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# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** June 26, 2019  
**Subject** 2019-2020 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Bret Harte Middle School

**Background** In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

**Discussion** The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- After School Education and Safety (ASES)

**Attachment** 2019-2020 School Plan for Student Achievement (SPSA) for Bret Harte Middle School



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

Legislative File Id. No. 19-1336  
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By: er

## **2019-2020 School Plan for Student Achievement (SPSA)**

**School:** Bret Harte Middle School  
**CDS Code:** 1612596056998  
**Principal:** April Harris  
**Date of this revision:** 5/1/2019

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

<b>Contact:</b> April Harris	<b>Position:</b> Principal
<b>Address:</b> 3700 Coolidge Avenue Oakland, CA 94602	<b>Telephone:</b> 510-531-6400 <b>Email:</b> april.harris@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/1/2019*

*The District Governing Board approved this revision of the SPSA on: 6/26/2019*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

**2019-2020 School Plan for Student Achievement Recommendations and Assurances**

School Site: Bret Harte Middle School

Site Number: 206

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input type="checkbox"/> LCFF Concentration Grant                               |
| <input type="checkbox"/> Title I Targeted Assistance Program                  | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES)  | <input type="checkbox"/> 21st Century Community Learning Centers                |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG)                         |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)                 | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input checked="" type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
- The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
- The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
- Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: May 1, 2019

6. The public was alerted about the meeting(s) through one of the following:

- Flyers in students' home languages
  Announcement at a public meeting
  Other (notices, media announcements, etc.)

Signatures:

<i>A Jackson</i> Principal	<i>April Jarris Jackson</i> Signature	<u>5/17/19</u> Date
<i>Alison R. Mat</i> SSC Chairperson	 Signature	<u>5/17/19</u> Date
<i>Mark Fingleton</i> Network Superintendent	 Signature	<u>5.17.19</u> Date
 Officer, State and Federal Programs	<i>Mildred Chris</i> Signature	<u>5/21/19</u> Date

**2019-20 SPSA ENGAGEMENT TIMELINE****School Site:** Bret Harte Middle School**Site Number:** 206

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/30/2019	SSC & SELLS	18-19 SPSA review and brainstorm for 19-20 SPSA
1/30/19	Leadership Team	18-19 SPSA review and brainstorm for 19-20 SPSA
2/4/2019	Instructional Leadership Team	18-19 SPSA review and brainstorm for 19-20 SPSA

## 2019-2020 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$457,414.72
Total Federal Funds Provided to the School from the LEA for CSI	\$270,480.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,577,900.60

### Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$137,890.17	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$97,650.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,649.95	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$428,303.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$46,394.60	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$270,480.00	TBD	After School Education and Safety Program (ASES #6010)	\$140,730.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$16,305.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$206,702.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$457,414.72</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$920,063.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$1,377,477.72</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

## 2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

### 1A: ABOUT THE SCHOOL

**School:** Bret Harte Middle School

**School ID:** 206

#### School Description

Bret Harte Middle School is located in the Dimond/Laurel neighborhood. Our students come from a large geographic area making the student population one of the most ethnically and economically diverse in Oakland. Our school community embraces the ideals of mutual respect, hard work and resilience to nurture the whole child in pursuit of academic excellence during the transition to young adulthood. Established in 1930, Bret Harte has graduated over 23,000 students since opening its doors. Our most famous alumnus is actor Tom Hanks (Class of 1971). At Bret Harte, we prepare students for high school and beyond by providing the support they need to ensure their success in college, career and community!

\*Grade 9 is for Newcomer Program only

#### School Mission and 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.

### 1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	Root Causes of Strengths
Access to common core aligned curriculum	District support and partnership
Returning teachers	Coaching support
Building a strong ILT	Administrative leadership to plan and guide the ILT
Strong partnerships with service providers	Consistently prioritizing these partnerships
Growing support from the Family Resource Center	Having a coordinator and space
Priority Challenges	Root Causes of Challenges
Suspension of African American Students	Lack of culturally responsive teaching practices; lack of consistency and predictability across classrooms
LTEL reclassification	Not modeling and using academic language and lack of academic discussion; no dedicated interventions through the after school program; no consistent support for an ELD class for LTELs; no PD for mainstream teachers
Chronic Absence	No value in school relationships; lack of parent engagement and urgency; not enough tier 1 strategies

Reading across disciplines	Not enough focus or attention to time on task; students are not engaging with texts; teachers find alternate ways to give information to students rather than having them read
Effective use of instructional time	Lack of positive, respectful class communities, lack of routines, and culturally responsive teaching practices
Not effectively meeting the needs of SPED students	The SPED model keeps changing; teachers do not know how to support SPED students in gen ed classes or other classes

### 1C: 19-20 STUDENT GOALS & TARGETS

***District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)***

<b>School Goal:</b>	All students build relationships to feel connected and engaged in learning				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	54.14%	Coming soon	59%
Suspensions	African-American Students	-2pp	13.08%	11.08%	9.00%
Suspensions	Students with Disabilities	-2pp	8.76%	6.76%	4.76%
Chronic Absence	African-American Students	-2pp	31.49%	29.49%	27.49%

***District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)***

<b>School Goal:</b>	All students continuously grow towards meeting or exceeding standards in English Language Arts.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-90.5	-75	-60
ELA SBAC	Students with Disabilities	+20 points DF3	-174.2	-154.2	-134.2
ELA SBAC	African-American Students	+20 points DF3	-127.3	-107.3	87.3

***District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)***

<b>School Goal:</b>	All students continuously grow towards meeting or exceeding standards in math.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target

Math SBAC	All Students	+15 points DF3	-126.5	-100	-85
Math SBAC	Students with Disabilities	+20 points DF3	-210	-190	-170
Math SBAC	African-American Students	+20 points DF3	-164.8	-144.8	-124.8

**District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)**

<b>School Goal:</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.				
<b>Measure</b>	<b>Target Student Group</b>	<b>District Targets</b>	<b>17-18 School Baseline</b>	<b>18-19 School Target</b>	<b>19-20 School Target</b>
ELL Reclassification	English Learners	16%	3.70%	16.00%	5.00%
LTEL Reclassification	Long-Term English Learners	25%	9.26%	25.00%	15.00%

**District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)**

<b>School Goal:</b>	All students grow a year or more in reading each year.				
<b>Measure</b>	<b>Target Student Group</b>	<b>District Growth Targets</b>	<b>17-18 School Baseline</b>	<b>18-19 School Target</b>	<b>19-20 School Target</b>
SRI Growth of One Year or More	All Students	+5pp	29.20%	34.20%	39.20%
SRI Multiple Years Below Grade Level	All Students	-5pp	61.51%	56.51%	51.51%

**1D: IDENTIFIED NEED**

*Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.*

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

**1E: RESOURCE INEQUITIES**

*Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.*

Our students do not have access to effective and experienced teachers considering many of our teachers are new to teaching and do not have credentials.



