

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Bret Harte Middle School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)
- 21st Century Learning

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Bret Harte Middle School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Bret Harte Middle School
CDS Code: 1612596056998
Principal: Bianca D'Allesandro
Date of this revision: 6/6/2017

The Single 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: Bianca D'Allesandro
Address: 3700 Coolidge Avenue
Oakland, CA 94602

Position: Principal
Telephone: 510-531-6400
Email: bianca.dallesandro@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Bret Harte Middle School

Site Number: 206

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- After School Education & Safety Program (ASES)
- Local Control Funding Formula (LCFF) Base Grant
- LCFF Supplemental Grant
- LCFF Concentration Grant
- 21st Century
- School Improvement Grant (SIG)

The School Site Council (SSC) recommends this comprehensive Single 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 Single 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 Single 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).
5. Opportunity was provided for public input on this school's Single 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: 5/17/17

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:

Bianca D'Allesandro

School Principal



Signature

5/17/17

Date

Martin Bond

Print name of SSC Chairperson



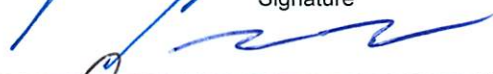
Signature

5/17/2017

Date

Mark Triplett

Network Superintendent



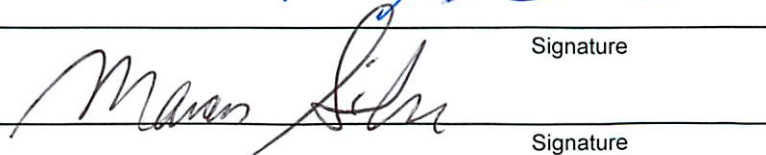
Signature

5.18.17

Date

Marcus Silvi

Coordinator, Office of Accountability Partners



Signature

5/25/17

Date

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/27/2017	Leadership Team	Initiated SPSA priorities with brainstorm using protocol. Developed next steps to engage other community stakeholders.
2/2/2017	ILT	Conducted ILT work session to identify and describe priority areas for English/Language Arts and Mathematics.
2/16/2017	Students grades 6-9	Facilitated site-wide technology survey and district-led CHKS survey to gather formal and informal data around students' feelings on school culture, classroom experiences and effective teaching practices.

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$159,326.31	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$475,945.04	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$128,838.45	TBD
TOTAL:	\$764,109.80	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$87,929.68	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,944.65	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$74,468.69	TBD
TOTAL:	\$165,343.02	\$0.00

PART A: ABOUT THE SCHOOL

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.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Reading Instruction Across Disciplines

SCHOOL GOAL for Reading Instruction Across Disciplines:

By June 2018, students will reach grade level target on SRI or show 150 points of growth in lexile level. By June 2018, students will improve one performance band on the Reading Comprehension Section of the SBAC.

SCHOOL TARGETS for Reading Instruction Across Disciplines:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	All Students	24.94%	28.94%	32.94%

Other Leading Indicators for Reading Instruction Across Disciplines:

SRI, Teacher created benchmarks, classroom observations providing evidence of explicit reading instruction on reading skills and strategies.

NEEDS ASSESSMENT for Reading Instruction Across Disciplines:

STRENGTHS	CHALLENGES
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Read 180 teacher, humanities TSA with reading instruction background, 25% of students currently above grade level on SRI, student and teacher access to library, Strategic and intensive reading support class, decoding tools such as google read and write, Expeditionary Learning Curriculum and resources, Access to NewsELA	EL curriculum does not directly address reading strategies, Tier II Reading Instruction in classrooms, SSR inconsistently implemented across the school, Lack of strategies and knowledge of how to teach ELL's, teacher use of reading and writing tools, teacher knowledge and capacity around teaching reading strategies and skills, school-wide use of and culture around library, school-wide culture around reading, diverse learners
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ROOT CAUSE ANALYSIS

Diverse learners have an inability to access grade-level text, curriculum and instruction and teachers do not have the skills, knowledge or capacity to address all learners in small groups/with tier II instruction. Students are not engaged in large amounts of reading both independently and instructionally. Teachers, due to both knowledge and capacity, are not explicitly teaching reading skills and strategies. Reading instruction has not been an instructional focus and has not been emphasized in professional development. The adopted curriculum does not provide resources, structures or time to access the needs of our diverse learners.

