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Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Bret Harte Middle School

Ask of the Board Approval by the Board of Education of the 2022-2023 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2022-2023 School Plan for Student Achievement (SPSA) for Bret Harte Middle School

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

2022-2023 School Plan for Student Achievement (SPSA)

School: Bret Harte Middle School
CDS Code: 1612596056998
Principal: April Harris-Jackson
Date of this revision: 5/23/20

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: 5/23/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 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 type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program | <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 |
| <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 EDC § 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 EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/23/2022

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

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

Signatures:

<u>April Harris-Jackson</u> <i>Principal</i>	<u><i>April Harris-Jackson</i></u> Signature	<u>5/23/2022</u> Date
<u>Inshirah TseTse</u> <i>SSC Chairperson</i>	<u><i>Inshirah Tse Tse</i></u> Signature	<u>5/23/22</u> Date
<u>Clifford Hong</u> <i>Network Superintendent</i>	<u>Clifford Hong</u> Signature	<u>6/6/2022</u> Date
<u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i>	<u><i>Lisa Spielman</i></u> Signature	<u>6/6/2022</u> Date

2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
3/18/2022	Student Council	Weekly student council team provided feedback
4/14/2022	PTSA	Parent Teacher Student Association reviewed SPSA and provided feedback
3/23/2022	SSC	Convened montly SSC meeting and reviewed budget priorities
3/16/2022	Staff Meeting	Conducted a feedback session to solicit input on Strategies and Actions

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

In addition to the actions outlined in this plan, Oakland Unified 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. 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. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides 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.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$160,720.00
Total Federal Funds Provided to the School from the LEA for CSI	\$144,300.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,099,573.42

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)	\$147,000.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$35,700.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,920.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$314,785.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$9,800.00	TBD	After School Education and Safety Program (ASES #6010)	\$152,581.42	TBD
Comprehensive Support and Improvement (CSI #3182)	\$144,300.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$219,487.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$305,020.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$794,553.42	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,099,573.42
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 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: STUDENT GOALS & TARGETS

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

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-92.7	n/a	<i>not available until Fall 2022</i>	-92.7
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	28%	<i>not available until Fall 2022</i>	30%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-126.9	n/a	<i>not available until Fall 2022</i>	-100
CAST (Science) at or above Standard	All Students	10%	n/a	<i>not available until Fall 2022</i>	25%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-163.2	n/a	<i>not available until Fall 2022</i>	-92.7
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-163.5	n/a	<i>not available until Fall 2022</i>	-100.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	42%	<i>not available until Fall 2022</i>	30%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-200.8	n/a	<i>not available until Fall 2022</i>	-160
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-163.5	n/a	<i>not available until Fall 2022</i>	100.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	0%	1%	<i>not available until Fall 2022</i>	11%
LTEL Reclassification	Long-Term English Learners	1%	1%	<i>not available until Fall 2022</i>	11%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	57%	62%	<i>not available until Fall 2022</i>	70%
Out-of-School Suspensions	All Students	9%	n/a	<i>not available until Fall 2022</i>	6%
Out-of-School Suspensions	African American Students	15%	n/a	<i>not available until Fall 2022</i>	8%
Out-of-School Suspensions	Special Education Students	15%	n/a	<i>not available until Fall 2022</i>	8%
Chronic Absenteeism	All Students	23%	24%	<i>not available until Fall 2022</i>	20%

Chronic Absenteeism	African American Students	28%	30%	<i>not available until Fall 2022</i>	20%
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LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	70%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	80%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	Access to Electives to work toward preparing towards A-G	Ensure schedule allows for students who have intervention, etc get electives
<i>LCAP Goal 2: Focal Student Supports</i>	Intervention Programming - AAMA, Reading intervention, Designated and Integrated ELD in schedule, Advisory, Counseling	Required to have designated ELD in master schedule,
<i>LCAP Goal 3: Student/Family Supports</i>	Advisory, FRC, Parent Liaison, ASP, Counseling, attendance, COST, tech loaner program, Clipper Card, RJ, Clubs, Student Council	Climate and Culture team can support and prioritize initiatives for student and family support/guiding support
<i>LCAP Goal 4: Staff Supports</i>	Care Solace, Climate and Culture Team, ILT, Grade-Level meeting time, Department Meeting time, coaching	distributed leadership and decision-making, prioritizing time in PD and meeting time, funding for coaching.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	Students promoting to 9th grade with a good GPA and the academic skills for HS readiness, gaps in achievement based on demographics/student group	inexperienced teachers and/or teachers who do not have the skills/capacity/knowledge to deliver rigorous instruction and/or scaffolds to provide access