**1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

*Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.*

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

<b>School:</b> Bret Harte Middle School		<b>SPSA Year Reviewed:</b> 2018-19		<b>SPSA Link:</b> <a href="#">18-19 SPSA</a>	
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)</b>					
<b>18-19 Language &amp; Literacy Priority:</b>		<b>Reading Instruction Across Disciplines</b>			
<b>June 2021 Language &amp; Literacy Goal:</b>		By June 2020, students will reach grade level target on SRI or show 150 points of growth in lexile level. By June 2020, students will improve by D3 within one performance band on the Reading Comprehension Section of the SBAC.			
<b>Theory of Change for Language &amp; Literacy:</b>		In order to support student growth in both reading levels and comprehension, our school is committed to implementing a number of strategies. We will provide teachers with the skills, tools, knowledge needed, as well as the time to learn. We will provide time to implement and reflect upon explicit reading instruction. We will increase students' independent reading time through Sustained Silent Reading time built into the schedule. We will provide teachers with the materials and knowledge to implement and sustain SSR. We will build a more consistent school wide culture around reading, both independent and academic, so students and teachers can engage more with the reading process. We will provide the time, resources and professional development for the teachers to modify the existing curriculum to meet diverse learner needs. With the goal of having our students engage in grade-level reading curriculum, we will work to improve their background knowledge and exposure to diverse texts. Furthermore, we will engage teachers in professional development, coaching and practice on small group instruction to support the development of Tier II reading instruction.			
<b>Student Performance Indicator:</b>		<b>Student Group:</b>		<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SRI		Low-Income Students		31.00%	38.00%
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>					
We do not have a reading intervention support class for all of the students who need a reading intervention support class. No intense focus on tier 1 and 2 strategies.					
<b>What evidence do you see that your practices are effective?</b>					
SRI data, progress monitoring and school wide implementation of Sustained Silent Reading (SSR).					
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>					
Better alignment between leadership and teacher practices with a focus on systems and structures that ensure coherence. Access to materials for all reading levels, considering student interest.					
<b>18-19 Standards-Based Instruction Priority:</b>		<b>Common Core Aligned Instruction focused on Concepts and Procedures</b>			
<b>June 2021 Standards-Based Instruction Goal:</b>		By June 2020, students will improve by at least 48 points (approximately 2 years) in the Concepts and Procedures section of the Math SBAC. 100% of Math teachers will implement common-core aligned tasks to support priority area at least three times every marking period and track progress of priority clusters from 1st and 2nd IAB exams.			

<p><b>Theory of Change for Standards-Based Instruction:</b></p>	<p>If we provide teachers with professional development and PC space to plan the detailed work necessary to implement a new curriculum and give students ample opportunity to practice and receive immediate feedback, we will see more consistent success in student work focused on concepts and procedures in mathematics. Teachers will analyze student work on a semi-weekly basis as a team, looking for patterns in misconceptions and opportunities to build on prior knowledge. Each teacher will be supported by a coach who will help with vertical articulation and the implementation of the curriculum aligned to common core standards. An open dialogue will be held between math teachers, coaches and administration to address areas where more support is needed or achievements can be recognized.</p>		
<p><b>Student Performance Indicator:</b></p>	<p><b>Student Group:</b></p>	<p><b>17-18 EOY Target:</b></p>	<p><b>17-18 EOY Actual:</b></p>
<p>SBAC Math</p>	<p>All Students</p>	<p>-105.4</p>	<p>-126.5</p>
<p><b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b></p>			
<p>Our students' success in SBAC mathematics has been closely aligned to their success in concepts and procedures section of SBAC math. Using the new OpenUp! curriculum, our math teachers are recommitting to support students solve problems of all types using the communication strategies that have been the foundation of the department for the past four years.</p>			
<p><b>What evidence do you see that your practices are effective?</b></p>			
<p>IAB data, teacher formative and summative assessments, and gradelevel benchmark data</p>			
<p><b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b></p>			
<p>Students will be exposed to strategies to strengthen reasoning skills, attending to precision, and looking for and expressing regularity in repeated reasoning. Investing in teacher professional development and providing for opportunities to deeply understand the new curriculum.</p>			
<p> </p>			
<p><b>18-19 Conditions for Student &amp; Adult Learning Priority:</b></p>	<p><b>Student and family Engagement in High School Readiness</b></p>		
<p><b>June 2021 Conditions for Student &amp; Adult Learning Goal:</b></p>	<p>Increase the number of students who are high school ready. Student led conferences is one of the measures that will impact high school readiness.</p>		
<p><b>Theory of Change for Conditions for Student &amp; Adult Learning:</b></p>	<p>If we improve parent conferences, by having them focused on academics, student-ownership and family education about the Bret Harte way, families and students will be more engaged and invested in their learning and growth. By improving this important component/cornerstone of school-family communication regarding student achievement, and making it a fun and joyous process for everyone, we believe we will increase family engagement and involvement around student academic growth and progress. Our goal is to focus on improving parent conferences to give ownership to students over their learning, empower parents with knowledge and understanding of common core standards, the Bret Harte Program and the social emotional tool necessary for students to be career and college ready. We believe that making this point of interaction purposeful, joyous and educational, we will increase parent and student engagement.</p>		

<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
Suspension Rate	All Students	4.77	3.8
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
Student/Parent conferences have occurred every other marking period thus far and the turnout has been low. We need to increase outreach to parent/guardian via email, phone calls, parent news letter, marquee, website and letters home to ensure that every options of outreach is attempted.			
<b>What evidence do you see that your practices are effective?</b>			
Student/Parent conference outreach, attendance, and feedback.			
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>			
Extended contracts for teachers to hold conferences outside of contractual hours.			
<b>18-19 Conditions for English Language Learners Priority:</b>	<b>LTEL Reclassification</b>		
<b>June 2021 Conditions for English Language Learners Goal:</b>	Increase LTEL Reclassification by 25% each year.		
<b>Theory of Change for Conditions for English Language Learners:</b>	If we focus on family and student engagement around reclassification, make teachers more aware on the progress of their ELL's and centralize our supports in the designated ELD class, we will gain parent support and students awareness and engagement in reclassification. Focus on engagement will lead to more ownership and urgency from the students and families themselves about reclassification and lead to an increase in reclassification at Bret Harte. potentially, increased engagement from key-stakeholders may lead to improved support in others areas important to reclassification and academic progress of ELLs. If we continue to build the student and family supports in the Newcomer program, students and families will feel more engaged in the Community of Bret Harte, there will be an increase in attendance, and improved academic outcomes.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
Long-Term English Learner Reclassification	All Students	14.4%	3.7
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
The overall implementation for the previous year failed due to the wide scope. We did not have the time or resources to support LTEL best practices on a school-wide scale. However, program supports for the newcomers have improved outcomes for students.			
<b>What evidence do you see that your practices are effective?</b>			
Most of our practices were not effective or implemented. However, Retention of newcomers from middle school and 8th to 9th grade showed a sense of belonging and safety at Oakland. Our intake process allowed us to provide essential supports for Newcomers. The Newcomer Social Worker was able to provide essential Social emotional supports to students and families.			