MATHEMATICS PRIORITY: Common Core Aligned Instruction focused on Solve/Model/Analyze tasks

SCHOOL GOAL for Common Core Aligned Instruction focused on Solve/Model/Analyze tasks:

By June 2018, students will improve one performance band on the Solve/Model/Analyze Section of the Math SBAC. 100% of Math teachers will participate in Lesson Study and implement common-core aligned tasks to support priority area at least three times every marking period. By June 2018, students will show improvement on teacher-designed assessments focused on Solve/Model/Analyze skills.

SCHOOL TARGETS for Common Core Aligned Instruction focused on Solve/Model/Analyze tasks:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	15.86%	19.86%	23.86%

Other Leading Indicators for Common Core Aligned Instruction focused on Solve/Model/Analyze tasks:

SMI, teacher-designed assessments, classroom observations, lesson study progress notes

NEEDS ASSESSMENT for Common Core Aligned Instruction focused on Solve/Model/Analyze tasks:

STRENGTHS	CHALLENGES
Lesson Study Focus on journaling and multiple representations, intervention classes in cooperation with Blueprint and 8th grade intervention with core teacher, Coaching support, teachers consistently pushing for students to answer "why" questions when explaining their thinking	Students who have scored below standard on the SBAC hovers around 60%, need to target specific skills to support growth in SBAC area: solve/model/analyze, curriculum consistency and development, vertical alignment

ROOT CAUSE ANALYSIS

Growth mindset, transition from speed to thoughtful problem solving, lack of focus/opportunity to support solving solve/model/analyze tasks. If we create time and space for Solve/model/analyze professional development then we will see growth in students ability to problem solve.

CULTURE & CLIMATE PRIORITY: LTEL Reclassification

SCHOOL GOAL for LTEL Reclassification:

Increase LTEL Reclassification by 25% each year.

SCHOOL TARGETS for LTEL Reclassification:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
EL Reclassification	All Students	12.70%	18.00%	25.00%

Other Leading Indicators for LTEL Reclassification:

Fall CELDT scores, SRI growth, Weekly engagement reports, LTEL GPAs

NEEDS ASSESSMENT for LTEL Reclassification:

STRENGTHS	CHALLENGES
We are using English 3D and have a trained teacher. We are continuing to make use of this class strategically when making students' schedules. Our students and families are motivated to get reclassified, which is supported by our motivated teachers. We have a strong humanities department including a TSA and department lead who are actively engaging our staff members in inquiry, sharing best practices and concentrating on strategic ELD support in all grade levels. Our humanities TSA supports all humanities teachers with looking at, analyzing, and reflecting on student data so as to adjust and implement responsive teaching practices that support all our students, especially our English learners.	Strategies and knowledge of how to teach ELL's are still being developed and fostered in all grade levels, teacher use of reading and writing tools is still developing, teacher knowledge and capacity around teaching reading and writing strategies and skills are still in development, school-wide use of and culture around library is growing

ROOT CAUSE ANALYSIS

CELDT test is not common core aligned which contradicts all of our teaching practices and newer curriculums being used, a lack of a balanced literacy program including reading, writing, thinking and speaking. SRI is another consistent barrier to reclassification. 73 students are not CELDT ELigible who will be here next year. 14 students are CEDLT eligible but not SRI eligible.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Student and family Engagement in High School Readiness

SCHOOL GOAL for Student and family Engagement in High School Readiness:

Increase the number of students who are high school ready. Student led conferences is one of the measures that will impact high school readiness.

SCHOOL TARGETS for Student and family Engagement in High School Readiness:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
High School Readiness	All Students	60.30%	66.00%	73.00%

Other Leading Indicators for Student and family Engagement in High School Readiness:

- Togetherness
- Priority: Student-Led Conferences
- Priority: Renaming Student Led “Conferences” → Student take ownership
- Priority: School Pride → JOY
- Passports/kiosks/pics with bobcat
- Theme: togetherness

NEEDS ASSESSMENT for Student and family Engagement in High School Readiness:

STRENGTHS	CHALLENGES
Students are recognized for our schools three values every marking period. Students are given incentives for making honor roll with a school-wide celebration including school bracelets for free dress Fridays. Students are offered grade level opportunities for outdoor education programs.	There are a lack of student leadership opportunities offering little room for student input and voice. There are limited on campus events for students to show their spirit and pride.

