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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Board Meeting Date October 13, 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Bret Harte Middle School

Ask of the Board Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Bret Harte Middle School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Bret Harte Middle School
CDS Code: 1612596056998
Principal: April Harris-Jackson
Date of this revision: 5/13/2021

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:

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/13/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & 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 checked="" 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"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. 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.
3. 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.
4. 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 and Accountability Plan (LCAP).
5. 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: 5/13/2021

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

- | | | |
|---|---|---|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (notices, media announcements, etc.) |
|---|---|---|

Signatures:

<u>April Harris-Jackson</u> <i>Principal</i>	<u><i>April Harris-Jackson</i></u> Signature	<u>5/13/2021</u> Date
<u>Chantel Parnell</u> <i>SSC Chairperson</i>	<u><i>Chantel Parnell</i></u> Signature	<u>5/13/2021</u> Date
<u>Clifford Hong</u> <i>Network Superintendent</i>	<u><i>Clifford Hong</i></u> Signature	<u>6/18/2021</u> Date
<u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i>	<u><i>Lisa Spielman</i></u> Signature	<u>6/21/21</u> Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
3/11/2021	ILT	Group work and reflection on last year's goals
3/25/2021	SSC	Monthly SSC meeting
3/17/2021	Whole Staff	Share out of documents and soliciting feedback
3/30/2021	Leadership Team	Reflecting and planning using staff feedback
5/13/21	SSC Approval	SSC approves SPSA

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$181,220.00
Total Federal Funds Provided to the School from the LEA for CSI	\$194,950.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,110,679.00

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)	\$165,750.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$44,250.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$4,420.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$413,100.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$72,900.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$11,050.00	TBD	After School Education and Safety Program (ASES #6010)	\$149,259.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$194,950.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)		TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$376,170.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$734,509.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,110,679.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

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: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	We have remained mostly flat in this area	We have not made major programatic changes over the last 3 years.
<i>Focal Student Supports</i>	We have remained mostly flat in this area	We have held space to focus on the needs of LTELs.
<i>Student/Family Supports</i>	Family Resource Center, Robust intern program	We have improved our streams of communication to families.
<i>Staff Supports</i>	Coaching, PD, Wellness Team, Faculty Council	We have a staff wellness team, an instructional coaching team, and a functioning Faculty Council.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Too many students are not improving fast enough in reading and/or math.	We need to improve our intervention systems.
<i>Focal Student Supports</i>	Supports for SPED, ELL's and AA Males	We need to improve our intervention systems.
<i>Student/Family Supports</i>	More families should be involved in our family engagement offerings.	We need to improve our outreach to families who do not feel engaged.

Staff Supports	Improving retention rates	Staff expresses need for more support with student behavior.
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1C: 20-21 STUDENT GOALS & TARGETS

Goal 1: All students graduate college, career, and community ready.

School Goal for May 2024: By 2024 DFM for both math and ELA are under -20.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-93.1 (Spring 2019)	n/a	-45.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	26.1%	n/a	31.0%
IAB ELA Above Standard	All Students	n/a	n/a	n/a	n/a
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	n/a	n/a	n/a

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-73.6
IAB Math Above Standard	All Students	n/a	n/a	n/a	n/a
CAST (Science) at or above Standard	All Students	5 points	9.7	n/a	14.7

Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	n/a	n/a
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Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for May 2024: By 2024 DFM for ELs in both math and ELA are under -80.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-163.9 (Spring 2019)	n/a	-143.9
SBAC ELA Distance from Standard Met	English Learners	+20 points DF3	-163.7 (Spring 2019)	n/a	143.7
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB ELA Above Standard	English Learners	n/a	n/a	n/a	n/a
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	56.3%	n/a	50.3%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-200.8 (Spring 2019)	n/a	-180.8
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-163.5 (Spring 2019)	n/a	-143.5
IAB Math Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a

IAB Math Above Standard	African-American Students	n/a	n/a	n/a	n/a
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	3.7%	n/a	10.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	6.3%	n/a	15.0%

Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for May 2024: 80% of families engage in at least three family engagement events.