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

We need to be more realistic about our ability to implement multiple interventions and limit the scope of what we can accomplish. We will probably need to focus our interventions on smaller groups. We also want to be realistic about parent participation and what will really engage families. We will want to narrow our efforts, but make them more robust in particular areas, for example, ELD. We need to engage more stakeholder in the data and figure out what is the most relevant data that will create urgency for all stakeholders (teachers, students, families)

<b>18-19 Arts, Music &amp; World Languages Priority:</b>	<b>Equity</b>		
<b>June 2021 Arts, Music &amp; World Languages Goal:</b>	To increase high quality engaging elective offerings that support the whole child and are accessible to all students regardless of academic performance.		
<b>Theory of Change for Arts, Music &amp; World Languages:</b>	When we look at HS readiness measures, if we increase the amount of quality electives and strengthen our existing programs, students will have more opportunities to engage in their schooling experience i.e. develop authentic relationships with adults, find more joy in school, and experience a different kind of intellectual demand. This will allow more kids to be high school ready. Part of this theory of action means not only increasing the number of quality electives, but also improving the connection of these electives to core subjects to increase student engagement for students who typically struggle in those subjects. Grade-level meeting time for elective teachers and core teachers to develop and plan units of study/projects.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
High School Readiness	All Students	53.4%	40.70%

**Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Since we did not have an RJ Facilitator in 18-19, we did not have a school wide implementation of restorative justice practices. We did have an active COST that reviewed referrals from teachers and staff on a weekly basis to determine whether students needed behavioral health, academic, or socioemotional learning support services. The 18-19 special education model changed from the 17-18 model. In 18-19, students were placed in separate setting SDC or general education classes based on their IEP goals instead of being placed in all general education classes with support from either an inclusion teacher or support staff.

**What evidence do you see that your practices are effective?**

We have not seen a decrease in the number of out of class referrals; therefore, it is evident that we need to explore other behavioral interventions.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

We need to decide on alternative methods to address the out of class referrals since we will not be able to fund an RJ facilitator.

**DEPARTURE FROM PLANNED 18-19 SPSA BUDGET**

**Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?**

There were no significant differences between the 18-19 proposed budget and the estimated actual budget for 2018-2019.

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Bret Harte Middle School

**School ID:** 206

**3: SCHOOL STRATEGIES & PRACTICES**

[Click here for guidance on SPSA practices](#)

*District Strategy:* Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

<b>School Priority:</b>	Student and family Engagement in High School Readiness		
<b>School Theory of Change:</b>	If we improve parent conferences, by having them focused on academics, student-ownership and family education about the Bret Harte way, families and students will be more engaged and invested in their learning and growth. By improving this important component/cornerstone of school-family communication regarding student achievement, and making it a fun and joyus process for everyone, we believe we will increase family engagement and involvement around student academic growth and progress. Our goal is to focus on improving parent conferences to give ownership to studetns over their learning, empower parents with knowledge and understanding of common core standards, the Bret Harte Porgram and the social emotional tool necessary for students to be career and college ready. We believe that making this point of interaction purposeful, joyous and educational, we will increase parent and student engagement.		
<b>Related School Goal(s):</b>	All students build relationships to feel connected and engaged in learning		
<b>Students to be Served by these Practices</b>	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Establish a Student Leadership Committee	Teacher facilitates an elective class supporting student leadership. The class will plan events for continuing students and for incoming 6th graders. The leadership class is specifically designed to reach students struggling with housing issues, as well as students in the foster care system. The main avenues used in the class will be drama and art. School leadership will need to provide supplies and resources for the elective class.	- Attendance at planned events - Student feedback at the end of the year - Number of students attending their first choice high school
1-2	School Spirit Events	Student leadership class to plan, fundraise and organize events. Events to include spirit week, bake sales, school dances and optional field trips.	- Pre-survey on school culture given at the beginning of the year. -Mid-year survey to guage school culture. - Post survery on school culture given at the end of the year. - Attendance at school related events.

1-3	Teachers have Increased use of trauma informed practices and tier 2 and 3 strategies for at-risk students in classrooms. In addition to trauma informed teaching, teachers are specifically aware of the conditions for learning for AA students, one of the lowest performing subgroups at Bret Harte.	Provide PD in trauma informed practices, MTSS and accompanying academic and emotional tier 2 and 3 strategies. Continued oversight of the coordination of services and COST team. Data collection and coaching support around focal students including our lowest performing groups, AA students and Latino ELL's.	Increased academic gains (GPA, test scores) for students (with specific attention to our focal AA and latino groups), lower chronic absence rate, increase positive CHKS responses and sense of belonging and community.
1-4	Increased focus on identifying and referring at-risk students. <b>Grade level teams</b> work together to identify students and choose appropriate tier 2 strategies to implement as a team. Grade level teams communicate with <b>COST</b> to provide outside supports and monitor student progress.	In order to engage families with supports and community partnership offerings, provide information and positive frontloading at all community events. Provide teacher PD in MTSS, tier 1,2, and 3 practices and strategies. Attendance at grade level teams to advise and monitor the throughput of MTSS programs to classrooms to individual student success.	Increased attendance and academic gains for at-risk students, parent attendance at SST meetings, increased parent support for outside partnerships and supports.
1-5	Advisory and SEL curriculum	Leadership creates a time in schedule for whole-school advisory. Leadership provides curriculum and training on advisory curriculum that promotes social-emotional skill development as well as academic support.	Increased attendance across the school. Reduction in referrals for peer-conflicts. Improved sense of belonging as reported by CHKS.
1-6	Support a successful transition from 5th to 6th grade and from 8th to 9th	Ongoing engagements such as 6th grade orientation and the high school options process that provide students and families with the tools to be successful at Bret Harte and beyond	Attendance rates for 6th grade students. High rates of honor roll for 6th and 8th graders.
1-7	Student Led-Conferences	Teacher facilitates Student Reflection Form during advisory prior to meeting to prepare students for upcoming meetings. Teacher presents student scripts and allows time for students to practice. Students reach out to parents about attending the conference via phone calls and fliers. Dates of student-led conference are planned at the beginning of the year and parents/families are informed during "Back to School Night" and all other events.	- Attendance at Student-Led Conferences - Tracked improvement made by students and their families who attend the conference.