ROOT CAUSE ANALYSIS
If we offer more consistent student initiated opportunities to build school community, students will feel more invested and motivated to get involved and encourage other students to participate.

ADDITIONAL PRIORITY: Equity

SCHOOL GOAL for Equity:

To increase high quality engaging elective offerings that support the whole child and are accessible to all students regardless of academic performance.

SCHOOL TARGETS for Equity:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Percent of students participating in electives	Economically Disadvantaged	n/a	n/a	TBD

Other Leading Indicators for Equity:

- Equity across electives
- Strong enrollment in some electives

NEEDS ASSESSMENT for Equity:

STRENGTHS	CHALLENGES
All students including ELs have access to two elective options. The 7th period day allows ELs to have two electives. 9th grade newcomer students have an elective and an additional support class. We have a Restorative Justice program, which provides RJ trainings for teachers and RJ circles for students in conflict.	Despite efforts to address the disproportionate rates of suspensions and referrals for African American male students, there is still a gap between this subgroup and others.

ROOT CAUSE ANALYSIS

African American male students are a significant portion of the student population in intervention classes. For this reason, they have historically been denied an elective option in the arts and world language.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Reading Instruction Across Disciplines:	If we provide teachers with the skills, tools, knowledge and time to learn, implement and reflect upon explicit reading instruction, students' instructional needs will be met and reading levels and comprehension will improve. If we increase students independent reading time through SSR and provide teachers with the materials and knowledge to implement and sustain SSR, student reading time will increase, therefore leading to improved reading levels. If we build a more joyful schoolwide culture around reading, both independent and academic, students and teachers will engage more with the reading process, leading to an increase in reading skills. If we provide the time, resources and professional development that allows the teachers to modify the existing curriculum to meet diverse learner needs, students will engage in grade-level reading curriculum, thus improving their background knowledge and exposure to diverse texts, thus leading to improved reading comprehension. If we engage teachers in professional development, coaching and practice on small group instruction, Tier II reading instruction will improve, thus improving outcomes for students reading below grade-level. If teachers differentiate instruction based on the diverse reading abilities, then students will improve their reading.
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<p>SCHOOL THEORY OF ACTION for Common Core Aligned Instruction focused on Solve/Model/Analyze tasks:</p>	<p>If we provide teachers with professional development and PC space to focus on Solve/Model/Analyze tasks and provide coaching support to facilitate implementation of learnings from professional development, we will see common core aligned instruction on Solve/Model/Analyze tasks in classroom practice. By focusing and streamlining PLC and PD on common core instructional practice around Solve/Model/Analyze tasks, we will communicate to teachers the importance and priority of implementation by centering all learning around the CC practices. Coaching support and administrative supervision can ensure that teachers are implementing learning from PD and PLC in their classroom and are getting strategic feedback on implementation. This support will ensure there is a through-line from theory to practice.</p>
<p>SCHOOL THEORY OF ACTION for LTEL Reclassification:</p>	<p>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.</p>
<p>SCHOOL THEORY OF ACTION for Student and family Engagement in High School Readiness:</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>
<p>SCHOOL THEORY OF ACTION for Equity:</p>	<p>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.</p>

PART D: 17-18 STRATEGIES & KEY PRACTICES

Strategies to Support Improvement Priority #1: Reading Instruction Across Disciplines

#	Improvement Strategy	Implementation Practices (Teaching, Leadership & Organizational Practices)	Funding Implications
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1-1	Close reading strategies is the focus of teacher professional development and focal work across all subject areas.	Teachers implement instructional practices to support engagement in close reading of complex texts. TSAs coordinating common practices through observations and weekly teacher meetings.	Substitutes/STIP sub to provide release time for cross observations.
1-2	Comprehension strategies is the focus of teacher professional development and focal work across all subject areas.	Reading intervention practices are aligned throughout PLCs. Teacher leaders model effective reading comprehension strategies.	Extended contracts to allow teacher leaders to participate in cycles of inquiry around reading data.
1-3	School-wide focus on SRI.	Teachers across disciplines review SRI data. PLCs/departments set goals that align and support school-wide SRI growth.	School-wide system of incentives and recognition for student progress in SRI.
1-4	School-wide SSR.	Monitoring student engagement with book and comprehension. Teachers lead students in tracking reading progress. Professional development around independent reading will facilitate teachers helping students accelerate their reading growth. Observation and feedback focused on independent reading implementation.	Provide classroom library collections of high interest texts at a variety of lexile levels.
1-5	Coaching support provided to all teachers in ELA/Humanities instruction.	Full time coach to support teacher practice, curriculum development and overall student engagement/success by providing weekly and/or biweekly coaching sessions for teachers and facilitating professional development on a weekly basis.	ELA TSA who will provide coaching support.