Instructional Focus Goal: *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	54.7%	n/a	59.7%
Suspensions	All Students	-2pp	9.4%	n/a	7.0%
Suspensions	African-American Students	-2pp	21.5%	n/a	17.5%
Suspensions	Students with Disabilities	-2pp	19.0%	n/a	17.0%
Chronic Absence	All Students	-2pp	23.3%	n/a	45.0%
Chronic Absence	African-American Students	-2pp	28.2%	n/a	56.0%
UCP Complaints	All Students	n/a	n/a	n/a	n/a

Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal for May 2024: Staff retention rate is over 90%

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	tbd
Teacher Retention	All Teachers	above 80%	75.7%	n/a	80%

1D: IDENTIFIED NEED

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

Our students are 74.6% free and reduced lunch and 43.2 % ELs. We also have a number of teachers with under 4 years of experience. We are always looking for grants, but we need more resources to address student trauma and staff training.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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.

School: Bret Harte Middle School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority: Climate and Culture

Theory of Change: If we building positive relationships, provide youth development opportunities and improving supervision, then we will lower our out-of-school suspension incidents and the percent of students suspended.

Related School Goal: All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

20-21 practices were implemented as written with exceptions made to accomodate distance learning.

What evidence do you see that your practices are effective?

Decrease in the number of suspensions

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 will continue with this practice.

20-21 Standards-Based Instruction Priority: Standards Based Instruction for all subject areas

Theory of Change: If we teach, assess, and plan aligned to grade-level standards, then we will see improved engagement and academic outcomes for all students including our targeted groups: AAM, ELLs, and students with IEPs.

Related School Goal: All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

20-21 practices were implemented as written with exceptions made to accomodate distance learning.

What evidence do you see that your practices are effective?

Teachers are implementing the adopted curriculum.

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 will continue with this practice.

20-21 Language & Literacy Priority: Standards Based Instruction for all subject areas

Theory of Change: If we teach, assess, and plan aligned to grade-level standards, then we will see improved engagement and academic outcomes for all students including our targeted groups: AAM, ELLs, and students with IEPs.

Related School Goal: 20-21

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

20-21 practices were implemented as written.

What evidence do you see that your practices are effective?

Teachers using standards based curriculum.

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 will continue with this practice.

20-21 Conditions for Adult Professional Learning Priority: Align Instructional Coaching, Department PLC work and Whole School PD to High Leverage Standards-Aligned Instructional Practices

Theory of Change: If we plan and facilitate high quality professional development and consistent, high quality instructional coaching, then the quality of instruction will improve and staff retention will increase to staff feeling of efficacy and support.

Related School Goal: We will increase classroom observation data

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

20-21 practices were implemented as written.

What evidence do you see that your practices are effective?

Coaching feedback informed PD.

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 will continue with this practice.

20-21 Conditions for English Language Learners Priority: Targeted small group literacy and ELD instruction to accelerate reclassification to English fluency.

Theory of Change: If we provide quality, targeted instruction for our long term ELLs during intervention classes and during content classes, then all of our ELLs will improve their skills in language and literacy.

Related School Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

20-21 practices were implemented as written.

What evidence do you see that your practices are effective?

Elective teachers using EL strategies.

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 will continue with this practice.

Arts, Music, and World Languages Priority: Standards Based Instruction for all subject areas.

Theory of Change:

If we provide a variety of elective classes (art, music, drama, world language, social justice, and positive school culture options) students feel connected to school, which results in improving student engagement and achievement for all subgroups including ELLS and students with IEPs

Related School Goal:

Students continuously show growth across subject areas.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

20-21 practices were implemented as written.

What evidence do you see that your practices are effective?

Active participation in elective classes.

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 will continue with this practice.

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

N/A

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Bret Harte Middle School

School ID: 206

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority ("Big Rock"):	Climate and Culture
School Theory of Change:	If we building positive relationships, provide youth development opportunities and improving supervision, then we will lower our out-of-school suspension incidents and the percent of students suspended.
Related Goal(s):	All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers implement Restorative Justice curriculum and use RJ practices	Leadership collaborates with RJ Facilitator to develop Advisory curriculum, revise routines, systems, and structures.	Suspension incidents decrease	More families should be involved in our family engagement offerings.	Tier 3
1-2	Improve quality of Advisory curriculum focused on relationship building and teaching SEL skills	Collaborate with administrators and Student Advisor and Climate and Culture TSA to revise routines, structures, expectations, and lesson plans	Studen responses to school connectedness survey, CHKS data	Supports for SPED, ELL's and AA Males	Tier 1

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	Standards Based Instruction for all subject areas
School Theory of Change:	If we teach, assess, and plan aligned to grade-level standards, then we will see improved engagement and academic outcomes for all students including our targeted groups: AAM, ELLs, and students with IEPs.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.

Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	ELA teacher team teaches with SPED teacher to support students with IEPs	Alignment of master schedule to allow for common planning time	Increase in the number of students meeting IEP literacy goals.	Supports for SPED, ELL's and AA Males	Tier 2
2-2	History teacher team teaches with SPED teacher to support students with IEPs	Alignment of master schedule to allow for common planning time	Increase in the number of students meeting IEP goals.	Supports for SPED, ELL's and AA Males	Tier 2

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Standards Based Instruction for all subject areas				
School Theory of Change:	If we teach, assess, and plan aligned to grade-level standards, then we will see improved engagement and academic outcomes for all students including our targeted groups: AAM, ELLs, and students with IEPs.				
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	Align Instructional Coaching, Department PLC work and Whole School PD to High Leverage Standards-Aligned Instructional Practices				
School Theory of Change:	If we plan and facilitate high quality professional development and consistent, high quality instructional coaching, then the quality of instruction will improve and staff retention will increase to staff feeling of efficacy and support.				
Related Goal(s):	Staff retention rate is over 90%				
Students to be served by these actions:	<i>All Students</i>				

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Develop rigorous and engaging, standards based curriculum	Manage the responsibilities of the New Teacher Support TSA to prioritize time allocated to instructional coaching.	Student outcomes on IABs and SBAC	Too many students are not improving fast enough in reading and/or math.	Tier 1
4-2	Teachers participate in peer observations and coaching	Align department PLC work, whole staff PD, and instructional coaching goals to school-wide instructional practices developed in collaboration with the ILT	Classroom observation data	Too many students are not improving fast enough in reading and/or math.	Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Targeted small group literacy and ELD instruction to accelerate reclassification to English fluency.				
School Theory of Change:	If we provide quality, targeted instruction for our long term ELLs during intervention classes and during content classes, then all of our ELLs will improve their skills in language and literacy.				
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Provide small group literacy instruction to ELLs	Leadership develops student snapshots to help teachers identify focal students for targeted instruction	Increase reclassification rates	Supports for SPED, ELL's and AA Males	Tier 3
5-2	Provide small group literacy support for ELLs	Train Academic Mentor in SIPPS instruction and develop stations structure in ELD classes so that all students have access to targeted literacy instruction.	Student outcomes on the ELPAC for students in ELD classes	Supports for SPED, ELL's and AA Males	Tier 3

5-3	Administer ELD curriculum	Provide coaching, design master schedule that incorporates designated ELD sections	ELPAC data	Supports for SPED, ELL's and AA Males	Tier 3
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ARTS, MUSIC, AND WORLD LANGUAGES

School Priority ("Big Rock"):	tbd
School Theory of Change:	tbd
Related Goal(s):	80% of families engage in at least three family engagement events.
Students to be served by these actions:	tbd

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	tbd				
6-2	tbd				

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
After School Program	\$45,393	21st Century Schools (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	After School Program to support safe, healthy, engaged students.	206-1
After School Program	\$149,259	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	After School Program to support safe, healthy, engaged students.	206-2
ELD Intervention Teacher - Wooldridge	\$33,243	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	7823	Teacher, Structured English Immersion	0.40	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Provide small group literacy instruction to ELLs	206-3
TSA	\$35,070	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	7816	11-Month Classroom TSA	0.25	Goal 1: All students graduate college, career, and community ready.	Collaborate with administrators and Student Advisor and Climate and Culture TSA to revise routines, structures, expectations, and lesson plans	206-4
Climate and Culture 11-month TSA	\$119,384	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	7817	11-Month Classroom TSA	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Leadership collaborates with RJ Facilitator to develop Advisory curriculum, revise routines, systems, and structures.	206-5
subscriptions (Flocabulary and Nearpod)	\$7,253	Comprehensive Support & Improvement (CSI) Grant	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	supplies to support student learning	206-6
School Supplies	\$20,250	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	206-7
Copier	\$10,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	206-8
Consultants	\$14,000	General Purpose Discretionary	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Improve quality of Advisory curriculum focused on relationship building and teaching SEL skills	206-9
STIP Teacher	\$70,141	LCFF Concentration	1119	Certificated Teachers on Special Assignment Salaries	7819	STIP Teacher	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers participate in peer observations and coaching	206-10
To be allocated in Fall 2021.	\$2,759	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	206-11
STIP Teacher	\$59,724	LCFF Supplemental	1105	Certificated Teachers' Salaries	7819	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers implement Restorative Justice curriculum and use RJ practices	206-12
11-month TSA (Student Advisor)	\$52,931	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6127	11-Month Classroom TSA	0.50	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Improve quality of Advisory curriculum focused on relationship building and teaching SEL skills	206-13
Certificated teacher's salaries: stipends	\$0	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Improve quality of Advisory curriculum focused on relationship building and teaching SEL skills	206-14

