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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Bret Harte Middle School

Ask of the Board Approval by the Board of Education of the 2023-2024 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)

- 2023-2024 School Plan for Student Achievement (SPSA) for Bret Harte Middle School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Bret Harte Middle School
CDS Code: 1612596056998
Principal: April Harris-Jackson
Date of this revision: 6/1/2023

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 **Telephone:** 510-531-6400
Oakland, CA 94602 **Email:** april.harris-jackson@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 6/1/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 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 checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input 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: 6/1/2023

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

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

Signatures:

| | | |
|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <p>April Harris-Jackson _____ <i>Principal</i></p> | <p><i>April Harris-Jackson</i> _____ Signature</p> | <p><u>5/31/2023</u> _____ Date</p> |
| <p>Melissa Ramirez-Medina _____ <i>SSC Chairperson</i></p> | <p><i>Melissa Ramirez-Medina</i> _____ Signature</p> | <p><u>6/1/2023</u> _____ Date</p> |
| <p>Clifford Hong _____ <i>Network Superintendent</i></p> | <p> <small>Cliff Hong 6/1/2023 20:18 PDT</small> _____ Signature</p> | <p><u>6/1/2023</u> _____ Date</p> |
| <p>Lisa Spielman _____ <i>Director, Strategic Resource Planning</i></p> | <p> _____ Signature</p> | <p><u>6/1/2023</u> _____ Date</p> |

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

| Date | Stakeholder Group | Engagement Description |
|-----------|-------------------------------|----------------------------------------------------------------------------------------------------------------------|
| 1/12/2023 | SSC | Share rationale and overview of the site plan. |
| 3/8/2023 | Leadership Team | Feedback session to assess needs and goals. |
| 1/17/2023 | Culture and Climate Team | Brainstorming to assess current practices and align with future goals and priorities. |
| 2/22/2023 | Instructional Leadership Team | ILT work session to gather feedback and align leadership and organizational practices aligned with school-wide goals |
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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 in part through one-time COVID relief funds to enable OUSD 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.

2023-2024 BUDGET SUMMARY

Budget Summary

| Description | Amount |
|-------------------------------------------------------------------------|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$156,620.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$0.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$924,904.07 |

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) | \$143,250 | TBD | Local Control Funding Formula Base Grant (General Purpose Discretionary #0000) | \$34,800 | TBD |
| Title I, Part A: Parent Engagement Activities (Title I #3010) | \$3,820 | TBD | Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002) | \$308,505 | TBD |
| 21st Century Community Learning Centers (Title IV #4124) | \$0 | TBD | After School Education and Safety Program (ASES #6010) | \$174,995 | TBD |
| Title IV: Student Support & Academic Enrichment (Title IV #4127) | \$9,550 | TBD | Early Literacy Support Block Grant (ELSBG #7812) | \$0 | TBD |
| Comprehensive Support and Improvement (CSI #3182) | \$0 | TBD | Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332) | \$249,984 | TBD |
| | | | Measure N: College & Career Readiness For All (Measure N #9333) | \$0 | TBD |
| SUBTOTAL OF FEDERAL FUNDING: | \$156,620 | \$0 | SUBTOTAL OF STATE & LOCAL FUNDING: | \$768,284 | \$0 |

| | |
|------------------------------------------------------------|------------------|
| TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING: | \$924,904 |
| TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING: | TBD |

2023-24 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.

School Demographics

| % Male | % Female | % English Learners | % Newcomers | % Unhoused | % Foster Youth | % Socioeconomically Disadvantaged | % Students with Disabilities |
|--------------------------|-------------------|--------------------|-------------|------------|--------------------|-----------------------------------|------------------------------|
| 52.1% | 47.9% | 23.1% | 6.0% | 2.9% | 0.6% | 81.5% | 24.4% |
| % Black/African-American | % White/Caucasian | % Hispanic/Latino | % Asian | % Filipino | % Pacific Islander | % American Indian/ Alaskan Native | % Multiracial |
| 36.0% | 5.2% | 34.2% | 10.2% | 2.1% | 1.9% | 0.2% | 7.1% |

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: To ensure all students have access to standards-based, grade-level curriculum and instruction.