Strategies to Support Improvement Priority #2:	Common Core Aligned Instruction focused on Solve/Model/Analyze tasks
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#	Improvement Strategy	Implementation Practices (Teaching, Leadership & Organizational Practices)	Funding Implications
2-1	Vertical Alignment of math curriculum	Teachers align practices & pedagogy for math tasks	whose doing it, how do you get people who arent doing it - why arent they doing it
2-2	Participation in Mills College Lesson Study	Collaboratively plan multiple public lessons to improve specific practices	Provide supplies and personnel to facilitate public lessons
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

2-4	ST Math subscription	Targeted supplemental blended instruction to help more students access content	Alternative curriculum supplement
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Strategies to Support Improvement Priority #3:	LTEL Reclassification
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#	Improvement Strategy	Implementation Practices (Teaching, Leadership & Organizational Practices)	Funding Implications
3-1	ELL/LTEL focused cycles of inquiry.	Teacher leaders and TSAs facilitate weekly planning and implementation of cycles.	
3-2	Implementation of best practices strategies that support ELL/LTELS	Teacher leaders and TSAs provide modeling and coaching.	
3-3	Curriculum for LTEL acceleration used in intervention classes and are used as supplemental materials in core academic classes.	TSA provides curricular support to ELA teachers to facilitate the use of LTEL specific curriculum as supplemental material.	
3-4	EL reclassification team establishment.	EL reclassification team meets monthly to develop effective practices to share with PLCs/departments. The team analyzes data to inform decisions.	
3-5	Newcomer TSA	Work with staff to direct intake process, work with teacher leaders to plan PD, work with counselor to create schedules for students, coach teachers on best practices, coordinate CELDT testing and manage newcomer involvement in other tests (SMI, SRI, SBAC, etc.)	
3-6	Reclassification assembly, celebration breakfasts with families	Teacher leader and TSA host rally and celebratory breakfast to motivate and recognize the hard work of students and families	

Strategies to Support Improvement Priority #4:	Student and family Engagement in High School Readiness
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#	Improvement Strategy	Implementation Practices (Teaching, Leadership & Organizational Practices)	Funding Implications
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4-1	Establish a Student Leadership Committee	Teacher facilitates an elective class supporting student leadership that plans 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 system through drama and art	Provide supplies and resources for the elective class
4-2	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.	
4-3	School Spirit Events (dances, rallies, trips, etc)	student leadership class to plan, fundraise and organize events	
4-4	Restorative Justice Program	Tier 1 training for all teachers before school year starts, stronger Advisory program that includes community building, circles and circle games, Tier 2 and Tier 3 training for at least one teacher per grade if not all	
4-5	Family collaboration and support to improve student learning	Meetings held at various times of day and night to include parents with various work schedules to remain informed and active members of the school community. Outreach is targeted to families that are currently struggling with inconsistent home situations.	
4-6	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.
4-7	To have a successful transition from 5th to 6th grade and from 8th to 9th	Ongoing engagements such as 6th grade orientation and the future center that provide students and families with the tools to be successful at Bret Harte and beyond	

Strategies to Support Improvement Priority #5:	Equity
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#	Improvement Strategy	Implementation Practices (Teaching, Leadership & Organizational Practices)	Funding Implications
5-1	School-wide training on implicit bias	Leadership team plans PD on implicit bias using Office of Equity's resources	