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

Extended contracts additional prep (Advisory)	\$70,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers implement Restorative Justice curriculum and use RJ practices	206-15
Newcomer Social Worker	\$43,054	LCFF Supplemental	1205	Certificated Pupil Support Salaries	4903	Social Worker	0.50	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Improve quality of Advisory curriculum focused on relationship building and teaching SEL skills	206-16
Library Tech	\$11,986	LCFF Supplemental	2205	Classified Support Salaries	7413	Library Technician	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide small group literacy instruction to ELLs	206-17
Restorative Justice Facilitator	\$48,490	LCFF Supplemental	2205	Classified Support Salaries	8133	Restorative Justice Facilitator	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers implement Restorative Justice curriculum and use RJ practices	206-18
Administrative Assistant 3 Bilingual	\$56,556	LCFF Supplemental	2205	Classified Support Salaries	3890	Administrative Assist III Bil	0.50	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Improve quality of Advisory curriculum focused on relationship building and teaching SEL skills	206-19
Community Schools Manager	\$38,706	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	1661	Program Mgr Community School	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Improve quality of Advisory curriculum focused on relationship building and teaching SEL skills	206-20
supplies	\$0	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	supplies to support student learning	206-21
Supplies	\$34,853	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Provide small group literacy instruction to ELLs	206-22
Certificated Teachers' Salaries	\$86,947	Measure G: Library	1105	Certificated Teachers' Salaries	4643	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Develop rigorous and engaging, standards based curriculum	206-23
certificated Teachers' Salaries	\$95,953	Measure G: Library	1105	Certificated Teachers' Salaries	3677	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Develop rigorous and engaging, standards based curriculum	206-24
Library Technician	\$47,944	Measure G: Library	2205	Classified Support Salaries	7413	Library Technician	0.80	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide small group literacy support for ELLs	206-25
supplies	\$7,240	Measure G: Library	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	supplies to support student learning	206-26
certificated Teachers' Salaries	\$86,946	Measure G1	1105	Certificated Teachers' Salaries	3339	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Align department PLC work, whole staff PD, and instructional coaching goals to school-wide instructional practices developed in collaboration with the ILT	206-27
certificated Teachers' Salaries	\$94,381	Measure G1	1105	Certificated Teachers' Salaries	4525	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Develop rigorous and engaging, standards based curriculum	206-28
TSA	\$52,932	Measure G1	1119	Certificated Teachers on Special Assignment Salaries	6127	11-Month Classroom TSA	0.50	Goal 1: All students graduate college, career, and community ready.	Manage the responsibilities of the New Teacher Support TSA to prioritize time allocated to instructional coaching.	206-29