English Language Arts Measures & Annual Targets

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|-----------------------------------------------------------------|----------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i> | All Students | -92.7 | n/a | -82.6 | <i>not available until Fall 2023</i> | -92.7 |

| Reading Inventory (RI) Growth of One Year or More (Grades 6-12) | All Students | n/a | 27.6% | 23.5% | <i>not available until Fall 2023</i> | 30.0% |
|------------------------------------------------------------------|----------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| Mathematics/Science Measures & Annual Targets | | | | | | |
| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
| SBAC Math Distance from Standard Met <i>*2018-19 baseline</i> | All Students | -126.9 | n/a | -132.2 | <i>not available until Fall 2023</i> | -100.0 |
| CAST (Science) at or above Standard | All Students | 9.7% | n/a | 12.1% | <i>not available until Fall 2023</i> | 25.0% |

| LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| School Goal for Targeted Supports for To provide high quality interventions in reading and math. Focal Student Groups: | | | | | | |
| Academic Measures & Annual Targets for Focal Student Groups | | | | | | |
| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
| SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i> | Special Education Students | -163.2 | n/a | -165.9 | <i>not available until Fall 2023</i> | -92.7 |
| SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i> | English Learners | -163.5 | n/a | -152.3 | <i>not available until Fall 2023</i> | -100.0 |
| Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12) | All Students | n/a | 41.5% | 37.7% | <i>not available until Fall 2023</i> | 30.0% |
| SBAC Math Distance from Standard Met <i>*2018-19 baseline</i> | Special Education Students | -200.8 | n/a | -199.4 | <i>not available until Fall 2023</i> | -160.0 |
| SBAC Math Distance from Standard Met <i>*2018-19 baseline</i> | African American Students | -163.5 | n/a | -151.0 | <i>not available until Fall 2023</i> | 100.0 |

| Reclassification Measures & Annual Targets *Complete Part 1 of ELD Reflection | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2022-23 Target |
| ELL Reclassification | English Learners | 0.4% | 0.7% | 11.7% | <i>not available until Fall 2023</i> | 11.0% |
| LTEL Reclassification | Long-Term English Learners | 1.3% | 1.2% | 16.7% | <i>not available until Fall 2023</i> | 11.0% |

| LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged. | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| School Goal for Student & Family To provide opportunities for parents and caregivers to engage with school staff as a Engagement: means to supporting students' academic and social emotional well being. | | | | | | |
| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
| Student Connectedness to School | All Students | 56.8% | 61.6% | 46.4% | <i>not available until Fall 2023</i> | 70.0% |
| Out-of-School Suspensions | All Students | 9.1% | n/a | 9.0% | <i>not available until Fall 2023</i> | 6.0% |
| Out-of-School Suspensions | African American Students | 15.3% | n/a | 9.0% | <i>not available until Fall 2023</i> | 8.0% |
| Out-of-School Suspensions | Special Education Students | 15.1% | n/a | 9.0% | <i>not available until Fall 2023</i> | 8.0% |
| Chronic Absenteeism | All Students | 23.3% | 23.5% | 55.1% | <i>not available until Fall 2023</i> | 20.0% |
| Chronic Absenteeism | African American Students | 28.2% | 30.2% | 62.3% | <i>not available until Fall 2023</i> | 20.0% |

| LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | | | | | | |
|-----------------------------------------------------------------------------------------------------|--------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| School Goal for High-Quality Staff: To provide professional learning tailored for a teacher's needs | | | | | | |
| Measure | Target Staff Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
| One-Year School Teacher Retention Rate | All Teachers | 75.5% | 75.6% | 74.0% | <i>not available until Fall 2023</i> | 80.0% |