5-2	Futher RJ training for teachers and staff	Teachers use restorative conversations	
5-3	Targeted restorative justice work with African American males	RJ coordinator convenes support group for African American male students using RJ strategies	
5-4	Intergration and alignment of elective classes and academic classes	Leadership plans PD opportunities to allow time for elective and academic teachers to collaborate	
5-5	Integration of high school readiness skills in elective and academic classes	SEL leader provides training and resources to teachers	
5-6	Aligned social emotional in support of cost services		
5-7	diferenettation academic stradgeies to support academic achievement	Teacher will work with all students, those below grade level, approaching as well as gate students	
5-8	Access for all students	Robust inclusion program in collaboration with the special education department	
5-9	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	

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 CA 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, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

PROPOSED 2017-18 BUDGET

Site Number: 206

School: Bret Harte Middle School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$74,468.69	21st Century Learning	Fund Afterschool program to bridge school day learning.	Intergration and alignment of elective classes and academic classes	A1.6: After School Programs	5825				206-1
\$128,838.45	After School Education & Safety (ASES)	Fund Afterschool program to bridge school day learning.	Implementation of best practices strategies that support ELL/LTEs	A1.6: After School Programs	5825				206-2
\$5,000.00	General Purpose Discretionary	Extended Contracts for staff professional development in academic areas as well as to support target student interventions as necessary.	Intergration and alignment of elective classes and academic classes	A2.10: Extended Time for Teachers	1120				206-3
\$5,000.00	General Purpose Discretionary	Overtime for classified support staff in support of family engagement activities, such as parent meeting, registration and other family-related events.	Student Led-Conferences	A2.9: Targeted School Improvement Support	2425				206-4
\$13,000.00	General Purpose Discretionary	Supplies to support academic and school wide activities.	School Spirit Events (dances, rallies, trips, etc)	A2.3: Standards-Aligned Learning Materials	4310				206-5
\$10,000.00	General Purpose Discretionary	Refreshments to suport family engagement (SS meetings	Family collaboration and support to improve student learning	A2.2: Social Emotional Learning	4311				206-6
\$15,691.79	General Purpose Discretionary	Surplus. The use of these funds in undertermined at this time. Will review school site needs before spending.	family collaboration and support to improve student learning	A2.2: Social Emotional Learning	4399				206-7
\$6,000.00	General Purpose Discretionary	Equipt Maintenance for copiers used school-wide.	Supplies for classroom instruction aligned with the CCSS.	A2.3: Standards-Aligned Learning Materials	5610				206-8
\$46,181.50	General Purpose Discretionary	RSP (.50 FTE)	Vertical Alignment of math curriculum	A2.7: Class Size Reduction	5711				206-9
\$12,500.00	General Purpose Discretionary	Fund Restorative Justice Facilitator to support positive school culture.	Restorative Justice Program	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736				206-10
\$22,500.00	General Purpose Discretionary	Hire consultants such as Oakland Youth Chorus and Oakland Leaf to provide extra-curricular activities to our student to augment the academic school day.	Intergration and alignment of elective classes and academic classes	A2.3: Standards-Aligned Learning Materials	5825				206-11
\$5,000.00	General Purpose Discretionary	Buses - Field trips to support extended classroom learning experiences.	Targeted supplemental blended instruction to help more students access content	A2.2: Social Emotional Learning	5826				206-12
\$18,453.02	General Purpose Discretionary	Hire STIP sub tp support Schoolwide SRI	Close reading strategies is the focus of teacher professional development and focal work across all subject areas.	A1.3: A-G Completion	1105	TCSTIP	TCSTIP0688	0.50	206-13
\$37,475.67	LCFF Supplemental	Supplementary and intervention instructional materials for mathematics and/or science learning	Vertical Alignment of math curriculum	A2.3: Standards-Aligned Learning Materials	4310				206-14
\$10,000.00	LCFF Supplemental	Materials and fees to support academic acceleration	Vertical Alignment of math curriculum	A2.3: Standards-Aligned Learning Materials	5829				206-15
\$26,591.80	LCFF Supplemental	Class	ELL/LTEL focused cycles of inquiry.	A2.7: Class Size Reduction	1105	K12TCH	K12TCH0973	0.41	206-16
\$57,483.08	LCFF Supplemental	Class size reduction in support of ELLs	Targeted supplemental blended instruction to help more students access content	A4.3: Newcomer Programs	1105	K12TCH	K12TCH0798	1.00	206-17

