art Teacher	\$75,221.00
3	1.0 Drama Teacher	\$92,104.00
4	Music/Art Supplies	\$1,426.00
Budget Total (must add up to Current Grant Amount)		\$218,041.00

School Demographics		Student Body Ethnic Composition	
Male	57%	Asian/Pacific Islander	16%
Female	43%	Latinx	34%
% LCFF	82.2%	Black or African-American	36%
% SPED RSP	13.6%	White	7%
% SPED Mild-Moderate	9.0%	Indigenous or Native American	<1%
% English Learners	25.1%	Multiracial	3%

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	School Role
April Harris-Jackson	Principal
Katia Dunkel	Assistant Principal
Chantel Parnell	Teacher
Yumi Matsui	TSA
Sonja Totten-Harris	Teacher

% Oakland Residents	99.1%	Lakiesha Golden	Teacher
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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 (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2019-20 (last yr)	2020-21 (this yr)
<i>Access and Equitable Opportunity</i>	Quality	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>	Basic	Basic	<i>Facilities</i>	Basic	Basic
<i>Equipment and Materials</i>	Quality	Quality	<i>Equipment and Materials</i>	Basic	Basic
<i>Teacher Professional Learning</i>	Basic	Basic	<i>Teacher Professional Learning</i>	Basic	Basic
<u>World Language (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)			
<i>Content and Course Offerings</i>	N/A	N/A			
<i>Communication</i>	N/A	N/A			
<i>Real world learning and Global competence</i>	N/A	N/A			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2019-20 (last yr)	2020-21 (this yr)	Safe and Positive School Culture (SPSA)	2019-20 (last yr)	2020-21 (this yr)
<i>Enrollment Data (20 day)</i>	675	554	<i>Suspension</i>		0
<i>ES Outreach Strategy Actions</i>	All leadership team including ILT take turns participating at school outreach events; attending feeder school recruitment events; hosting a recruitment night on campus	All leadership team including ILT take turns participating at school outreach events; attending feeder school recruitment events; hosting a recruitment night on campus	<i>Chronic Absence</i>	Severe - 7.9% Moderate - 15.4%	Severe 10.7% Moderate 9.6%
<i>Programs to support ES students transition to MS</i>	Blueprint math, 5th grade tours, student shadow days	Blueprint math, 5th grade tours, student shadow days	<i>CHKS data (District) or Culture/Climate survey</i>	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	3/25/21

Staff Engagement Meeting(s)	
Staff Group	Date
ILT	3/17/21

[ATTACHMENT](#)

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.

5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

1. Music Program

Programmatic Narrative Based on Rubric		
Our music program has been stable for many years, but our previous teacher retired after over 20 years at Bret Harte. As we moving into a transition time of developing a music program under the guidance of a new teacher, we seek to expand our musical offerings to include a guitar class. As this would be new, we need funding to purchase supplies.		
Budget	Description of 2021-22 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.
\$1,426	Music instruments and supplies	<i>We hope to increase the current enrollment in music elective classes by 15 students.</i>

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.		
Budget	Description of 2021-22 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.
\$75,221.00	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.
\$92,104.00	1.0 FTE Drama teacher	Students enrolled in the drama elective class will participate in school-wide performances at least three times per year.

3. World Language Program

Programmatic Narrative Based on Rubric		
Budget	Description of 2021-22 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		
Budget	Description of 2021-22 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		
Budget	Description of 2021-22 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.
\$49,290.00	0.5 FTE Student Advisor TSA	Decrease chronic absent rates by 10% and increase positive responses on the CHKS on questions about connectedness.

21-22 Carryover Justification Form

Anticipated Carryover Amount	\$
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Carryover Justification and Narrative

In the following section, please explain how you plan to use the Measure G1 carryover funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes. All budget items should total up to the total carry-over grant amount.

Summary of Proposed Use of Carryover for 2021-22

Proposed Carryover Expenditures from Budget Justification and Narrative Section (add more lines if needed)	Budget
Budget Total (must add up to Anticipated Grant Amount)	\$

Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.

Please submit your 2021-22 Measure G1 proposal to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).