<i>LCAP Goal 2: Focal Student Supports</i>	Knowledge/skill in delivering strategies that support ELL's, Access and Rigor, data based decision making, culturally relevant teaching and curriculum	Inexperienced teachers and/or teachers who do not have the skills/capacity/knowledge to devliver rigorous instruction and/or scaffolds to provide access, not a focus in PD
<i>LCAP Goal 3: Student/Family Supports</i>	Lack of participation/present/engagement with certain groups/many families	Lack of targeted outreach to family groups, language barriers, lack of clarity on what parents need/want or the way they need it.
<i>LCAP Goal 4: Staff Supports</i>	no dedicated science coaches	Staffing/budget, can't differentiate the professioanl learning spaces for the diverse teacher group we have.

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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Bret Harte Middle School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

With the exception of hiring an Academic Mentor, all other strategies and actions were implemented as planned.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

The three Title 1 funded positions were somewhat effective despite the challenges that arose due to the pandemic.

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

The only changes that will be made are due to funding not being available for next year.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
ELA Teacher	Reading Inventory (RI) Multiple Years Below Grade Level	Provides instruction to students reading below grade level.	In need of an intervention curriculum that targets the area of need for students who are reading below grade level.	We will continue to offer reading intervention for students who are multiple grades below reading level.
History Teacher	Reading Inventory (RI) Multiple Years Below Grade Level	Provides instruction to students reading below grade level.	Need more professional development for teacher to learn how to providing targeted reading instruction using the history curriculum.	We will continue to cohort students who are multiple reading levels below reading level.
STIP Teacher	Reading Inventory (RI) Multiple Years Below Grade Level	Provides release time for teachers to analyze RI data and curriculum plan for reading intervention.	The STIP sub is always available to cover teachers for extra curriculum planning; however due to the number of absences this year, we have not been able to offer a schedule of coverage across all grade levels.	There is no funding for a STIP teacher next year.

New Teacher Support 11-month TSA	SBAC ELA Distance from Standard Met	The TSA provides weekly or biweekly coaching sessions to teachers according to the teacher's need.	Due to the number of teacher absences this year, the TSA has had to sub when there are absences. As a result, non-first year teachers who are still in a novice category do not receive coaching as frequently as initially planned.	We will continue to have this position as we anticipate new teachers to Bret Harte and/or new teachers to the profession. It is important to offer these new teachers coaching for retention.
Restorative Justice Facilitator	Out-of-School Suspensions	Provides tier 1-3 RJ support. Trains peer RJ leaders and facilitates RJ circles.	The RJ peer leaders program can be strengthened by offering regular training opportunities to students.	We do not have funding for the RJ Facilitator position.
Academic Mentor	Reading Inventory (RI) Multiple Years Below Grade Level	We did not find a qualified candidate for this position	The position has been vacant.	There is no funding for an Academic Mentor

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Bret Harte Middle School

School ID: 206

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority:	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.
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.	Advisory lessons		Tier 1
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	Advisory lessons		Tier 1
1-3	Library tech	Create a library schedule that gives all students an opportunity for time in the library for research and pleasure reading.			

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Priority:	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.
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	Lesson plans and co-teaching notes		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	Lesson plans and co-teaching notes		Tier 2

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

School Priority:	Family Engagement				
School Theory of Change:	If we have a staffed Family Resource Center, caretakers and families will feel welcomed and engaged in the school process.				
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?
3-1	Family Parent Liasion develops a communication plan and provides resources to support caretakers	Leadership workes with Family Parent Liasion to identify solicit feedback from families and provide resources	Newsletters and meeting agendas		Tier 1
3-2	Social Worker provides guidance for students and caretakers	Leadership collects data from COST and helps to identify students and families for referral.	COST notes		Tier 3

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

School Priority:	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.				