1-8	Supplies for student-led conferences to hold informational kiosks, snacks, and other welcoming activities	Organize and host seasonal kiosks as well as ever-present welcoming and fun activities to engage families Refreshments for parent engagement events throughout the year.	- Attendance at planned events - Surveys given at the end of the event to track usefulness/benefits - Tracking attendance throughout the year to notice any improvement/drop off during specific times of year or about certain topics
1-9	Family collaboration and support to improve student learning	In order to ensure student learning, families will be encouraged to participate in all community events. Meetings will be held at various times of day and night to address various work schedules. By providing multiple meeting times, it supports parents in being informed, active members of the school community. More specifically, outreach will be targeted to families that are currently struggling with inconsistent home situations.	- Parent attendance at meetings - Parent involvement with community events - Amount of parent/guardian email addresses available on AERIES
1-10	ILT, PD and Teacher Learning - there are clear systems, structures and tools in place for professional learning and teachers engage in cycles of inquiry to make data-based decisions about instruction and classroom climate. Cycles of inquiry have focal groups that monitor student groups that have the highest discipline rates and lowest academic outcomes. (AA males, students with IEP's and ELL's)	Leadership provides time, systems and structures for authentic collaboration and provides facilitation when necessary to support teams in authentic collaboration and inquiry. ILT team engages in data-based decision making to lead teachers and teams in instructional initiatives that support improved academic outcomes for students.	
1-11	Teachers know and adhere to school-wide systems and procedures and align their classroom procedures among grade-levels to provide clear and consistent routines, procedures and expectations for students. Routines and procedures are implemented and monitored with a clear purpose of reducing referrals for our highest group, AA Males.	Leadership provides clear expectations at the school-wide level, PBIS team meets regularly to provide coaching and support around procedures and routines.	PBIS Tier 1 checklist data, reduction in referrals for AA and Latino male.

1-12	Data Dives around Climate and Culture data with explicit focus on subgroups (AAMales, AAFemales, Students with IEP's Newcomers and ELL's)	Leadership provides protected PD time during PD/grade-level time to examine data, analyze and develop interventions. Leadership supports in PD, interventions, and data collection around focal groups.	CHKS data
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**District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION**

<b>School Priority:</b>	Common Core Aligned Instruction focused on Concepts and Procedures
<b>School Theory of Change:</b>	If we provide teachers with professional development and PC space to plan the detailed work necessary to implement a new curriculum and give students ample opportunity to practice and receive immediate feedback, we will see more consistent success in student work focused on concepts and procedures in mathematics. Teachers will analyze student work on a semi-weekly basis as a team, looking for patterns in misconceptions and opportunities to build on prior knowledge. Each teacher will be supported by a coach who will help with vertical articulation and the implementation of the curriculum aligned to common core standards. An open dialogue will be held between math teachers, coaches and administration to address areas where more support is needed or achievements can be recognized.
<b>Related School Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in math.
<b>Students to be Served by these Practices</b>	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	Vertical Alignment of math curriculum. Teachers are aligning their strategies and using the same curriculum.	Verifying alignment and implementation of practices. Support teacher struggling to self-sufficiently implement them.	Walk-through data indicates consistent implementation of aligned practices and curriculum use.
2-2	Participation in Mills College Lesson Study	Collaboratively plan mutiple public lessons to improve specific practices. Provide supplies and personnel to facilitate public lessons.	Implementation of public lessons and participation in cohort-wide professional development.
2-3	Math TSA	Build capacity in teacher leader by working together to create yearly PD plan, oversee SMI administration and data, coach teachers in instruction, data use, and planning. Math TSA to support teachers with student achievement and differentiation for GATE students, ELs, and students with disabilities.	Math teachers will feel supported, have opportunities to reflect and improve on their practice and there will be continued continuity between individual/ coach work and the work of the entire department.
2-4	Khan Academy blended, differentiated instruction for advanced/GATE students and students with IEP's.	Targeted supplemental blended instruction to help more students access content Alternative curriculum supplement	Increase in IAB scores, SBAC proficiency

2-5	Teachers plan and articulated grade-level standards and the level of proficiency required for mastery of the standards	PD centered on deconstruction of standards, backwards mapping and assessment of standards (Time, Backwards mapping resources/Facilitators)	Posted standards based objective sin all classrooms. Walkthrough tools that provide evidence that teachers are writing/planning units of insturcion that are standards aligned and are providing students with rigorous grade-leve tasks that provide opportunities for practice for students in those standards. Ex: Task, text, time talk
2-6	Teachers can make the connection between the standards and daily CLO's for thier planning and make the connection clear to students	PD on construction CLO's according to the CCS (Time/CLO PD resources/Facilitators)	daily evidence that teachers are wiring CLO's connected to standards and evidence that students understand and internalize standards and how it realtes to their learning. (Teachers and studens can articulate what they are learning and why)
2-7	Teachers continually assess student acheivement accoring to the CCS and CLO's on a daily, weekly and long term basis.	Access to or time to create assessments on the CCS and time to engage in COI around instruction and student learning. (time/faciliator)	Data from assessments that demonstrates student learning according to the CCS. Acadmic gains on this data, particularly among AA's and students with IEP's
2-8	Use or adaptation of EL curriculum, or other curriculum that provides complex text and tasks to students.	Support, monitoring and observation of teacher implementaiton of EL or grade-level curriuculum in math or science.	evidence of use of grade-level tasks and text accoring to lesson plans, observations, walkthroughs
2-9	Students who are not meeting grade-level standards are identified for tier II and II supports, (small group instruction, after-school help). Teachers communicate with thier grade-level team to identify students in need of tier-II and III supports. Grade-level teams monitor supports/outomes and communicate with the COST team, coaches as the need for more tier 3 support arises.	Provide teachers with training on what tier II supports look like in the classroom and facilitate coaching for teachers who need support in Tler II supports. Inform teachers of the process for getting support for students who are not meeting grade-level standards and what supports are available to students within and outside of the classroom. ILT and coaches determine the process and system for identifying studnets who need support, classroom systems for Tier II supports, and school-wide systems for Tier III supports. Provide progress monitoring tools to grade-levels and teachers to keep data on interventions and supports.	student progress on grade-level standards. Students being appropriately placed in intervention course and being moved out of courses as improvement occurs. Evidence of tier two classroom supports in classes such as small groups, flexible grouping, support from IA's.