Flyer

School Name: Bret Harte Middle School

Date: March 23, 2021

Time: 5:30 pm

Location: Virtual SSC Zoom Meeting

<https://ousd.zoom.us/j/87832737901?pwd=ZmVteHA1UGR1eVZsO0hKR2d3TVhsOT09>

1. Welcome, Roll call, Check-in
2. Review 2021-2022 Measure G1, Title 1, and Title 4 allocations with proposed expenditures
3. Discussion/Q & A
4. Vote

SSC Meeting Agenda

March 23, 2021

1. Welcome, Roll call, Check-in
2. Review 2021-2022 Measure G1, Title 1, and Title 4 allocations with proposed expenditures
3. Discussion/Q & A
4. Vote

Proposed Expenditures:

Title I			
Object Code	Item (Name/position for personnel)	FTE	Cost
Allocated in 1-pager			\$165,750.00
2205	0.3 RJ Facilitator	0.3	\$33,000.00
1105	STIP	1.0	\$60,613.00
1105	ELA Teacher	0.2	\$14,905.00
1120	Extended Contracts		\$17,457.00
1119	New teacher support TSA	0.25	\$35,057.00
2928	Academic Mentor		\$4,718.00

Title IV			
Object Code	Item (Name/position for personnel)	FTE	Cost
Allocated in 1-pager			\$11,050.00
1120	ILT Extended Contracts		\$11,050.00

Title I Parent		
Object Code	Item (Name/position for personnel)	Cost
Allocated in 1-pager		\$4,420.00
	Parent Ed Consultant	\$4,420.00

Measure G1			
Object Code	Item (Name/position for personnel)	FTE	Cost
Allocated in 1-pager			\$218,041.00
1105	Drama Teacher	1.0	\$92,104.00
1105	Art Teacher	1.0	\$75,221.00
1119	Student Advisor TSA	0.5	\$49,290.00
4410	Music/Art Supplies		\$1,426.00

SSC Minutes

3/23/21

- Welcome
- Sign in: April Harris-Jackson, Ceanne Smith, Cynthia Silvestre, Nida Khalil, Regina Bellow, Jessica Guevara, Nicole Bratton, Lateefa Ali, Chantel Parnell
- Check-in: What is one thing you are looking forward to?
- Review 21-22 Measure G1, Title 1, and Title 4 allocations and proposed expenditures

Title I			
Object Code	Item (Name/position for personnel)	FTE	Cost
Allocated in 1-pager			\$165,750.00
2205	0.3 RJ Facilitator	0.3	\$33,000.00
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Allocated in 1-pager		\$4,420.00
	Parent Ed Consultant	\$4,420.00

Notes: Ms. Harris-Jackson presented last year's Measure G1, Title 1 (Student and Parent) and Title 4 fund usage. Projected enrollment for next year is not too different from the current year's enrollment, there isn't a need to add more elective offerings but the school would like to continue offering the same electives and possibly add Spanish if funding becomes available.

Questions about whether we will be able to continue the same number of elective offerings. Yes, the proposed plan enables us to continue. The school will consider expanding offerings down the line. They will gather feedback from the community about what elective offerings are desirable.

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

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

-Motion by Nida Khalil: I move that we approve the proposed Title 1 Student and Parent expenditures and Title 4 expenditures as presented.

-Seconded by Regina Bellow

-Voice vote; all vote to approve

-Motion approved

- Measure G1 Allocation input and discussion
 - 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
- Proposed allocation:

Measure G1			
Object Code	Item (Name/position for personnel)	FTE	Cost
Allocated in 1-pager			\$218,041.00
1105	/Drama Teacher	1.0	\$92,104.00
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Discussion:

-How are we paying for Oakland Youth Chorus? *Discretionary funds*

-No additional input

Motion to adjourn at 6:18pm by Ceanne Smith

Seconded by Regina Bellow

Voice vote; all vote to adjourn

Motion approved



**Bret
Harte**

ILT Agenda

Date: 3/18/21

Time: 3:00 pm

Location: The Virtual World

Norms

- Strive to be a Problem Solver and Participate to Create Solutions
- Be Professional
 - Commit to agendas
 - Stay on task
 - Start and end on time
 - Watch your tech use
- Share your truth and be real
- Step Outside Yourself and Consider other Perspectives
- Impact is greater than Intent
- Keep Students at the Center
- Make Space, Take Space