\$66,904.33	LCFF Supplemental	Class size reduction in support of ELLs	ELL/LTEL focused cycles of inquiry.	A2.7: Class Size Reduction	1105	K12TCH	K12TCH1702	1.00	206-18
\$73,254.39	LCFF Supplemental	Class size reduction in support of ELLs	Implementation of best practices strategies that support ELL/LTELS	A2.7: Class Size Reduction	1105	K12TCH	K12TCH2570	1.00	206-19
\$81,997.77	LCFF Supplemental	Class size reduction in support of ELLs	EL reclassification team establishment.	A2.7: Class Size Reduction	1105	K12TCH	K12TCH2568	1.00	206-20
\$10,800.00	Measure G: TGDS	Extended Contracts for staff professional development in academic areas as well as to support target student interventions as necessary.	ELL/LTEL focused cycles of inquiry.	A4.4: Teacher Professional Development focused on English Learners	1120				206-21
\$15,015.39	Measure G: TGDS	Surplus to fund ITL to support Math practices	Math TSA	A2.5: Teacher Professional Development for CCSS & NGSS	4399				206-22
\$18,453.02	Measure G: TGDS	Fund STIP sub to support school-wide focus on SRI	Extra substitute funding to allow for teachers to participate in facilitated cross observations of each other implementing strategies aligned to the common core in order to build consistent, strong practices.	A2.5: Teacher Professional Development for CCSS & NGSS	1105	TCSTIP	TCSTIP0688	0.50	206-23
\$57,559.37	Salesforce.Org	Computer Science program	Close reading strategies is the focus of teacher professional development and focal work across all subject areas.	A1.3: A-G Completion	1105	K12TCH	K12TCH2535	0.75	206-24
\$42,440.63	Salesforce.Org	Surplus	n/a	n/a	4399				206-25
\$19,200.00	Supplemental Program Investment	Extended Contracts for staff professional development in academic areas as well as to support target student interventions as necessary.	Close reading strategies is the focus of teacher professional development and focal work across all subject areas.	A2.10: Extended Time for Teachers	1120				206-26
\$4,884.84	Supplemental Program Investment	Surplus use of funds to be determined.	Family collaboration and support to improve student learning	A5.4: Root Causes of Chronic Absence	4399				206-27
\$20,570.66	Supplemental Program Investment	Partially fund Art teacher to support electives and implement equity goal.	Intergration and alignment of elective classes and academic classes	A1.3: A-G Completion	1105	K12TCH	K12TCH0132	0.19	206-28
\$444.33	Title I Basic	Supplies to support academic acceleration	Integration of high school readiness skills in elective and academic classes	A2.3: Standards-Aligned Learning Materials	4310				206-29
\$12,500.00	Title I Basic	Restorative Justice to support a positive school culture	Restorative Justice Program	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736				206-30
\$18,297.24	Title I Basic	Partially fund Humanities teacher	Additional Newcomer ELD teacher to provide ELD programming at a variety of levels to students newly arrived in the United States.	A2.7: Class Size Reduction	1105	K12TCH	K12TCH2356	0.20	206-31
\$56,688.11	Title I Basic	Partially fund Humanities TSA	Additional Newcomer ELD teacher to provide ELD programming at a variety of levels to students newly arrived in the United States.	A2.7: Class Size Reduction	1119	C11TSA	C11TSA0270	0.60	206-32
\$2,944.65	Title I Parent Participation	Supplies to support parent related activities.	Implementation of best practices strategies that support ELL/LTELS	parent engagement	4310				206-33

Bret Harte Middle School

Secondary School Compact

School Name

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

Student signature

Parent/Guardian or Family Member Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with the families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature _____

We make a commitment to work together to carry out this agreement.

Signed on this 14th day of September, 2016.



School Site Council Membership Roster – Middle School

Bret Harte Middle School

School Year:

2016-17

School Name: _____

Chairperson: Martin Bond	Vice Chairperson: Adrian Goldstein
Email: _____ Phone: _____	Email: dunstanb@comast.n Phone: _____
Secretary: Nicholas Wright	LCAP Parent Advisory Nominee: Lourdes Castellanos
Email: nicholas.wright@ou Phone: _____	Email: marialourdescastell Phone: _____
LCAP EL Parent Advisory Nominee: Claire Hopkins	LCAP Student Nominee: _____
Email: _____	Email: _____ Phone: _____

