

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Bret Harte Middle School.

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

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

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Bret Harte Middle School.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: Bret Harte Middle School
CDS Code: 1612596056998
Principal: Bianca D'Allesandro
Date of this revision: 5/11/2016

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

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

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

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

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Bret Harte Middle School

Site Number: 206

- | | |
|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant <input checked="" type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant |

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

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

Date(s) plan was approved: 5/19/2016

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

- Fliers in students' home languages Announcement at a public meeting Other (Notices, Media Announcements, etc.)

Signatures:

Bianca Palesandro

Print name of School Principal



Signature

5.19.16

Date

Dope Ganford

Print name of SSC Chairperson



Signature

5.19.16

Date

Ron C. Smith

Print name of Network Superintendent



Signature

5/20/16

Date

Ruth Alahydoian

Ruth Alahydoian, Chief Financial Officer



Signature

5-31-16

Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

School Site: Bret Harte Middle School

Site Number: 206

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

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
5/19/2016	SSC	Shared rationale and overview of site plan.
5/2/2106	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
2/18/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.
5/21/2016	Newcomer Parent Engagement	Convened feedback session with Newcomer parents, in partnership with Newcomer teachers and coordinators, on FAP goals and activities to increase Newcomer student achievement.
5/11/2016	PTSA	Shared rationale and overview of site plan.

2016-2017 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$172,238.19	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$250,980.60	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$129,172.23	TBD
TOTAL:	\$552,391.02	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$100,352.36	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,572.43	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$95,716.63	TBD
TOTAL:	\$198,641.42	\$0.00

ABOUT THIS SCHOOL

School Description

Bret Harte Middle School is located in the Dimond/Laurel neighborhood. Students come from a large geographic area, making the student population one of the most ethnically and economically diverse in Oakland.

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.

Bret Harte prepares students for high school and beyond. Established in 1930, the school currently serves approximately 600 students. More than 23,000 students have graduated from Bret Harte since it opened. Our most famous alumnus is actor Tom Hanks (Class of 1971). We are one of the most diverse schools in all of Oakland, and proud of our commitment to serve all of our city's youth.

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.

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	Consistent Use of Common Core Aligned Instruction
Major Improvement Priority #2:	School-wide Sustained Silent Reading
Major Improvement Priority #3:	School Culture and Climate

MAJOR IMPROVEMENT PRIORITY #1: Consistent Use of Common Core Aligned Instruction

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
consistent classroom physical alignment configured for small group discussion	inconsistent opportunities for students to interact with CC aligned material
increased percentage of LTEL reclassified	District benchmarks and SBAC scores indicate students are performing below grade level in ELA and math
higher number of SPED students mainstreamed into ELA classrooms	Less than 100% student engagement

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Instructional coaches for the math team and newcomer team are helping to facilitate higher frequency of academic discussion in these classes through PD and focused-instructional coaching.
 Within department teams, we have better understood the reclassification process and how to use silent reading and instructional practices to motivate students to meet the criteria for reclassification.
 Through collaboration, SPED teachers are able to follow students in a more meaningful way so the teachers know student needs. They created systems that allow students to better access instruction.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Inconsistent coaching presence for ELA and SPED teachers.
 High percentage of students with high-risk home lives.
 Inconsistent lessons aligned to common core standards giving students opportunities to engage in rigorous academic tasks.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal (<i>required</i>)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	In 100% of core subject classrooms, 80% students are equitably engaged in academic tasks around grade level, CCSS/NGSS-aligned content as measured by classroom observations.	SBAC ELA and MATH	All Students	5%	50%	80%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals (<i>optional</i>)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	At least 25% of Long Term English Learners (LTEL) are reclassified by the end of 2016-17 school year.	CELDT	English Learners	7.6%	15%	25%	4: English learners are reaching English fluency.
Academic	80% of students show proficiency or growth in ELA & Math performance tasks as measured by state and district assessments.	English Writing Task and Math Benchmarks	All Students	Proficiency 19.5% ELA 8.7% MATH	Proficiency 23% ELA 11% MATH	Proficiency 27.3% ELA 14% MATH	2: Students are proficient in state academic standards.
Academic	100% of inclusion students feel comfortable or show an increase in comfort during academic discourse as measured by beginning of year, mid-year and end of year student surveys.	Student Survey	Special Education Students	N/A	N/A	100%	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority: *Academic discussion, close reading, and argumentative writing is the focus of teacher professional development and focal student work across all subject areas.*