Team Members : Silvestre, Valenza, Golden, Parnell, TH, Riggs, Inji, HJ, Dunkel, Yumi

Facilitator: Dunkel

Process Checker:

Note Taker: Yumi

Today's Objective:

- **Continue** brainstorming our vision of Bret Harte students - what skills, knowledge and habits of mind should all 8th graders have when they leave BH?
- Examine/Discuss other examples of student profiles/instructional profiles
- Learn more about each other
- Discuss Measure G1 Funding for 21-22

Time	Agenda Item	Facilitator	Notes
3:00	Opener: Passion Profiles Review Objectives and Norms	Dunkel	
3:20 20 15	Student Profile Discussion Continued: Our Vision for BH Students <ul style="list-style-type: none"> • Review: Look at what was written last week on the Jamboard. <ul style="list-style-type: none"> ◦ Let's Categorize! <ul style="list-style-type: none"> ■ I think...belongs with... because.. ◦ What's missing? ◦ What themes/categories have emerged? • Look at examples <ul style="list-style-type: none"> ◦ Pair 1 - Golden/Silvestre/Syi - 	Dunkel /Yumi	Skills vs Knowledge Social emotional vs Content Skills Not naming specific pieces of information pieces should know. Maybe don't need "knowledge" as a category? Probably can fall under skills or habits of mind. Students taking ownership over their education Students advocating for Students are risk-takers Effective Communicator

25	<p>ECFS Core Tenets</p> <ul style="list-style-type: none"> ○ Pair 2 - Parnell/TH - IB Learner Profile ○ Pair 3 - Dunkel/Inji - Profile of a Learner (POL) ○ Discuss with a partner: What do you notice? What do you agree/disagree with? How does this speak to the ones at Bret Harte? ● Share in Whole Group: <ul style="list-style-type: none"> ○ Share something your partner or you shared from the discussion ○ OUSD graduate profile ○ Further categorization - where and why? 	<p>Uncertainty</p> <p>What do we want them to take with them?</p> <p>Reflection Revision Feedback Kids understand the importance of and have the skills/abilities to...</p> <p>Kids know/have a pathway, vision for their future (college, vocation, independence). Know their options and find their passion. Recognize how significant their assets are.</p> <p>Inquiry- getting students to set a goal, follow through, be curious.</p> <p>“Find your tribe” - something you can connect to at school that holds you together, keeps you in it. (passion)</p> <p>Academic Identity</p> <hr/> <p>Convo about Learner Profiles: ECFS -Core Tenets: many overlap and intertwine with each other -playfulness/joy -interdependent -empowering - how do we make sure that students have the skills for academics and living in their community -mission statement, combined tenets into 3 categories -design wise it was cool, and almost had learning targets...breaks down in detail what each things mean. IB Program -if we were to change or adopt a new model, what would that mean for buy in for the whole community, staff, what would that mean for everyone wanting to mold. Is there is a way to be really specific and name what it means to be resilient, respectful and hard-working -Thinkers, communicators, caring -noticed and named that a lot of the key words that showed up on this profile did show up on our jamboard. -What does buy in mean?</p>
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			<p>-When we name and have the values how are we measuring or assessing them? Narrative report cards, measuring the things we say care about.</p> <p>EESD</p> <p>-They broke each category in to outcomes</p> <p>Had I can learning targets</p> <p>Broke it down into different grade-levels</p> <p>-As a parent/community member it is</p> <p>What about the concept of progress and student portfolios and the idea of progress. Kids aren't being measured about some arbitrary benchmark and standards</p>
4:00	Measure G1 Input		<p>-See chart below to see how the proposed expenditures for Measure G1 for 21-22.</p> <p>-Discussion</p> <ul style="list-style-type: none"> Have we thought about turning some of our existing clubs into elective classes? <ul style="list-style-type: none"> Good idea. We don't currently have funding to add teaching positions Still want to to add Spanish
4:20	Announcements/Updates Closing and Appreciations	<i>Dunkel</i>	

Measure G1			
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