

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	24-3031
Introduction Date	12/10/2024
Enactment Number	
Enactment Date	



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

### Board Cover Memorandum

**To** Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

**From** Middle School Network

**Meeting Date** December 10, 2024

**Subject** Bret Harte Middle School 2023-24 G1 Carryover Application

**Ask of the Commission** Approve the Bret Harte Middle School 2023-24 G1 Carryover Application

**Discussion** Middle School Network is open to questions from the commission regarding the Bret Harte Middle School 2023-24 G1 Carryover Application.

**Fiscal Impact** The recommended amount is **\$18,405.76**. It's coming from resource 9332 - Measure G1.

**Attachment(s)** Carryover Application Attached.





**2023-24 Measure G1 Carryover Justification Long Form**  
(Complete if carryover is more than \$5000)

**Due Date: September 25, 2024**

School:	Bret Harte Middle School	Contact/Principal	April Harris-Jackson
School Address:	3700 Coolidge Avenue Oakland, CA 94602	Principal Email	april.harris-jackson@ousd.org
		School Phone:	510-531-6400

Please fill out the information below for school-wide carryover.

2023-24 Measure G1 Allocation	\$418,622.22
2023-24 Measure G1 Dollars Spent	\$400,216.46
<b>Carryover Amount</b>	<b>\$18,405.76</b>

Approved 2024-25 Measure G1 Application [Link](#)

Summary of Proposed Use of Carryover for 2023-24 (listed in order of priority)

2023-24 Proposed Carryover Expenditures		Budget
1	Art and Music Supplies	\$18,405.76
Budget Total (must add up to Anticipated Amount)		<b>\$18,405.76</b>

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

The salary and benefits for the employee was less than the amount initially allocated.

**REQUIRED: Please provide all meeting agendas, minutes, and sign-in sheets of the engagement meetings which addressed carryover funds with this application. The application will NOT be considered without this documentation of engagements.**

Community Engagement Meeting(s) to Address Carryover Funds	
Community Group	Date
<a href="#">PTSA</a>	11.7.24
<a href="#">Coffee with the Principal</a>	11.15.24

Staff Engagement Meeting(s) to Address Carryover Funds	
Staff Group	Date

<a href="#">Elective PLC</a>	10.29.24
<a href="#">Instructional Leadership Team</a>	11.19.24

**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

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 2023-24 school year.

1. 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.
2. Add additional lines if you would like to add additional budget items.
3. All budget items should total up to the total carryover amount.

**1. Music Program**

Programmatic Narrative Based on Rubric		
We recognize the significant impact of last year’s G1 fund allocation in advancing our strategic goals. Our analysis highlighted key successes, such as increased student engagement in music and improved access to resources in the music program. We aim to ensure that our G1 funds build on past successes.		
Budget	Description of 2023-24 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
\$9,202.88	The carryover funds will be used to purchase music instruments and technological programming to supplement the standard music curriculum.	The proposed activity will impact the 221 students are enrolled in music.

**2. Art Program**

Programmatic Narrative Based on Rubric		
From last year’s use of G1 funds, we learned the importance of targeted investment in high-impact areas such as our art program. We will apply these learnings by continuing to strengthen our investment in art by ensuring the program has access to necessary materials.		

Budget	Description of 2023-24 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
\$9,202.88	The carryover funds will be used to purchase art supplies and materials to supplement the existing supplies and materials.	The proposed activity will have an impact on the 205 students enrolled in the art program.

***Please submit your 2023-24 Measure G1 Carryover Justification Form to Cliff Hong ([clifford.hong@ousd.org](mailto:clifford.hong@ousd.org)) and Karen Lozano ([karen.lozano@ousd.org](mailto:karen.lozano@ousd.org)).***

## Coffee with the Principal Agenda & Notes - 11.15.24

Attendees: Xiomara Melendez, Kamara Facey, Thai Anh Nguyen, Dieu Hanh, Brenda Benjamin, Samrang Nuth

### Agenda:

1. Welcome
2. Introductions
3. Purpose of meeting
4. Questions/Concerns
5. Feedback

### Notes

Welcome	
Introductions	All attendees share their names and the names of their students
Purpose of meeting	Connection and consistent space to ask questions and receive information
Questions/Concerns	
Feedback	<ul style="list-style-type: none"><li>• We have carryover Measure G1 funds we can allocate.</li><li>• Discussion about the purpose/goals for Measure G1</li><li>• Discussion about allocating funds towards the music program</li></ul>



**Bret Harte**  
**PLC Meeting Agenda**  
**10.29.24**

## Essentials/Electives

### 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

### PLC Goals:

- Curriculum Internalization - use our time together to unpack the curriculum and purposefully lesson plan.
- Purposefully plan for student-to-student talk as a check for understanding
- Analyze student work to inform instruction
- Identifying and planning for meeting the language needs of all Academic Language Learners
- Creating a space for collaboration and connection to push our instructional practice

### Essential Questions for Department PLCs:

- What makes student-to-student talk effective for deepening understanding of grade-level content?
- How can we use “checks for understanding” to impact teacher planning?