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

| Focus Area: | Priority Strengths | Root Causes of Strengths |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>LCAP Goal 1: College, Career & Community Readiness</i> | Access to Electives to work toward preparing towards A-G | Ensure schedule allows for students who need intervention to also take an elective. Instructional supplies to support classroom instruction and increase student's understanding of core academic concepts and standards. |
| <i>LCAP Goal 2: Focal Student Group Supports</i> | Intervention Programing - AAMI, Reading and Math intervention, Designated and Integrated ELD in schedule, Advisory, Counselors and Social Workers | Required to have designated ELD in master schedule |
| <i>LCAP Goal 3: Student & Family Engagement</i> | Advisory, Family Resource Center, 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. Resources such as interpretation and childcare supports parent engagement and help students and families to feel included and able to participate in the educational processes. |
| <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 & Community 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 devliver rigorous instruction and/or scaffolds to provide access |
| <i>LCAP Goal 2: Focal Student Group Supports</i> | Knowledge/skill in delivering stratetgies 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 Engagement</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 & math 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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Bret Harte Middle School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 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.

We have been implementing the SPSA as articulated.

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

The strategies and actions were somewhat effective due to staffing vacancies that required a shift in daily duties.

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.

Any changes will be made will be 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/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i> | Based on this evaluation, what will you change, continue, or discontinue? Why? |
|----------------------------------------------|-------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| 11-Month Teacher on Special Assignment (TSA) | SBAC ELA Distance from Standard Met | ILT facilitation; supports EL, Newcomer, and ELA departments | The TSA was assigned to coach 7 teachers for the full school year. Due to teacher absences and vacancies, the TSA was not able to coach all 7 teachers for the full school year. Instead, she facilitated staggered coaching cycles with the 7 teachers, which enabled them to focus on concrete goals over a shorter period of time. | We will continue to have the TSA coach new teachers. Next year, the TSA will support school-wide literacy goals. |

| | | | | |
|-----------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Extended Contracts | College/Career Readiness | Tutoring | Because of the lunch time and after school tutoring program, more students had the opportunity to receive more instruction in ELA, math, and science. | After school and lunch time tutoring will continue. We would like to explore the option to include Saturday school for students who need additional intervention since some students are not able to stay after school and others need more time for tutoring than an after school or lunch time tutoring program can provide. |
| Parent Education Consultant | Chronic Absenteeism | Provide education for parents in effective methods for supporting students' academic and social-emotional well-being | Our family liasion was on leave for the first half of the school year, so we were not been able to schedule the parent education events as planned. | We would like to develop a year long calendar of parent education events at the beginning of the school year and share this list with familes. This will allow us to shift facilitators and plan around any staffing changes. |

2023-24 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: *All Students*

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|-----|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------------|--------------------------------------------|
| 1-1 | Teachers implement Restorative Justice curriculum and use RJ practices | Leadership collaborates with RJ Facilitator to develop Advisory curriculum, revise routines, systems, and structures. | Suspension and referral data | | 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 | School culture surveys | | 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. | iReady data | | Tier 1 |

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 | iReady, interim assessment data | | Tier 1 |
| 2-2 | History teacher team teaches with SPED teacher to support students with IEPs | Alignment of master schedule to allow for common planning time | Interim assessment data | | Tier 1 |

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 | WHICH SCHOOL GOAL DOES THIS ADDRESS? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
| 3-1 | Family Parent Liason develops a communication plan and provides resources to support caretakers | Leadership workes with Family Parent Liason to identify solicit feedback from families and provide resources | Parent Surveys; participation in school-wide events | | |

| | | | | | |
|-----|-------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 3-2 | Social Worker provides guidance for students and caretakers | Leadership collects data from COST and helps to identify students and families for referral. | Home visit logs | To provide opportunities for parents and caregivers to engage with school staff as a means to supporting students' academic and social emotional well being. | 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 | WHICH SCHOOL GOAL DOES THIS ADDRESS? | 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. | SBAC, iReady, math interim data | To ensure all students have access to standards-based, grade-level curriculum and instruction. | 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 | Peer observation reflections | To provide professional learning tailored for a teacher's needs | 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 | WHICH SCHOOL GOAL DOES THIS ADDRESS? | 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 | To ensure all students have access to standards-based, grade-level curriculum and instruction. | Tier 2 |