2-10	Summer school using aligned curriculum and teaching practices in Math and ELA.	Monitor the qualified teachers to implement the aligned practices and curriculum.	Increase student time spent engaging with high quality content. Increased SMI and SRI scores.
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*District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum*

<b>School Priority:</b>	Reading Instruction Across Disciplines
<b>School Theory of Change:</b>	In order to support student growth in both reading levels and comprehension, our school is committed to implementing a number of strategies. We will provide teachers with the skills, tools, knowledge needed, as well as the time to learn. We will provide time to implement and reflect upon explicit reading instruction. We will increase students' independent reading time through Sustained Silent Reading time built into the schedule. We will provide teachers with the materials and knowledge to implement and sustain SSR. We will build a more consistent school wide culture around reading, both independent and academic, so students and teachers can engage more with the reading process. We will provide the time, resources and professional development for the teachers to modify the existing curriculum to meet diverse learner needs. With the goal of having our students engage in grade-level reading curriculum, we will work to improve their background knowledge and exposure to diverse texts. Furthermore, we will engage teachers in professional development, coaching and practice on small group instruction to support the development of Tier II reading instruction.
<b>Related School Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in English Language Arts. All students grow a year or more in reading each year.
<b>Students to be Served by these Practices</b>	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	Focus on reading instruction specifically, time spent with students engaged with text to provide differentiated access to GATE, below-grade-level, ELL learners.	-walkthroughs to collect data on time spent with text - provide lesson template and tools that facilitate daily opportunities to engage with G-L text	-data collection from walkthroughs
3-2	Teachers have frequent reading assessments for students who are below and far below on (SRI, IAB reading, and other to be determined assessments).	-provide time and materials to assess reading- provide PD on administering assessment - provide assessment calendar data conferences to review assessment data	IAB data, assessment calendar, data confereces, i-ready?
3-3	Teachers plan lessons with explicit instruction on reading skills and stratgies that are based on frequent student assessment on reading.	-leadership provides templates,tolls and protocols that are aligned and coherent across grade-levels -PD on using tools - coaching for teachers on implementation of strategies - observations of classrooms to provide feedback and monitor use	classroom observation/walkthroughs and lesson plans

3-4	Consistent SSR practices are implemented school-wide. ELA teachers work with library teacher to coordinate regular library visits for students to check out SSR books in order to ensure access to independent reading texts. Teachers lead students in tracking reading progress.	Monitoring that students all have a book and that they are reading, daily. Professional development around independent reading will facilitate teachers helping students accelerate their reading growth. Observation and feedback focused on independent reading implementation. Need increased funding and or time to currate classroom library collections of high interest texts at a variety of lexile levels.	SRI scores will improve, designated SSR times will be calm, quiet spaces where all students feel comfortable reading and all students report having a book they enjoy reading. STUDENT AND TEACHER SURVEYS
3-5	Teachers will use cycles of inquiry to inform instructional practices specifically related to reading instruction on skills and strategies. Coaching and ILT support provided as needed.	Full time coaches to support teacher practice, district wide PDs that support ELA and History content work throughout the school year. Support and structures from from ILT to engage in inquiry	department agendas, teacher collaboration and sharing of inquiry and findings
3-6	Teachers will use complex text, along with close reading strategies, to improve students' critical thinking skills, as well as ensuring we are meeting the needs of all readers.	Provide professional development around close reading strategies. Advocate for district support in professional development on these strategies.	-teacher participation in the professional development on site and at the district level
3-7	Teachers provide differentiation in grouping and practice, specifically responding to the specific needs of, ELL's, GATE students, students reading/writing below grade-level.	Provide professional development on: determining small groups based on progress-monitoring/assessments, building a classroom culture where small groups can be pulled, conferring, creating scaffolded lessons to support ELL's and Students with IEP's and creating extensions/alternate assignments for GATE students	-classroom observations show an increase in small group instruction/conferring, department meeting agendas show PD/inquiry around differentiation and small group instruction, PD agendas provide evidence of learning around ELL's and students with IEPs, ILT/leadership data collection demonstrated increased small group instruction and lessons/objectives include language scaffolds to support ELL's

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

**School Priority:** LTEL Reclassification

<b>School Theory of Change:</b>		If we highlight and name ELL/LTEL reclassification as a school-wide focus and create an awareness campaign and culture around the importance of ELL needs; support teachers with PD, coaching and time to learn; share and implement ELL best practices; and monitor and collect data on the use of practices; then we will see improved reclassification rates for ELL students. Brick and mortar strategies (Systematic ELD) for teaching Academic language and vocabulary, family involvement through reclassification meetings and informational sessions, literacy conferences with students to promote independent reading, professional development for teachers/departments on best practices for ELL/LTEs.	
<b>Related School Goal(s):</b>		English Learner students continuously develop their language, reaching English fluency in six years or less.	
<b>Students to be Served by these Practices</b>		English Language Learners and Newcomers	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Family Outreach and Engagement - Families will participate in and be aware of the specific needs of their students as English Language learners, understand the reclassification requirements and understand how to support their students in academic progress as it pertains to reclassification Reclassification assembly, celebration breakfasts with families	Establish an ELL Outreach committee with key stakeholders (family, SELLS, AP, Librarian, Family Community Coordinator and Students) to plan and hold events that engage and support families. Calendar events throughout the year related to important Reclassification events (ELL Snapshot, ELPAC, reclass, student-led conferences)	increased parent events and parent engagement. Pre- (engagement) and post survey to assess parent engagement/learning. Increased classification rates.
4-2	ELL student leadership Club/Committee - Form a student leadership committee that meets monthly to talk about ELL events, tests, student experience, guest speakers and parent events	Leadership designates a teacher leader for student committee for ELD to facilitate events. Calendar events and provide space throughout the year. Offer extended contracts for teachers. potential budget for events.	Participation rates in clubs. increased engagement according to CHKS survey among ELL's/newcomers, increased reclassification
4-3	Sheltered ELD and LTEL ELD Class - Ensure there is a SEI ELD class that has access to curriculum and coaching support to increase reclassification	provide curriculum support and materials to ELD teacher. Provide coaching support or PLC support to ELD teacher. Data conferences with ELD teacher to progress monitor LTEL progress.	Walkthrough's observation of ELD classes, increased scores on SRI and SBAC, increased reclassification for students in ELD 5.
4-4	Reestablish SELLS	Designate a SELLS lead who will lead/coordinate/calendar SELLS meetings. Create a small budget to provide resources for meetings/committee.	increased parent participation SELLS committee, increased/improved parent leadership in SELLS committee
4-5	Teachers identify and name each of their ELL students and are able to articulate the academic levels of each student as it relates to reclassification	Leadership provides data to all teachers on ELL's and their academic levels. Leadership engages teachers in data conferences about the progress of the students.	Student increase in SRI, GPA in ELA and ELPAC, leading to increased reclassification