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

supplies	\$1,426	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	supplies to support student learning	206-30
Social Worker	\$43,054	Salesforce Principal Innovation Fund	1205	Certificated Pupil Support Salaries	4903	Social Worker	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Improve quality of Advisory curriculum focused on relationship building and teaching SEL skills	206-31
Certificated Admin Salaries	\$126,464	Salesforce Principal Innovation Fund	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	tbd	Enter position number at left.	tbd	Goal 1: All students graduate college, career, and community ready.	Leadership develops student snapshots to help teachers identify focal students for targeted instruction	206-32
ELA Teacher	\$15,429	Title I: Basic	1105	Certificated Teachers' Salaries	2195	Teacher, Structured English Immersion	0.20	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	ELA teacher team teaches with SPED teacher to support students with IEPs	206-33
History Teacher	\$17,457	Title I: Basic	1105	Certificated Teachers' Salaries	tbd	Enter position number at left.	0.20	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	History teacher team teaches with SPED teacher to support students with IEPs	206-34
STIP Teacher	\$64,577	Title I: Basic	1105	Certificated Teachers' Salaries	7818	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Align department PLC work, whole staff PD, and instructional coaching goals to school-wide instructional practices developed in collaboration with the ILT	206-35
New Teacher Support 11-month TSA	\$35,071	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	7816	11-Month Classroom TSA	0.25	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Manage the responsibilities of the New Teacher Support TSA to prioritize time allocated to instructional coaching.	206-36
Restorative Justice Facilitator	\$33,000	Title I: Basic	2205	Classified Support Salaries	tbd	Enter position number at left.	0.30	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers implement Restorative Justice curriculum and use RJ practices	206-37
Academic Mentor	\$4,718	Title I: Basic	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Provide small group literacy support for ELLs	206-38
Supplies	TBD	Title I: Basic	4310	School Office Supplies	n/a	n/a	n/a	n/a	n/a	206-39
To be allocated in Fall 2021	TBD	Title I: Basic	5825	Consultants	n/a	n/a	n/a	tbd	tbd	206-40
Certificated Teachers' Salaries Stipends	\$11,050	Title IV: Student Support & Academic Enrichment	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Improve quality of Advisory curriculum focused on relationship building and teaching SEL skills	206-41



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Bret Harte Middle School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program *Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Holding parent-teacher conferences
- Providing access to online progress monitoring systems

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by: ■ Hosting community events for parents, staff, and students

- Holding parent-teacher conferences
- Staffing the Family Resource Center with a full-time staff member who serves as the communications liaison between school and home.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers *Families and school staff engage in regular, two-way, meaningful communication about student learning.*

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Holding monthly SSC and PTSA meetings

The school communicates to families about the school's Title I, Part A programs by:

- Holding regular SSC and PTSA meetings
- Holding an annual Title 1 meeting at the beginning of the school year.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Hosting parent-teacher conferences

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Sending emails, robocalls, monthly newsletters, website postings, and marquee updates

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Holding monthly PTSA meetings where the school staff provides information on school events and opportunities. The PTSA coordinates volunteer schedules and

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Having a dedicated family space that is open to families and is stocked with materials. The Family Resource Center is staffed by an employee who serves as a family-school liaison.

OUSD Family Engagement Standard 5: Shared Power and Decision Making *Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Providing on-going professional development

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by: ■ Holding monthly School Site Council meetings

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Soliciting parent input during SSC and PTSA prior to writing the school site plan

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Holding SELLS meetings for parents of English Learners

The school provides support for parent and family engagement activities requested by parents

by:

- Holding monthly PTSA meetings where parents can request support
- Staffing the Family Resource Center

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Having the Family Resource Center Coordinator serve as a liaison between families and school and community and the school
- Partnering with non-profit and community service agencies to provide food and other resources for the school community

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was adopted by Bret Harte Middle School on September 3, 2020 and will be in effect for the period August 10, 2020 through May 27, 2021.

The school will distribute this policy to all parents on or before September 30, of the current school year.

Name of Principal: April Harris-Jackson

Signature of Principal: *April Harris-Jackson*

Date: 9/3/2020

[School-Parent Compact](#)

Título I, Parte A Póliza de Compromiso Escuela Padre y Familia

Todas las escuelas de Título I desarrollarán una póliza escrita de compromiso de padres y familias con el aporte de, y la distribución a, todos los padres y familias. Esta póliza describe como se llevarán a cabo los requisitos designados en Título I, Parte A requisitos de padres y familias.

La Escuela Media Bret Harte

acuerda implementar las próximas pólizas de compromiso, en manteniéndose de acuerdo con los estándares para un Compromiso Familiar Significativo del Distrito Escolar Unificado de Oakland:

Estándar 1 de Compromiso Familiar de OUSD

Las familias son apoyadas con habilidades de estilo de crianza, entendiendo el desarrollo del niño y adolescente, y manteniendo condiciones en casa que apoyan a los niños como estudiantes a cada edad y en cada grado.