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.	Coaching notes	All Staff	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	Department and ILT agendas		Tier 1

CONDITIONS FOR BLACK STUDENTS (instructions & resources)					
School Priority:		African American Male Achievement class			
School Theory of Change:		If we transform the system of support for African American males, academic and social-emotional outcomes will improve.			
Related Goals:		Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.			
Students to be served by these actions:		<i>Black students and families</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	AAMA facilitator teaches 4 sections of and AAMA elective and case manages	Provide coaching and resources to support successful implementation of AAMA curriculum	Grades, attendance, and suspension data		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([secondary instructions & resources](#))

School Priority:	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 Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
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?
6-1	Provide small group literacy instruction to ELLs	Leadership develops student snapshots to help teachers identify focal students for targeted instruction	Class rosters		Tier 2
6-2	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.	PD agendas		Tier 2
6-3	Administer ELD curriculum	Provide coaching, design master schedule that incorporates designated ELD sections	Coaching logs and PD agendas		Tier 2

ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)

School Priority:	Provide a variety of visual and performing arts elective options
School Theory of Change:	If students have an opportunity to take visual and performing arts electives, they will be able to participate in school-wide events which make them feel more connected to the community.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
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?
7-1	Provide a drama elective	Create opportunities for students to showcase their learning from drama class			Tier 1
7-2	Provide an art class elective	Create opportunities for students to showcase their learning from art class			Tier 1

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

11-Month Teacher on Special Assignment (TSA)	\$119,185	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	7817	11-Month Classroom TSA	0.98	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	AAMA facilitator teaches 4 sections of and AAMA elective and case manages	206-1
11-Month Teacher on Special Assignment (TSA)	\$2,432	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7817	11-Month Classroom TSA	0.02	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Develop rigorous and engaging, standards based curriculum	206-2
11-Month Teacher on Special Assignment (TSA)	\$77,278	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6127	11-Month Classroom TSA	0.70	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Improve quality of Advisory curriculum focused on relationship building and teaching SEL skills	206-3
11-Month Teacher on Special Assignment (TSA)	\$27,599	Measure G1	1119	Certificated Teachers on Special Assignment Salaries	6127	11-Month Classroom TSA	0.25	Goal 1: All students graduate college, career, and community ready.	LTEL Reclassification	Administer ELD curriculum	206-4
11-Month Teacher on Special Assignment (TSA)	\$143,626	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	7816	11-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Provide small group literacy support for ELLs	206-5
African American Achievement (AAMA/AAFE) Teacher	\$41,931	Centrally-funded	1105	Certificated Teachers' Salaries	0247	Teacher, Structured English Immersion	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Social Worker provides guidance for students and caretakers	206-6
Assistant Principal, Middle School	\$102,537	LCFF Supplemental	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	0948	Assistant Principal, Middle School	0.59	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Family Parent Liason develops a communication plan and provides resources to support caretakers	206-7
Assistant Principal, Middle School	\$62,487	Salesforce Principal Innovation Fund	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	0948	Assistant Principal, Middle School	0.41	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Develop rigorous and engaging, standards based curriculum	206-8

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

Certificated Pupil Support Salary	\$88,391	One-Time COVID Funding	1205	Certificated Pupil Support Salaries	8762	Social Worker	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Provide small group literacy support for ELLs	206-9
Certificated Teacher's Salaries	\$15,876	LCFF Supplemental	1105	Certificated Teachers' Salaries	3339	n/a	0.15		Reading Inventory (RI) Growth of One Year or More	Library tech	206-10
Clerical Salaries	\$99,018	One-Time COVID Funding	2405	Clerical Salaries	8761	Liaison, Family Parent	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	ELA teacher team teaches with SPED teacher to support students with IEPs	206-11
Computer Science Teacher	\$63,502	Salesforce Computer Science Fund	1105	Certificated Teachers' Salaries	2643	Teacher, Structured English Immersion	0.62	Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	Improve quality of Advisory curriculum focused on relationship building and teaching SEL skills	206-12
Drama Teacher	\$101,366	Measure G1	1105	Certificated Teachers' Salaries	4525	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Teachers participate in peer observations and coaching	206-13
Extended Contracts	\$3,374	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Align department PLC work, whole staff PD, and instructional coaching goals to school-wide instructional practices developed in collaboration with the ILT	206-14
Library Books	\$5,509	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Create a library schedule that gives all students an opportunity for time in the library for research and pleasure reading.	206-15
Library Technician	\$66,492	Measure G: Library	2205	Classified Support Salaries	7413	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Create opportunities for students to showcase their learning from drama class	206-16
Oakland Ed Fund	\$40,962	Salesforce Principal Innovation Fund	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Create opportunities for students to showcase their learning from art class	206-17