4-6	Newcomer Student Supports - FRC, Fred Finch, Rising Harte, District Partnerships, School Counseling Coordination of Support	Improve systems for direct intake process, support teacher leaders to plan PD, create schedules for students that support progress in academics, coach teachers on best practices, coordinate ELPAC testing and facilitate coordination of newcomer involvement in other tests (SMI, SRI, SBAC, etc.) Support Newcomer Social Worker in collecting data for program quality sustainability, quality and effectiveness, coordintate Health Center services and partnerships,	Decreased chronic absence rates, increased academic acheivement, growth on SRI scores, future ELPAC scores for newcomers. Increased use of available supports.
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**ARTS, MUSIC & WORLD LANGUAGES**

<b>School Priority:</b>	Equity
<b>School Theory of Change:</b>	When we look at HS readiness measures, if we increase the amount of quality electives and strengthen our existing programs, students will have more opportunities to engage in their schooling experience i.e. develop authentic relationships with adults, find more joy in school, and experience a different kind of intellectual demand. This will allow more kids to be high school ready. Part of this theory of action means not only increasing the number of quality electives, but also improving the connection of these electives to core subjects to increase student engagement for students who typically struggle in those subjects. Grade-level meeting time for elective teachers and core teachers to develop and plan units of study/projects.
<b>Related School Goal(s):</b>	All students build relationships to feel connected and engaged in learning
<b>Students to be Served by these Practices</b>	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
5-1	Intergration and alignment of elective classes and academic classes	Leadership plans PD opportunities to allow time for elective and academic teachers to collaborate	Teachers collaborate to plan cross curricular projects and units
5-2	Aligned social emotional in support of COST services	A member of the leadership team facilitates weekly COST meetings	Students are identified and referred to mental health professionals within a week's time
5-3	Strategic intervention in Math	intervention math course in the 6th grade that targets specific students particularly low income students with small group tutoring and acceleration content	Increased number of 6th grade students scoring profient on SBAC and SMI

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$46,394.60	21st Century Community Learning Centers	Afterschool Program	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Students who are not meeting grade-level standards are identified for tier II and II supports, (small group instruction, after-school help).	206-1
\$140,730.00	After School Education & Safety (ASES)	Afterschool Program	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Students who are not meeting grade-level standards are identified for tier II and II supports, (small group instruction, after-school help).	206-2
\$56,785.00	Comprehensive Support & Improvement (CSI) Grant	Extended contracts for after school tutoring	Goal 2: Students are proficient in state academic standards.		n/a		n/a		Common Core Aligned Instruction focused on Concepts and Procedures	206-3
\$98,695.00	Comprehensive Support & Improvement (CSI) Grant	New Teacher Support TSA	Goal 2: Students are proficient in state academic standards.		n/a		11-month TSA		Monitor the qualified teachers to implement the aligned practices and curriculum.	206-4
\$115,000.00	Comprehensive Support & Improvement (CSI) Grant	Multitiered Systems of Support TSA	Goal 5: Students are engaged in school every day.		Certificated Teachers' Salaries Stipends		11-month TSA	1.00	Provide PD in trauma informed practices, MTSS and accompanying academic and emotional tier 2 and 3 strategies. Continued oversight of the coordination of services and COST team. Data collection and coaching support around focal students including our lowest performing groups, AA students and Latino ELL's.	206-5
\$40,229.00	General Purpose Discretionary	Extended contracts	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a			206-6
\$1,976.00	General Purpose Discretionary	ET/OT (\$1,500 IN 2225)	Goal 2: Students are proficient in state academic standards.	2225	Classified Support Salaries: Overtime		n/a			206-7
\$39,795.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	206-8
\$13,150.00	General Purpose Discretionary	Uniforms	Goal 5: Students are engaged in school every day.	4380	Uniforms		n/a		Overall support for academic and social-emotional practices	206-9



\$10,000.00	General Purpose Discretionary	Furniture	Goal 2: Students are proficient in state academic standards.	4432	Furniture < \$5,000		n/a		Overall support for academic and social-emotional practices	206-10
\$10,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	206-11
\$15,000.00	General Purpose Discretionary	Mindfulness programming	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Aligned social emotional in support of COST services	206-12
\$2,500.00	General Purpose Discretionary	bus/bart	Goal 5: Students are engaged in school every day.	5826	External Work Order Services		n/a		Student leadership class to plan, fundraise and organize events. Events to include spirit week, bake sales, school dances and optional field trips.	206-13
\$4,128.00	General Purpose Discretionary	Subscription/Licenses	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		Khan Academy blended, differentiated instruction for advanced/GATE students and students with IEP's.	206-14
\$58,630.00	LCFF Supplemental	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	2393	Teacher, Structured English Immersion	1.00	Leadership creates a time in schedule for whole-school advisory. Leadership provides curriculum and training on advisory curriculum that promotes social-emotional skill development as well as academic support.	206-15
\$63,388.00	LCFF Supplemental	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4643	Teacher, Structured English Immersion	0.87	Leadership creates a time in schedule for whole-school advisory. Leadership provides curriculum and training on advisory curriculum that promotes social-emotional skill development as well as academic support.	206-16
\$67,506.00	LCFF Supplemental	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	2513	Teacher, Structured English Immersion	1.00	Leadership creates a time in schedule for whole-school advisory. Leadership provides curriculum and training on advisory curriculum that promotes social-emotional skill development as well as academic support.	206-17

\$74,157.00	LCFF Supplemental	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	3394	Teacher, Structured English Immersion	1.00	Leadership creates a time in schedule for whole-school advisory. Leadership provides curriculum and training on advisory curriculum that promotes social-emotional skill development as well as academic support.	206-18
\$82,578.00	LCFF Supplemental	.8 Library Teacher (included 10%)	Goal 3: Students are reading at or above grade level.	1205	Certificated Pupil Support Salaries		n/a	0.80	Consistent SSR practices are implemented school-wide. ELA teachers work with library teacher to coordinate regular library visits for students to check out SSR books in order to ensure access to independent reading texts. Teachers lead students in tracking reading progress.	206-19
\$14,000.00	LCFF Supplemental	Books other textbooks	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		Focus on reading instruction specifically, time spent with students engaged with text to provide differentiated access to GATE, below-grade-level, ELL learners.	206-20
\$13,857.00	LCFF Supplemental	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Focus on reading instruction specifically, time spent with students engaged with text to provide differentiated access to GATE, below-grade-level, ELL learners.	206-21
\$5,000.00	LCFF Supplemental	student incentives	Goal 5: Students are engaged in school every day.	4314	Student Incentives		n/a		Establish a Student Leadership Committee	206-22
\$15,482.00	LCFF Supplemental	5% for increase in sal/benefits	Goal 5: Students are engaged in school every day.	4399	Surplus		n/a		Intergration and alignment of elective classes and academic classes	206-23
\$8,000.00	LCFF Supplemental	Equipment (projection cameras, etc)	Goal 5: Students are engaged in school every day.	4410	Equipment < \$5,000		n/a		Intergration and alignment of elective classes and academic classes	206-24
\$15,000.00	LCFF Supplemental	Joven Noble	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		Focus on reading instruction specifically, time spent with students engaged with text to provide differentiated access to GATE, below-grade-level, ELL learners.	206-25