### Today's Objectives:

- Discuss student work
- Choose ELL students

**Attendees: Ms. Magical, Mr. Leamy, Mr. Williams, Ms. H, Mr. Cross**

Time	Agenda Item	Notes
5 min	<b>Welcome/Opener</b> <ul style="list-style-type: none"> <li>● Turtle</li> </ul>	Sea turtle, rafael, michelangelo, snapping turtles, donatello,
45 min	<b>Looking at Student Work: Focal Students</b> <b>3x 15 min protocol</b>  Tools: <ul style="list-style-type: none"> <li>● <a href="#">Mini Looking at Student Work</a></li> </ul>	Dyamen- Maurice Raja Kamarie Ward

	<p style="text-align: center;"><a href="#"><u>Protocol</u></a></p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> <li>● What are you looking for in the student work?</li> <li>● What criteria will you use?</li> <li>● What patterns emerge?</li> <li>● What next instructional steps are indicated?</li> </ul>	<p>Magical- shared the presentations that her students just completed.</p> <p>Cassie - A+  Ryan C- A-  Tywan- B</p> <p>Donovan  Perla</p> <p>Cross- Going to video record students for the next meeting.</p> <p>Tyler Edward  Free Hamilton  Nathan O.</p> <p>Rodemer Fernandez  Mauricio</p> <p>Leamy- Having a difficult time picking focus students. He feels that he focuses on so many students it is difficult to focus on a few.</p>
	<p><b>Department Business</b>  <b>-Measure G1 Carryover</b></p>	<p>\$18,405.76 in carryover</p> <ul style="list-style-type: none"> <li>- Discussion about desired usage <ul style="list-style-type: none"> <li>- Supplies for art and music are always needed</li> <li>- Instruments need repair</li> <li>- Art supplies are used up quickly</li> <li>- Most students take music and art</li> </ul> </li> </ul>



**2024-25**

**Bret Harte ILT/  
CCT Agenda**

**Date: 11/19/2024  
Room 302**

**Time Keeper:**

**Facilitator: Berger/Yumi/T-H**

**CCT Norms**

- Respect the speaker/talking piece
- Honor Confidentiality
- Speak Your Truth
- Listen and Speak with Respect
- Stay present in the meeting
- Impact is greater than intent

**ILT Norms**

- Flexibility
- Focus
- Unity
- Camaraderie
- Cooperation
- Locus of control
- Trust

**Team Members Present:** Yumi, Berger, TH, HJ, Sussan, Sierra, Gustavo, Tim, Talia, Laura  
**Process Checker:**  
**Note Taker:**

**Essential Question:** What is the relationship between classroom/school culture and instruction (and student academic outcomes)?

**Meeting Objectives**

- CCT: I can support the team in deciding on classroom culture and climate “LookFors” and plan upcoming classroom walkthroughs.
- CCT: I can start to plan for our next Wednesday PD by analyzing CCT related data.
- ILT: I can check in on the essentials and ELA PLCs

**3:45**

**Warm Opener**

- Share one thing you hope to do for yourself during the break.



3:45-5:15

**CCT Work Time**

Data dive:

108 Data

- What does the disaggregated data tell us?
- How can we use this data to determine effectiveness of CCT Toolkit Strategies?

How can we gather data about what is happening in advisory and whether our lessons are being effective?

- [Student Voice Survey Data](#)
- 

**CCT Work Time Notes:**

108 Data

- What does the disaggregated data tell us?
- How can we use this data to determine effectiveness of CCT Toolkit Strategies?
- This time last year we were at 444 incidents of students sent out of class. This year we are at 194 send outs.
- 69 students represent the 194 send outs
- 49 out of 69 students sent to reflection room are Af Am. We have a huge disproportionality issue.
- 16% of these students have IEPs

**What does this tell us?**

- Population change. Some of the students who were repeatedly sent out are not here anymore.
- Fewer 6th graders represented this school year.
- A few Tier 3 students are no longer here and they had influence on other students
- One of the teachers who sent students out most frequently is no longer here.
- Tier 3 students are not in class long enough to be in class. We think that many of these students are wandering and not in class
- Students being sent out by Mr. Leamy feel frustrated, sad, confused.
- Doing a reset with therapist support resulted in a much better relationship.

Can we make connections to Toolkit Strategies?

Relationship building strategies can work.

Pick a student that is really challenging and try a specific strategy.

**Next steps:**

Link the CCT Toolkit to the Staff Meeting Agenda (STB/Berger)

Make a distinction between strategy vs discipline ladder

Match teacher reflections to student reflections (Laura/STB)

Feedback on reflection form:

Change "How are you feeling today?" to "How are you feeling at this moment?"

We're not getting as much detail about why students were sent out with the new dropdown questions.