La escuela proveerá a las padres asistencia en comprensión del estándar del contenido académico estatal, asesoramientos, y como monitorear y mejorar el rendimiento de sus hijos por medio de:

- Manteniendo conferencias de padres-maestros
- Proveyendo acceso a sistemas de monitorización en línea

La escuela apoya una asociación entre el personal escolar, padres, y la comunidad para mejorar el rendimiento académico del estudiante e involucrar a los padres en interacciones significativas con la escuela por medio de:

- Tener eventos comunitarios para padres, personal escolar, y estudiantes
- Tener conferencias de padres-maestros
- Mantener el Centro de Recursos Familiares con un miembro del platel escolar que funciona como intermedio de la escuela y casa

Estándar 2 de Compromiso Familiar de OUSD: Comunicación con Padres y Cuidadores

Familias y el personal escolar se comprometerán a comunicarse regularmente y de manera significativa acerca del aprendizaje del estudiante.

La escuela se comunicará con familias sobre la Póliza de Compromiso de Escuela Padre y Familia por medio de:

- Convocar una junta anual, a una hora conveniente, a la cual todos los padres serán invitados y alentados a atender, para informarles a los padres de la participación de la escuela en el Título I, Parte A y explicar los requisitos del programa y el derecho de los padres a participar.

- Tener juntas mensuales del SSC y PTSA

La escuela se comunica con las familias sobre los programas del Título I, Parte A por medio de:

- Regularmente teniendo juntas del SSC y PTSA
- Anualmente teniendo una junta del Título I al principio del año escolar.

La escuela se comunica con familias sobre el currículo usado en la escuela, los asesoramientos usados para medir el rendimiento estudiantil, y el nivel de competencia que es esperado que los estudiantes tengan por medio de:

- Teniendo conferencias de padres-maestros

La escuela distribuirá información relacionada a la escuela, programas para padres, juntas, reportes escolares, y otras actividades a padres en una manera e idioma que los padres entiendan por medio de:

- Mandando correos electrónicos, llamadas pre-grabadas, boletines mensuales, anuncios en la página web, y el letrero escolar

Estándar 3 de Compromiso Familiar de OUSD: Programa de Padres Voluntarios

Las familias que están involucrados como voluntarios y audiencia en la escuela u otros locales, apoyan a los estudiantes y los programas escolares.

La escuela proveerá oportunidades para que las familias sean voluntarios en los salones y otras actividades escolares por medio de:

- Teniendo juntas mensuales del PTSA donde el personal escolar de información sobre eventos y oportunidades escolares.

Estándar 4 de Compromiso Familiar de OUSD: Aprendiendo en Casa

Las familias están involucradas con sus hijos en actividades de aprendizaje en casa, incluyendo tareas y otras actividades y decisiones relacionadas al currículo.

La escuela le proveerá a los padres materiales y entrenamiento para ayudarles a que trabajen con sus hijos para mejorar su rendimiento por medio de:

- Tener un espacio familiar dedicado que está disponible a las familias y que esté abastecido con materiales. El Centro de Recursos Familiar estará tendrá personal asignado que servirá como intermedio de familias y escuela.

Estándar 5 de Compromiso Familiar de OUSD: Poder y la Toma de Decisiones Compartido

Las familias y el personal escolar son socios en las decisiones que afectan a los estudiantes y familias, y juntos informarán, influirán, y crearán pólizas, prácticas, y programas

.

Con la asistencia de los padres, la escuela educa al personal escolar en el valor de las contribuciones de los padres, y en cómo trabajar con los padres como socios iguales por medio de:

- Teniendo desarrollo profesional continuo

La escuela tendrá oportunidades para juntas regulares con un horario flexible, que permita que los padres participen en las decisiones relacionadas a la educación de sus hijos por medio de:

- Teniendo juntas mensuales del Consejo del Sitio Escolar

La escuela involucra a los padres de una manera organizada, continua y de manera oportuna en la planificación, repaso y mejoramiento de los programas del Título I, Parte A de la Póliza de Compromiso de Escuela Padre y Familia por medio de:

- Solicitando ideas de los padres durante las juntas del SSC y PTSA antes de escribir el plan del sitio escolar

La escuela tendrá oportunidades para la participación de todos los padres, incluyendo los que tengan competencia limitada en inglés, padres con discapacidades, y padres de estudiantes inmigrantes por medio de:

- Teniendo juntas SELLS para los padres de estudiantes que están aprendiendo inglés

La escuela tendrá apoyos para los padres y actividades de participación por medio de:

- Teniendo juntas mensuales del PTSA donde los padres pueden pedir apoyo
- Teniendo personal dedicado al Centro de Recursos Familiares

Estándar 6 de Compromiso Familiar de OUSD: Colaboración y Recursos Comunitarios

Coordinar recursos y servicios para familias, estudiantes y la escuela con negocios, agencias, y otros grupos, y proveer servicios a la comunidad.