\$8,000.00	LCFF Supplemental	Buses	Goal 5: Students are engaged in school every day.	5826	External Work Order Services		n/a		Student leadership class to plan, fundraise and organize events. Events to include spirit week, bake sales, school dances and optional field trips.	206-26
\$3,000.00	LCFF Supplemental	Admission Fees	Goal 5: Students are engaged in school every day.	5829	Admission Fees		n/a		Student leadership class to plan, fundraise and organize events. Events to include spirit week, bake sales, school dances and optional field trips.	206-27
\$16,305.00	Low-Performing Students Block Grant (LPSBG)	Fund teacher stipends to do provide intervention support/tutoring for targeted students	Goal 1: Graduates are college and career ready.	1120	Certificated Teachers' Salaries: Stipends		n/a		Strategic intervention in Math	206-28
\$30,373.00	Measure G	Fund Teacher librarian	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries		n/a	0.20	Consistent SSR practices are implemented school-wide. ELA teachers work with library teacher to coordinate regular library visits for students to check out SSR books in order to ensure access to independent reading texts. Teachers lead students in tracking reading progress.	206-29
\$75,256.00	Measure G1	Theater Arts teacher	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	4525	Teacher, Structured English Immersion	1.00	Teacher facilitates an elective class supporting student leadership. The class will plan events for continuing students and for incoming 6th graders. The leadership class is specifically designed to reach students struggling with housing issues, as well as students in the foster care system. The main avenues used in the class will be drama and art. School leadership will need to provide supplies and resources for the elective class.	206-30

\$101,612.00	Measure G1	Art teacher	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	5095	Teacher, Structured English Immersion	1.00	Teacher facilitates an elective class supporting student leadership. The class will plan events for continuing students and for incoming 6th graders. The leadership class is specifically designed to reach students struggling with housing issues, as well as students in the foster care system. The main avenues used in the class will be drama and art. School leadership will need to provide supplies and resources for the elective class.	206-31
\$15,000.00	Measure G1	Art/Music Supplies	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		n/a		Teacher facilitates an elective class supporting student leadership. The class will plan events for continuing students and for incoming 6th graders. The leadership class is specifically designed to reach students struggling with housing issues, as well as students in the foster care system. The main avenues used in the class will be drama and art. School leadership will need to provide supplies and resources for the elective class.	206-32
\$4,834.00	Measure G1	Set aside for 5% salary increase	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		Intergration and alignment of elective classes and academic classes	206-33
\$10,000.00	Measure G1	Consultants - OYC	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Intergration and alignment of elective classes and academic classes	206-34
\$21,000.00	Principal Innovation Fund	CS Teacher	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	2643	Teacher, Structured English Immersion		Intergration and alignment of elective classes and academic classes	206-35

\$3,000.00	Principal Innovation Fund	Refreshments (EXPO & other family engagement)	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments		n/a		Family Outreach and Engagement - Families will participate in and be aware of the specific needs of their students as English Language learners, understand the reclassification requirements and understand how to support their students in academic progress as it pertains to reclassification Reclassification assembly, celebration breakfasts with families	206-36
\$10,000.00	Principal Innovation Fund	Outward Bound	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Student leadership class to plan, fundraise and organize events. Events to include spirit week, bake sales, school dances and optional field trips.	206-37
\$10,000.00	Principal Innovation Fund	Alternative Learning	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		ELL student leadership Club/Committee - Form a student leadership committee that meets monthly to talk about ELL events, tests, student experience, guest speakers and parent events	206-38
\$51,000.00	Principal Innovation Fund	Blueprint	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		Vertical Alignment of math curriculum. Teachers are aligning their strategies and using the same curriculum.	206-39
\$7,000.00	Principal Innovation Fund	Field trips	Goal 5: Students are engaged in school every day.		n/a		n/a		Student leadership class to plan, fundraise and organize events. Events to include spirit week, bake sales, school dances and optional field trips.	206-40
\$10,000.00	Principal Innovation Fund	Guest speakers	Goal 5: Students are engaged in school every day.		n/a		n/a		ELL student leadership Club/Committee - Form a student leadership committee that meets monthly to talk about ELL events, tests, student experience, guest speakers and parent events	206-41

\$24,000.00	Principal Innovation Fund	African American male mentor	Goal 5: Students are engaged in school every day.		n/a		n/a		Teachers have increased use of trauma informed practices and tier 2 and 3 strategies for at-risk students in classrooms. In addition to trauma informed teaching, teachers are specifically aware of the conditions for learning for AA students, one of the lowest performing subgroups at Bret Harte.	206-42
\$25,000.00	Principal Innovation Fund	African American female mentor	Goal 5: Students are engaged in school every day.		n/a		n/a		Teachers have increased use of trauma informed practices and tier 2 and 3 strategies for at-risk students in classrooms. In addition to trauma informed teaching, teachers are specifically aware of the conditions for learning for AA students, one of the lowest performing subgroups at Bret Harte.	206-43
\$19,879.00	Title I: Basic	Fund .2 FTE ELA to work with ELL students	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries		n/a	0.20	Focus on reading instruction specifically, time spent with students engaged with text to provide differentiated access to GATE, below-grade-level, ELL learners.	206-44
\$54,336.00	Title I: Basic	Fund .6 FTE Newcomer	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	2106	Teacher, Structured English Immersion	0.60	Newcomer Student Supports - FRC, Fred Finch, Rising Harte, District Partnerships, School Counseling Coordination of Support	206-45
\$47,338.00	Title I: Basic	Fund .4 TSA - Intervention & New teacher support	Goal 4: English Learners are reaching fluency.	1119	Certificated Teachers on Special Assignment Salaries	1992	11-Month Classroom TSA	0.40	Leadership provides protected PD time during PD/grade-level time to examine data, analyze and develop interventions. Leadership supports in PD, interventions, and data collection around focal groups.	206-46
\$6,102.00	Title I: Basic	5% salary increase	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		Newcomer Student Supports - FRC, Fred Finch, Rising Harte, District Partnerships, School Counseling Coordination of Support	206-47