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

| | |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 | WHICH SCHOOL GOAL DOES THIS ADDRESS? | 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 | iReady, lexia data | To provide high quality interventions in reading and math. | 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. | ELPAC; reclassification data | To provide high quality interventions in reading and math. | Tier 2 |
| 6-3 | Administer ELD curriculum | Provide coaching, design master schedule that incorporates designated ELD sections | Master schedule | To ensure all students have access to standards-based, grade-level curriculum and instruction. | 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 | WHICH SCHOOL GOAL DOES THIS ADDRESS? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|-----|-------------------------------|-------------------------------------------------------------------------------|----------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------|
| 7-1 | Provide a Spanish elective | Create opportunities for students to showcase their learning from drama class | master schedule | To ensure all students have access to standards-based, grade-level curriculum and instruction. | Tier 2 |
| 7-2 | Provide an art class elective | Create opportunities for students to showcase their learning from art class | master schedule | To ensure all students have access to standards-based, grade-level curriculum and instruction. | Tier 2 |

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|--------------------------------------------------------|---------------|--------------------------------------------------|-------------|------------------------------------------------------|------|--------------------------------------------------------|------|-----------------------------------------------------------------------------------------|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| after school subagreement >\$25K | \$149,995 | After School Education & Safety (ASES) | 5100 | Subagreements For Services | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Student Connectedness to School | Collaborate with administrators and Student Advisor and Climate and Culture TSA to revise routines, structures, expectations, and lesson plans | 206-1 |
| after school subagreement first \$25K | \$25,000 | After School Education & Safety (ASES) | 5825 | Consultants | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Student Connectedness to School | Leadership collaborates with RJ Facilitator to develop Advisory curriculum, revise routines, systems, and structures. | 206-2 |
| 11-Month Classroom Teacher on Special Assignment (TSA) | \$143,372 | California Community Schools Partnership Program | 1119 | Certificated Teachers on Special Assignment Salaries | 7817 | 11-Month Classroom Teacher on Special Assignment (TSA) | 1.00 | Goal 1: All students graduate college, career, and community ready. | i-Ready Reading at or above Mid-Grade | Develop rigorous and engaging, standards based curriculum | 206-3 |
| Extended Contract plus benefits | \$49,586 | California Community Schools Partnership Program | 1122 | Certificated Teachers' Salaries: Extra Compensation | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | SBAC ELA Distance from Standard Met | Develop rigorous and engaging, standards based curriculum | 206-4 |
| Social Worker | \$96,158 | California Community Schools Partnership Program | 1205 | Certificated Pupil Support Salaries | 8762 | Social Worker | 0.75 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Chronic Absenteeism | Social Worker provides guidance for students and caretakers | 206-5 |
| Restorative Justice Facilitator | \$119,391 | California Community Schools Partnership Program | 2205 | Classified Support Salaries | 8133 | Restorative Justice Facilitator | 1.00 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Out-of-School Suspensions | Teachers implement Restorative Justice curriculum and use RJ practices | 206-6 |
| 12-Month Community School Manager | \$42,933 | California Community Schools Partnership Program | 2305 | Classified Supervisors' and Administrators' Salaries | 1661 | 12-Month Community School Manager | 0.25 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Student Connectedness to School | Leadership collects data from COST and helps to identify students and families for referral. | 206-7 |
| Family/Parent Liaison | \$44,560 | California Community Schools Partnership Program | 2405 | Clerical Salaries | 8761 | Family/Parent Liaison | 0.50 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Student Connectedness to School | Family Parent Liaison develops a communication plan and provides resources to support caretakers | 206-8 |
| extended contracts | \$15,000 | Educator Effectiveness Grant | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | 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 | 206-9 |