La escuela coordinará e integrará el programa del Título A, Parte A Compromiso de Padre y Familia con otros programas y actividades, como el centro de recursos de padres, para enganchar y apoyar a los padres en una manera más plena para participar en la educación de sus hijos por medio de:

- Que el Coordinador del Centro de Recursos Familiares funcione como intermedio de familias y la escuela y la comunidad y la escuela
- Asociándose con agencias no-lucrativas y de servicio comunitario para proveer comida y otros recursos para la comunidad

Si el Plan Escolar del Título I no es satisfactorio para los padres, un padre puede someter cualquier comentario sobre el plan a la Oficina de Recursos de Planificación Estratégica (SPSA)

Adopción

Esta póliza fue adoptada por la Escuela Media Bret Harte el 3 de septiembre de 2020 y estará en efecto para el periodo del 10 de agosto de 2020 hasta el 27 de mayo de 2021.

La escuela distribuirá la póliza a todos los padres el 30 de septiembre o antes, del año escolar actual.

Nombre de Directora: April Harris-Jackson **Firma de Directora:** *April Harris-Jackson*

Fecha: 9/3/2020

[Acuerdo de Escuela-Padre](#)



School-Parent Compact

Bret Harte Middle School

2020-21

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2020-21 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

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 the annual Title 1 meeting 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 and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Parents will receive 6 report cards each year (every six weeks). Report cards will be mailed

and available online via the Aeries parent portal.

4) Provide parents reasonable access to staff.

Parents may call the school at 510-879-2206 to schedule a conference with any staff member during his or her conference period.

5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with 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 510-879-2206. Parents wishing to volunteer or visit their child's class should contact the office at 510-879-2206 who will make the necessary arrangements.

6) Provide parents with materials and training to help them improve the academic achievement of their children.

Parents have access to the Family Resource Center, a dedicated space for parents to gather resources and connect with school staff about a student's academic progress and achievement.

7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

Professional development time is dedicated to educating faculty about the importance of school-home communication and partnership.

8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

The school uses the district Messenger system, Talking Points, and Schoology as well as a weekly newsletter to send regular communication to families in their home language.

Teacher Responsibilities

- Maintain an up to date guidebook that students and parents can access.
- Prepare grade level lessons.

- Communicate with parents when students are in danger of failing.

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.

Student Responsibilities

- Get to school on time every day.
- Do my homework every day.
- Ask for help.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the Bret Harte Middle School on September 3, 2020, and will be in effect for the period of August 10, 2020 to May 28, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 20, 2020.

Signature of Principal: *April Harris-Jackson*

Date: 9/3/2020



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

Acuerdo Escuela-Padre

Escuela Media Bret Harte

2020-21

Este Acuerdo Escuela-Padre ha sido creado en asociación con los padres y miembros de familiar y traza generalmente como los padres, el personal escolar completo, y los estudiantes compartirán en la responsabilidad del mejoramiento del rendimiento académico escolar y la manera en la cual la escuela y los padres podrán desarrollar una asociación para ayudarles a los niños alcanzar el estándar académico del Estado de California.

Este Acuerdo Escuela-Padre estará en efecto para el año escolar 2020-21.

Responsabilidades de la Escuela

La escuela se compromete a cumplir las siguientes responsabilidades a lo mejor de sus habilidades:

- 1. Proveer currículo e instrucción de alta calidad en un ambiente efectivo y de apoyo que permite que los estudiantes servidos bajo el Título I, Parte A, logren los estándares académicos rigurosos del Estado de California**

Todos los estudiantes serán ofrecidos el currículo académico básico y las clases de intervención apropiadas. Todos los maestros participarán en actividades de desarrollo profesional en el proceso de Desarrollo Profesional Comunitario.

- 2. Tener conferencias padre-maestro en donde esté acuerda será discutido en términos de cómo se relaciona a los logros individuales del estudiante.**

Todos los padres serán invitados a la junta anual en el otoño del Título I cuando se explique este acuerdo. Las conferencias serán con la administración o la consejera con las familias de los estudiantes que no están teniendo el progreso esperado para alcanzar la promoción.