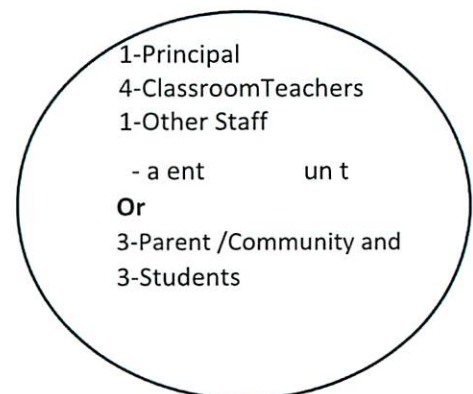
Place "X" in Appropriate Members Column

Members' Names	Members' Phone and E-mail (If not included above)	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Bianca D'Allesandro	bianca.dallesandro@ousd.org	X				
Martin Bond					X	
Lourdes Castellanos					X	
Kara Dekernion					X	
Claire Hopkins					X	
Cristen Miller					X	
Elena Loera				X		
Sheila Brethauer			X			
Morris White			X			
Nicholas Wright			X			
Jarah Magan			X			
Adrian Goldstein					X	

Meeting Schedule (day/month/time)	Every 2nd Wednesday of the month at 5:30pm _____
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SSC Legal Requirements: d d e

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



Revised 8/22/2016



Title I School Parental Involvement Policy 2016-17

(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 _____ 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 1 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 1 Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

In the fall, as part of the SSC, the SSC and PTSA convene a Title I meeting where the requirements and parents' rights are explained.

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

We offer multiple meetings at various times of day all throughout the month to accommodate work schedules. We also offer the meetings in multiple languages to meet the needs of families.

- 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.)

Title 1 meetings happen regularly through SSC meetings and regular family conferences and well as during our math and science nights



- 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.)

Information is shared on the website, which is updated almost daily. Letters and phone calls care sent home in English and Spanish and sometimes translated to Arabic.

- 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.)

This occurs at the start of the year at our annual back to school events. In addition, family conferences are held throughout the year where curriculum, assessments and proficiency levels are shared and discussed so parents and teachers are able to act in partnership. At varying grade-levels, grade-level teams conduct events that inform

- 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.)

This occurs at the start of the year at our annual back to school events. In addition, family conferences are held throughout the year where curriculum, assessments and proficiency levels are shared and discussed so parents and teachers are able to act in partnership. At varying grade-levels, grade-level teams conduct events that inform

School-Parent Compact

(Name of school) Bret Harte:

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:

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.)

Bret Harte holds a back to school event, family conferences 3-5 times a year, and family support nights as opportunities for teachers/staff and families to meet about a students academic and social-emotional progress, learning goals and semester progress. In addition, teachers make phone calls and set up appointments with

- 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.)

The teachers, counselors and administrators provide materials at family events and conferences that inform families bout strategies they can use to engage their child in school and at home around academics. This year at Bret Harte, We participated in a free mobile classroom program that taught families about computers, tablets and other

- 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.)

In professional development, faculty meetings and grade-level teams, staff and educators are in constant conversation about how to communicate and support families in supporting students. This also occurs regularly at SSC and and PTSA meetings meetings, where parents work in partnership with teachers and



- 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.)

Under the lead of the PTSA and the Family Resource Center, Bret Harte has family conferences 3 time a year, EXPO events where students showcase their learning to families, school-wide community work days where parents can contribute to projects at the school that support students.

- 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.)

The Bret Harte Website has daily updates where parents can learn about information regarding parent programs and school events. The family resource center is an access point at the front of the school where parents can meet at get information in Spanish and Arabic. Phone calls about important events are made weekly. letters

- 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.)

Parent engagements is always a focus at EVERY meeting at Bret Harte, even if family representation is not there. Teachers, staff and administration are continually brainstorming ways that Title 1 families can be supported and engaged in all school activities. The Bret Harte PTSA continually works to improve participation and 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.)


Our family Resource Center is vital in ensuring that parents with Limited English proficient and parents of migratory students are connected and informed about school activities and their students success. Reports and information are sent home in the three main languages spoken at Bret Harte and calls home occur in English and



Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Bret Harte School Site Council on (Date) 9/7/16 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (Name of school) Bret Harte'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.



(Principal's Signature)

9/7/16

(Date)