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|--------------------------------------------------------|---------------|-------------------------------------------|-------------|---------------------------------------------------------------------------------|------|--------------------------------------------------------|------|--------------------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------|
| STIP Teacher | \$83,169 | ESSER III (One-Time COVID Relief Support) | 1105 | Certificated Teachers' Salaries | New | STIP Teacher | 1.00 | Goal 1: All students graduate college, career, and community ready. | SBAC ELA Distance from Standard Met | Teachers participate in peer observations and coaching | 206-10 |
| extended contracts | \$15,000 | LCFF Discretionary | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Staff Participation in Foundational Professional Learning | Teachers participate in peer observations and coaching | 206-11 |
| supplies | \$9,800 | LCFF Discretionary | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | i-Ready Reading at or above Mid-Grade | Develop rigorous and engaging, standards based curriculum | 206-12 |
| Copy Machine | \$10,000 | LCFF Discretionary | 6425 | Duplicat Equipment >= \$5,000 | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | SBAC ELA Distance from Standard Met | Develop rigorous and engaging, standards based curriculum | 206-13 |
| Teacher, Structured English Immersion | \$49,021 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 2195 | Teacher, Structured English Immersion | 0.50 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | SBAC ELA Distance from Standard Met | Develop rigorous and engaging, standards based curriculum | 206-14 |
| Teacher, Structured English Immersion | \$63,890 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 2643 | Teacher, Structured English Immersion | 0.49 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | SBAC ELA Distance from Standard Met | Develop rigorous and engaging, standards based curriculum | 206-15 |
| 11-Month Classroom Teacher on Special Assignment (TSA) | \$131,276 | LCFF Supplemental | 1119 | Certificated Teachers on Special Assignment Salaries | 7816 | 11-Month Classroom Teacher on Special Assignment (TSA) | 0.80 | Goal 1: All students graduate college, career, and community ready. | SBAC ELA Distance from Standard Met | Manage the responsibilities of the New Teacher Support TSA to prioritize time allocated to instructional coaching. | 206-16 |
| Assistant Principal, Middle School | \$63,995 | LCFF Supplemental | 1305 | Certificated Supervisors', Administrators', and Instructional Coaches' Salaries | 948 | Assistant Principal, Middle School | 0.35 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Out-of-School Suspensions | Teachers implement Restorative Justice curriculum and use RJ practices | 206-17 |

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|--------------------------------------------------------|---------------|-------------------------------------------------|-------------|------------------------------------------------------|------|--------------------------------------------------------|------|--------------------------------------------------------------------------------------|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Supplies | \$323 | LCFF Supplemental | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | SBAC Math Distance from Standard Met | Develop rigorous and engaging, standards based curriculum | 206-18 |
| Library Technician | \$80,371 | Measure G, Library Support | 2205 | Classified Support Salaries | 7413 | Library Technician | 1.00 | Goal 1: All students graduate college, career, and community ready. | SBAC ELA Distance from Standard Met | Library tech | 206-19 |
| Teacher, Structured English Immersion | \$77,278 | Measure G1 | 1105 | Certificated Teachers' Salaries | 3339 | Teacher, Structured English Immersion | 1.00 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Develop rigorous and engaging, standards based curriculum | 206-20 |
| Teacher, Structured English Immersion | \$126,723 | Measure G1 | 1105 | Certificated Teachers' Salaries | 4525 | Teacher, Structured English Immersion | 1.00 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Provide a Spanish elective | 206-21 |
| 11-Month Classroom Teacher on Special Assignment (TSA) | \$140,153 | Measure G1 | 1119 | Certificated Teachers on Special Assignment Salaries | 6127 | 11-Month Classroom Teacher on Special Assignment (TSA) | 1.00 | Goal 1: All students graduate college, career, and community ready. | Out-of-School Suspensions | Teachers implement Restorative Justice curriculum and use RJ practices | 206-22 |
| Supplies | \$30,829 | Measure G1 | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Provide an art class elective | 206-23 |
| Teacher, Structured English Immersion | \$66,498 | Salesforce Middle School Computer Science Grant | 1105 | Certificated Teachers' Salaries | 2643 | Teacher, Structured English Immersion | 0.51 | Goal 1: All students graduate college, career, and community ready. | i-Ready Reading at or above Mid-Grade | Develop rigorous and engaging, standards based curriculum | 206-24 |
| 11-Month Classroom Teacher on Special Assignment (TSA) | \$32,819 | Salesforce Middle School Math Coach Grant | 1119 | Certificated Teachers on Special Assignment Salaries | 7816 | 11-Month Classroom Teacher on Special Assignment (TSA) | 0.20 | Goal 1: All students graduate college, career, and community ready. | 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 | 206-25 |