\$10,235.00	Title I: Basic	Reading Intervention Curriculum license	Goal 3: Students are reading at or above grade level.	5846	Licensing Agreements		n/a		Focus on reading instruction specifically, time spent with students engaged with text to provide differentiated access to GATE, below-grade-level, ELL learners.	206-48
\$2,650.00	Title I: Parent Participation	Parent education	Goal 6: Parents and families are engaged in school activities.	5826	External Work Order Services		n/a		Family collaboration and support to improve student learning	206-49



## Title I School Parental Involvement Policy 2018-19

(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

### **Involvement of Parents in the Title I Program**

Bret Harte Middle School agrees to implement the following statutory requirements:  
(Name of school)

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title I Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title I Plan.  
(In the box below, briefly describe or bullet how this happens at your school.)

-The annual Title I meeting is held prior to our annual Back to School Night.  
-Open invitation to parents for all SSC meetings

- Offer a flexible number of meetings for parents.  
(In the box below, briefly describe or bullet how this happens at your school.)

-Monthly SSC meetings held on the 1st Wednesday of the month from 5:30-6:30 pm

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.  
(In the box below, briefly describe or bullet how this happens at your school.)

-SSC meetings and annual Title 1 meeting





- Provides parents of Title I students with timely information about Title I programs.  
(In the box below, briefly describe or bullet how this happens at your school.)

-Translated messages sent to families via email and phone  
-Provide data for families and review during SSC meetings

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.  
(In the box below, briefly describe or bullet how this happens at your school.)

-Parents have the opportunity to learn about these from teachers, administrators, and other school staff during SSC meetings

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.  
(In the box below, briefly describe or bullet how this happens at your school.)

We review the Title I implementation during our regular SSC meetings and seek parent input.

### School-Parent Compact

(Name of school) Bret Harte Middle :

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



## Building Parent Capacity for Involvement

(Name of school) Bret Harte Middle :

engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1. The State of California's academic content standards
  2. The State of California's student academic achievement standards
  3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child's progress(In the box below, briefly describe or bullet how this happens at your school.)

We hold student led conferences twice a year in order to show students' progress towards goals.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.  
(In the box below, briefly describe or bullet how this happens at your school.)

Parents can receive materials and training during SSC and SELLS workshops

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.  
(In the box below, briefly describe or bullet how this happens at your school.)

Our Family Resource Center hosts opportunities for parents to educate themselves and receive tools and resources on communicating with teachers and supporting students.



STATE AND FEDERAL PROGRAMS

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.  
(In the box below, briefly describe or bullet how this happens at your schools.)

PTSA and SSC holds collaborative meetings twice a year to encourage exposure to other parent groups and the work that's happening in both.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.  
(In the box below, briefly describe or bullet how this happens at your school.)

Translated materials are available for all parents

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.  
(In the box below, briefly describe or bullet how this happens at your school.)

Family Resource Center coordinator regularly attends SSC meetings to provide support

### Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.  
(In the box below, briefly describe or bullet how this happens at your school.)

SELLS meetings provide an opportunity for non-English speaking families to receive information and support. The Family Resource Center is accessible to parents with disabilities.



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### Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Bret Harte Middle School Site Council on (Date) 1/9/2019 and will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community.

The (Name of school) Bret Harte Middle 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

*H Jackson*  
(Principal's Signature)

1/9/2019  
(Date)

## **Bret Harte School – Parent Compact**

*Bret Harte Middle School and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.*

***This School-Parent Compact is in effect during the 2018-2019 school year.***

### **School Responsibilities - Bret Harte Middle School will:**

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:**

*All students will be offered the core academic curriculum and appropriate intervention classes.*

*All teachers will participate in professional development activities and the Professional Learning Community process.*

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

*All parents will be invited to Back-to-School Night in the fall when the compact will be explained.*

*Conferences will be held by the administration or the counselor with families of students who are not making expected progress for promotion.*

- 3) Provide parents with frequent reports on their children's progress.**

*Parents will receive 6 report cards each year (every six weeks). Report cards will be mailed to families of students who are not making adequate progress.*

*The District will mail home test results for each student in the late summer.*

- 4) Provide parents reasonable access to staff.**

*Parents may call the school at 510-531-6400 to schedule a conference with any staff member during his or her conference period.*

- 5) Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

*Parents wishing to volunteer should call the Family Resource Center at 510-531-6400. Parents wishing to volunteer should contact the office at 510-531-6400 who will make the necessary arrangements.*

**Parent Responsibilities** – We, as parents will support our children’s learning in the following ways:

*Monitoring attendance, making sure my child arrives to school on time and avoiding asking for them to be dismissed from school early.*

*Make sure homework is completed.*

*Monitoring amount of television viewing time.*

*Promoting positive use of child’s out of school time including making sure my child reads 30 minutes each day.*

*Supporting the school dress and discipline codes.*

*Attending school events.*

**Student Responsibilities** – I, as a student, will share the responsibility to improve my academic achievement and achieve the State of California’s academic standards. I will:

*Do my homework every day.*

*Ask for help when I need it.*

*Read for at least 30 minutes every day outside of school.*

*Follow the school dress and discipline codes.*

*Respect my school, classmates, staff, community members, and family at all times.*



**2018-2019**

**School Site Council Membership Roster – Middle School**

School Name: Bret Harte Middle

Chairperson : Alison Martin
Vice Chairperson: Martin Bond
Secretary: April Harris-Jackson

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
April Harris-Jackson	X				
Alison Martin		X			
David Pistrang		X			
Sayuri Sakamoto		X			
Kaitlyn Riggs		X			
Adrian Goldstein				X	
Kara deKernion				X	
Tony Daquipa				X	
Martin Bond				X	
Kristin Cook				X	
Paula Chavarria				X	
Brian Tang			X		

Meeting Schedule (day/month/time)	<b>First Wednesdays of every month at 5:30 pm</b>
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**SSC Legal Requirements: (Ed. Code 52852)**

- Members MUST be selected/elected by peer groups;
- There must be an equal number of school staff and parent/community/student members;
- Majority of school staff members must be classroom teachers;
- Students are required to be members of the High School SSC**
- Parent/community members cannot be OUSD employees at the site.

1-Principal  
4-Classroom Teachers  
1-Other Staff  
**AND**  
6-Parent/Community  
**Or**  
3-Parent /Community  
3-Students