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

Parent Education Consultant	\$3,920	Title I: Parent Participation	5826	External Work Order Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC Math Distance from Standard Met	Align department PLC work, whole staff PD, and instructional coaching goals to school-wide instructional practices developed in collaboration with the ILT	206-18
Supplies	\$35,700	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Administer ELD curriculum	206-19
Supplies	\$560	Measure G1	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	AAMA facilitator teaches 4 sections of and AAMA elective and case manages	206-20
Teacher	\$96,569	One-Time COVID Funding	1105	Certificated Teachers' Salaries	7823	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Align department PLC work, whole staff PD, and instructional coaching goals to school-wide instructional practices developed in collaboration with the ILT	206-21
Teacher	\$93,657	LCFF Supplemental	1105	Certificated Teachers' Salaries	2106	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	n/a	n/a	206-22
Teacher	\$23,005	LCFF Supplemental	1105	Certificated Teachers' Salaries	2195	Teacher, Structured English Immersion	0.28	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Align department PLC work, whole staff PD, and instructional coaching goals to school-wide instructional practices developed in collaboration with the ILT	206-23
Teacher	\$89,961	Measure G1	1105	Certificated Teachers' Salaries	3339	Teacher, Structured English Immersion	0.85	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Manage the responsibilities of the New Teacher Support TSA to prioritize time allocated to instructional coaching.	206-24
Teacher	\$41,931	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	0247	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	LTEL Reclassification	Develop rigorous and engaging, standards based curriculum	206-25

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

Technology	\$9,800	Title IV: Student Support & Academic Enrichment	4430	Educational Technology		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Family Parent Liason develops a communication plan and provides resources to support caretakers	206-26
Translation for parent mtgs	\$1,065	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Provide an art class elective	206-27
Unallocated	\$24,050	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated					Staff Satisfaction with Professional Development	Develop rigorous and engaging, standards based curriculum	206-28
After School Learning Consultants	\$152,581	After School Education & Safety (ASES)	5825	After School Contracts		After School Contracts		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	after school programming	206-29
After School Program Contract	\$62,970	21st Century Schools (Title IV, Part B)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	after school programming	206-30



**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:

- Teachers provide a syllabus to parents at the beginning of the school year

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:

- Schedule parent conferences with students, parents, and teachers

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.
- Post the School Parent and Family Engagement Policy on the website

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

- Holding an annual Title 1 meeting
- Use ParentSquare to explain Title 1 programming

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:

- Schoology and during parent 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:

- ParentSquare

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:

- Parents participate in school tours and prospective family nights.
- Teachers ask for volunteers for specific events
- Parents as club or sports sponsors

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 jointly developed and adopted by the Bret Harte Middle School on August 31, 2021 and will be in effect for the period August 9, 2021 through May 25, 2021.

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

April Harris-Jackson
Name of Principal

April Harris-Jackson
Signature of Principal

8/31/2021

Date

Please attach the [School-Parent Compact](#) to this document.



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

School-Parent-Student Compact

Bret Harte Middle School

2021-22

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 advisory, administration, or 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 to families of students who are not making adequate progress.

4) Provide parents reasonable access to staff.

Parents may call the school at 510-8769-2206 to schedule a conference with any staff member during their conference period or another mutually agreed upon time.

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 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 Parent Square and Schoology to send regular communications to families in their home language. Parents may respond via either platform.

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.

Examples:

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.

- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Parent Responsibilities

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

- Volunteer in my child's classroom if possible. *[required]*
- Participate in decisions related to the education of my child. *[required]*
- Promote positive use of my child's extracurricular time. *[required—schools may define what this means for the particular school community—e.g., limiting television watching or video games, ensuring 30 minutes of reading, etc.]*
- Make sure that homework is completed

Student Responsibilities

[This section is optional; schools may identify additional responsibilities for students. Rename as "School-Parent-Student Compact" if appropriate.]

Examples:

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

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

This Compact was jointly developed and adopted by the Bret Harte Middle School on August 31, 2021 and will be in effect for the period of August 9, 2021 to May 25, 2022.

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 30, 2021.

April Harris-Jackson

Signature of Principal

8/31/2021

Date



Strategic Resource Planning (SRP)

(Secondary School Name Here)

School Site Council Membership Roster

2021-2022

* Classroom teachers confirmed in Aeries are highlighted in yellow. -SMT

SSC - Officers

Chairperson:	Inshirah TseTse
Vice Chairperson:	Monica Lin
Secretary:	April Harris-Jackson

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
April Harris-Jackson	x					
Patrica Wong		x				
Sussan Young		x				
Aris Tunson		x				
Inshirah TseTse			x			
Monica Lin				x		
Jose Corona				x		
Ilaisaane Mahe				x		
Violet Araiza				x		
Nubia [REDACTED]					x	

SSC Meeting Schedule: (Day/Month/Time)	First Thursday of the month @ 5:30pm
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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.