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|---------------------------------------|---------------|--------------------------------------------------------|-------------|---------------------------------------------------------------------------------|------|---------------------------------------|------|--------------------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Assistant Principal, Middle School | \$118,847 | Salesforce Principal Innovation Fund | 1305 | Certificated Supervisors', Administrators', and Instructional Coaches' Salaries | 948 | Assistant Principal, Middle School | 0.65 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Out-of-School Suspensions | Improve quality of Advisory curriculum focused on relationship building and teaching SEL skills | 206-26 |
| interpreters | \$1,500 | Title I, Part A Parent & Family Engagement | 2225 | Classified Support Salaries: Overtime | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | ELL Reclassification | Family Parent Liasion develops a communication plan and provides resources to support caretakers | 206-27 |
| Child Care for Parent Engagement | \$2,320 | Title I, Part A Parent & Family Engagement | 2225 | Classified Support Salaries: Overtime | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Reading Inventory (RI) Multiple Years Below Grade Level | Leadership workes with Family Parent Liasion to identify solicit feedback from families and provide resources | 206-28 |
| Teacher, Structured English Immersion | \$20,873 | Title I, Part A Schoolwide Program | 1105 | Certificated Teachers' Salaries | 247 | Teacher, Structured English Immersion | 0.20 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Student Connectedness to School | AAMI facilitator teaches 4 sections of and AAMI elective and case manages | 206-29 |
| Teacher, Structured English Immersion | \$89,848 | Title I, Part A Schoolwide Program | 1105 | Certificated Teachers' Salaries | 2814 | Teacher, Structured English Immersion | 1.00 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | SBAC Math Distance from Standard Met | Develop rigorous and engaging, intervention Math standards based curriculum | 206-30 |
| Social Worker | \$32,053 | Title I, Part A Schoolwide Program | 1205 | Certificated Pupil Support Salaries | 8762 | Social Worker | 0.25 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Chronic Absenteeism | Social Worker provides guidance for students and caretakers | 206-31 |
| supplies | \$476 | Title I, Part A Schoolwide Program | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | i-Ready Reading at or above Mid-Grade | Instructional supplies to support classroom instruction and increase student's understanding of core academic concepts and standards | 206-32 |
| Extended Contracts (New Programs) | \$4,550 | Title IV, Part A Student Support & Academic Enrichment | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Reading Inventory (RI) Growth of One Year or More | Provide small group literacy instruction to ELLs | 206-33 |

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|--------------------------------------------------------|-------------|------------------------------|-----|----------------|-----|-------------------------------------------------------------------------|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| field trips | \$5,000 | Title IV, Part A Student Support & Academic Enrichment | 5826 | External Work Order Services | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Student Connectedness to School | Field trips that align with core academic standards are needed as they are an opportunity to deepen the students' understanding of Math, ELA and Science standards through targeted learning experiences. | 206-34 |



**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.
- Send School Parent and Family Engagement Policy in the weekly newsletter.

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:

- Canvas 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:

- Parent Square

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 the school plan for student achievement (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was jointly developed and adopted by the Bret Harte Middle School on 8/31/2022 and will be in effect for the period 8/31/2022 through 5/25/2023.

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

April Harris-Jackson

April Harris-Jackson

Name of Principal

Signature of Principal

8/31/2022

Date

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



School-Parent Compact

2022-23

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 2022-23 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 available on the Aeries Parent Portal.

- 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. Family conferences will be held twice a year (one in the fall and one in the spring). Parents can also communicate with teachers through Parent Square or email.

- 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 Canvas to send regular communications to families in their home language.

Parent Responsibilities

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

- Volunteer in my child's classroom if possible.