Laura, Berger, Tim, Sierra will do a deeper dive into the 69 students

ILT will develop our CCT walkthrough tool.

Goal is to do CCT walkthroughs second week in December

How can we gather data about what is happening in advisory and whether our lessons are being effective?

- Student Voice Survey Data
- ?
- ?

CCT Walkthroughs  
 What data do we want to collect?  
 What are we hoping to see?  
 Discipline ladder up and visible

Review possible tools

- 5 column check list
- 22-23 CCT Walkthrough Rubric

Discuss dates for walkthroughs and who will participate



**ILT Work Time**

- PLC Work**
- **Essentials/Electives report**
  - **ELA/ELD report**

**Semester Close Out**

**11/19/24:** data dive (i-Ready and ELLs)  
**12/03/24:** evaluate PLC progress  
**12/17/24:** ILT walkthrough data + progress towards goals

**Notes:**

**PLC Reports:**

- Essentials: Discussion about Measure G1 carryover.
- Team identified music and art needs
  - ILT agrees that music and art supplies are a top priority
- ELA: Language and Literacy looked at student work
  - Monterrosa used Stronger and Clearer
  - Perez shared language dive work samples

**Walkthrough Data:**

- No language focus, with the exception of ELD teachers
- No talk strategies posted
- Do people even know how to find/write a language focus?
- PD next steps:
  - Model whiteboard in 302, make it a game? Staff in teams to look at a lesson and write a learning target, language focus, and talk strategy?

		<ul style="list-style-type: none"> <li>○ Do the chalk talk around culture and instruction</li> <li>● Anneke needs a rolling whiteboard- <i>"For Recycled Furniture and Supplies, please fill out this <a href="#">form</a> to schedule an appointment to view any Furniture and Supplies that are available. Upon arrival, please check in with the stock clerk for assistance."</i></li> <li>● Some visual present–anchor charts <ul style="list-style-type: none"> <li>○ We want more visuals of daily content and routines/procedures</li> <li>○ Share more of what teachers are doing–Pérez, Sydney, Sussan</li> <li>○ What's the language focus? What is a visual?</li> </ul> </li> <li>● Saw three student talk protocols and some informal student talk</li> </ul> <p><b>ILT walkthrough MP3 2nd week of December</b>  -ILT members should go observe the same teachers as they did this time around</p>
<b>5:10-5:15</b>	<b>Next Steps/Announcements/Appreciations and Closing</b>	
	<b>Resources</b>	<p><u>CCT Resources</u></p> <ul style="list-style-type: none"> <li>● <a href="#">Sample Discipline Flowchart (Fillable)</a></li> <li>● <a href="#">PBIS Overview slides</a></li> <li>● MSN PBIS Tiered Responses to Behaviors</li> <li>● <a href="https://docs.google.com/document/d/1QarhbRZd1BfqRy5VIYrUwexAl5rMApcw-L92wbJq3Y/edit?usp=sharing">https://docs.google.com/document/d/1QarhbRZd1BfqRy5VIYrUwexAl5rMApcw-L92wbJq3Y/edit?usp=sharing</a></li> </ul> <p><u>Best Practices:</u></p> <ul style="list-style-type: none"> <li>● Positive narration</li> <li>● Reward/positive incentives</li> <li>● Clear expectations</li> <li>● Building connections</li> <li>● Check ins (both as a preventative and response) /Restorative conversations</li> <li>● Taking a beat (walking away)</li> <li>● Peace corners</li> <li>● Check yourself: power struggle</li> <li>● Give choices</li> <li>● Do it again (prompting)</li> <li>● Phone calls</li> </ul> <p>(See below)</p> <p><a href="#">MSN PBIS Tier-ed Behavior Support 23-24</a></p>

		<p><b>✚ Reflection Room 24-25 (Responses)</b></p> <p><b>✚ Reflection Sheet (Responses) Quarter 1-5 23-24</b></p> <p><b>At this point (11/19) we were at 444 in 2023. We are currently at 194. That is a difference of 250 send outs.</b></p>
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# BHMS PTA Mtg Agenda

November 7, 6:30 PM

- Welcome and Introductions
- Treasurer's Report
- Mini Grant Requests
- PTA Updates/Event Calendar
- Bret Harte Uniforms (Ms. H)
- Principal's Report
- Community Feedback



# BHMS PTA Mtg Agenda

November 7, 6:30 PM

- Attendees: Cara Bran, Melanie Kelsey, April Harris-Jackson, Nancy Ogden, Anneke Cronander
  
- Welcome and Introductions
- Treasurer's Report
- Mini Grant Requests
- PTA Updates/Event Calendar
- Bret Harte Uniforms (Ms. H)
- Principal's Report
- Community Feedback
  - Measure G1 carryover discussion:
  - NO: The music department always needs supplies. Our bake sales help a little, but if there is more, couldn't these carryover funds go to the music department?
  - AC: I know more 6th graders will be moving into music soon. They might test out of my class.