- 3. Proveer a los padres reportes frecuentes sobre el progreso de sus hijos y asistencia en comprendiendo los estándares académicos del estado, asesoramientos, y cómo monitorear y mejorar el rendimiento de sus hijos.**

Los padres recibirán 6 reportes de calificaciones cada año (uno cada seis semanas). Las calificaciones serán mandadas por correo y disponibles en línea por medio del portal de padres Aeries.

4. Proveerles a los padres acceso razonable al personal escolar.

Los padres pueden llamar a la escuela al 510-879-2206 para hacer una cita con cualquier miembro de la escuela durante su periodo de conferencia.

5. Proveerles a los padres y todos los miembros de familia, incluyendo a los de habla inglés limitada y los que tengan discapacidades, con oportunidades de ser voluntario y participar en la clase de su hijo, y observar las actividades del salón.

Los padres que quieran ser voluntarios deberán comunicarse con el Centro de Recursos Familiares al 510-879-2206. Los padres que quieran servir de voluntarios o visitar el salón de sus hijos deberán llamar a la oficina al 510- 879-2206 para hacer los arreglos necesarios.

6. Proveer a los padres con materiales y entrenamiento para ayudarles a mejorar el rendimiento académico de sus hijos.

Los padres tienen acceso al Centro de Recursos Familiares, un espacio dedicado a los padres para que obtengan recursos y se conecten con el personal escolar sobre el progreso y rendimiento académico de sus estudiantes.

7. Educar al personal escolar en los valores de la contribución de los padres y miembros de familia, y cómo pueden trabajar con ellos como socios iguales.

El desarrollo profesional es un tiempo dedicado a educar al personal escolar sobre la importancia de la comunicación entre escuela y casa y la asociación.

8. Asegurar comunicación regular y significativa entre miembros de familia y el personal escolar, y en lo que cabe, en un idioma que los miembros de familia puedan entender.

La escuela usa el Sistema Messenger del distrito, Talking Points, y Schoology, al igual que un boletín semanal para mantenerse en comunicación regular con las familias en el idioma que hablan en casa.

Responsabilidades de los Maestros

- Mantener acceso para los padres y estudiantes al libro de guía.
- Preparar lecciones de nivel.

- Comunicarse con los padres cuando los estudiantes estén en peligro de reprobar.

Responsabilidades de los Padres

Como padres, yo apoyaré el aprendizaje de mi hijo en las siguientes maneras:

- Ser voluntario en el salón de mi hijo si es posible.
- Participar en las decisiones relacionadas a la educación de mi hijo.
- Promover el uso positivo del tiempo extracurricular de mi hijo.

Responsabilidades de los Estudiantes

- Llegar a la escuela a tiempo todos los días.
- Hacer mi tarea todos los días.
- Pedir ayuda.
- Respetar mi escuela, mis compañeros, el personal, miembros de la comunidad y mi familia a toda hora.

Este Acuerdo fue adoptado por la Escuela Media Bret Harte el 3 de septiembre de 2020 y estará en efecto por el periodo del 10 de agosto de 2020 hasta el 28 de mayo de 2021.

La escuela distribuirá el Acuerdo a todos los padres y miembros de familia participando en el programa del Título I, Parte A el 20 de septiembre de 2020 o antes.

Firma de Directora: *April Harris-Jackson*

Fecha: 9/3/2020



Bret Harte Middle School
School Site Council Membership Roster
2020-2021

SSC - Officers

Chairperson:	Chantel Parnell
Vice Chairperson:	Regina Bellow
Secretary:	April Harris-Jackson

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (required)	Term (1st or 2nd year term)
Chantel Parnell		x				2nd
Ceanne Smith		x				1st
Cynthia Silvestre		x				1st
Nida Khalil			x			2nd
Regina Bellow				x		1st
Jessica Nancy Guevara				x		1st
Nicole Bratton				x		1st
Lateefa Ali				x		1st
Nihal Rathod					x	1st
April Harris-Jackson	x					n/a

SSC Meeting Schedule: (Day/Month/Time)	First Thursday of each month 5:00-6:00 pm
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SSC Legal Requirements (EC Sections 65000-65001):

- 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 except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.

- 1 Principal
- 3 Classroom Teachers
- 1 Other Staff
- AND**
- 4 Parents/Community Members
- 1 Student (at least)