- Participate in decisions related to the education of my child.
- Promote positive use of my child’s extracurricular time.
- Enforce the school academic schedule.
- Actively ask students about their day, what is happening in school.
- Check Parent Square
- Communicate with teachers

Teacher Responsibilities

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

Student Responsibilities

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 adopted by Bret Harte Middle School on 8/31/2022 and will be in effect for the period of August 8, 2022 to May 25, 2023.

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, 2022.

April Harris-Jackson

April Harris-Jackson

8/31/2022

Principal’s Name

Signature of Principal

Date



Pacto Escuela-Padre 2022-23

Este Pacto Escuela-Padre ha sido desarrollado con padres y miembros de familia y detalla como padres, todo el personal escolar, y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico estudiantil y el medio por lo cual la escuela y los padres construirán y desarrollaran una asociación para ayudarles a los estudiantes a lograr el alto rendimiento académico del Estado de California.

Este Pacto Escuela-Padre está en efecto para el año escolar 2022-23.

Responsabilidades Escolares

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

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

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

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

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

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

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

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

Los padres pueden llamar a la escuela al 510-879-2206 para hacer una cita con cualquier miembro de la escuela durante su periodo de conferencia u otro tiempo establecido. Las conferencias familiares serán dos veces al año (una en otoño y una en primavera). Los padres también pueden comunicarse con los maestros por medio de Parent Square o correo electrónico.

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

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

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

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

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

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

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

La escuela usa Parent Square y Canvas para mandar comunicaciones frecuentes a las familias en su idioma materno.

Responsabilidades de los Padres

Como padre, yo apoyaré el aprendizaje de mi hijo/a en las siguientes maneras:

- Ser voluntario en el salón de mi hijo/a si es posible.
- Participar en las decisiones relacionadas a la educación de mi hijo/a.
- Promover el uso positivo del tiempo extracurricular de mi hijo/a.
- Enforzar el horario académico.
- Preguntarle a mi estudiante sobre su día, y que está pasando en la escuela.
- Revisar Parent Square
- Comunicarme con los maestros

Responsabilidades de Maestros/as

Como maestro/a, yo apoyaré el aprendizaje de mi estudiante en las siguientes maneras:

- Comunicar claramente las expectativas a los estudiantes y padres.
- Esforzarme para abordar las necesidades de mis estudiantes.
- Proporcionar un ambiente de aprendizaje seguro, positivo y saludable

Responsabilidades de Estudiantes

Como estudiante you me comprometo a llevar a cabo las siguientes responsabilidades lo mejor que pueda:

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

Este pacto fue adoptado por Bret Harte Middle School en 8/31/2022 y estará en efecto por el periodo del 8 de agosto de 2022 al 25 de mayo de 2023.

La escuela distribuirá el Acuerdo a todos los padres y miembros de familia participando en el programa del Título I, Parte A el 30 de septiembre de 2022 o antes.

April Harris-Jackson

April Harris-Jackson

8/31/2022

Nombre de Directora

Firma de Directora

Fecha



Strategic Resource Planning (SRP)

Bret Harte Middle School
School Site Council Membership Roster
2022-2023

SSC - Officers

| | |
|-------------------|------------------------|
| Chairperson: | Melissa Ramirez-Medina |
| 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 | | | | | |
| PATRICIA WONG | | x | | | | 1 |
| SUSSAN YOUNG | | x | | | | 1 |
| CHYNNA WILSON | | x | | | | 1 |
| NIDA KHALIL | | | x | | | 1 |
| MONICA LIN | | | | x | | 1 |
| MELISSA RAMIREZ-MEDINA | | | | x | | 1 |
| IVETTE QUINTANILLA | | | | x | | 1 |
| ALI MOQBEL | | | | x | | 1 |
| JANNIE [REDACTED] | | | | | x | 1 |
| *Highlighted teachers are Aeries verified-SMT* | | | | | | |
| | | | | | | |
| | | | | | | |

| | |
|--------------------------------------------------|------------------------------------------------|
| SSC Meeting Schedule: (Day/Month/Time) | First Thursday of the month at 5:30 PM on Zoom |
|--------------------------------------------------|------------------------------------------------|

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.