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Teachers implement instructional practices to support equitable engagement in academic discussion, complex text reading, and evidence-based writing in all core subject areas.	TSAs coordinating common practices through observations and weekly teacher meetings.	Department level professional development once a week to support implementation of best practices.
Math and ELA lesson plans generated in PLC/department align with level of rigor of CCSS and NGSS and engage students equitably in meaningful tasks.	TSAs and teacher leaders model effective lesson plan creation and support team teachers in their own development.	Bobcat Locker (a shared google drive folder) will initially hold exemplar teacher lesson plans and optional structures eventually leading to all teachers sharing lesson plans online.
All MATH and ELA teachers use blended environment in a way that enhances student engagement in academic tasks.	Teacher leaders and TSAs model effective blended learning tools usages and provide individual teachers opportunities to analyze most effective practices.	Department leads and coaches lead ongoing professional development around specific online software and structures for blended environments.
Use of structured math intervention curriculum aligned with the SMI for Tier 3 students to move them closer to grade level.	Math TSA provides curricular support to Tier 2 and Tier 3 math intervention teacher(s) to ensure robust intervention curriculum aligned with assessments.	Continuation of Tier 2 and Tier 3 math intervention program.
Math and ELA teachers facilitate weekly practice in performance tasks.	Department leads and TSAs facilitate planning and implementation strategies for weekly performance tasks.	Department leads and TSAs lead initial finding of tasks and then investigate successes and areas of growth.
		Supplies for classroom instruction aligned with the CCSS.
		Extra substitute funding to allow for teachers to participate in facilitated cross observations of each other implementing strategies aligned to the common core in order to build consistent, strong practices.
		Field trip admission costs to allow extend classroom instruction to provide for meaningful student engagement.

		Transportation to field trips aligned with classroom instruction.
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MAJOR IMPROVEMENT PRIORITY #2: School-wide Sustained Silent Reading

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2

Student Performance Strengths	Student Performance Challenges
SRI proficiency levels have grown over the course of the year.	A majority of students are below grade level in reading according to the Common Core aligned lexile bands.
Students receiving Tier 3 interventions in reading have shown growth at a faster rate compared to their peers.	Newcomer ELD students consistently perform poorly on SRI because of their lack of English proficiency.
Building on established SSR program with student buy-in.	Lacking appropriate, engaging grade level texts.

ROOT CAUSE ANALYSIS for Priority #2

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Independent reading is taking place across the school with teachers engaged in the process, but there is inconsistency in teacher guidance of students towards texts that are an appropriate level. Teachers need to take a more active and formal role in supporting students in their reading growth through SSR. Administrators, TSA's, and teacher leaders need to prioritize offering observations and feedback specifically around SSR or independent reading time.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Independent reading is taking place across the school with teachers engaged in the process, but there is inconsistency in teacher guidance of students towards texts that are an appropriate level. Teachers need to take a more active and formal role in supporting students in their reading growth through SSR. Administrators, TSA's, and teacher leaders need to prioritize offering observations and feedback specifically around SSR or independent reading time.

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal (<i>required</i>)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	By June 2017, students will reach grade level target on SRI or show 150 points of growth in lexile level.	SRI	All Students	23.8%	30%	35%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals (<i>optional</i>)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal

Academic	Percentage of students at or above grade level in reading will increase by 25% as measured by SRI.	SRI	All Students	51%	55%	60%	3: Students are reading at or above grade level.
Academic	All students will engage in close reading protocol with complex text in all core subject areas.	SRI	All Students	100%	100%	100%	2: Students are proficient in state academic standards.
Academic	All students will engage in 20 minutes of independent reading daily in texts at appropriate lexile level.	SRI	All Students	100%	100%	100%	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *Independent reading in all classrooms, supported by targeted professional development including observation and feedback increasing reading growth for students levels as measured by quarterly SRI administration*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Assisting students in selecting books in their lexile range.	Professional development each marking period supporting independent reading based on observation of independent reading in classrooms and independent reading best practices.	Provide classroom libraries of high interest texts at a variety of lexile levels.
Monitoring student engagement with book and comprehension.	Targeted coaching of positive SSR practices for teachers identified as facing challenges.	Reorganize school schedule to permit independent reading to take place daily at the same time in all classes.
Lead students in tracking reading progress in pages and lexile and share progress publicly.	Observation and feedback focusing on independent reading implementation in alignment with school expectations to promote acceleration of reading growth.	School wide system of incentives and recognition for student progress in SRI.
Engage in problem solving with students struggling with independent reading.	Professional development around independent reading will facilitate teachers helping students accelerate their reading growth through assisting in selecting books, identifying students for acceleration classes, etc.	Additional teacher for humanities to allow for additional sections of Tier 3 intervention for reading within the master schedule.
Lead class in goal setting and framing purpose for independent reading to promote reading growth.	Development of leveled libraries to allow for GATE students far above grade level to be challenged and grow during independent reading.	Additional Newcomer ELD teacher to provide ELD programming at a variety of levels to students newly arrived in the United States.

		Extended contracts to allow teacher leaders to participate in cycles of inquiry around reading data and other indicators of student progress.
		Full-time onsite librarian to support students in selecting appropriate texts and exploring new books.

MAJOR IMPROVEMENT PRIORITY #3: School Culture and Climate

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
Our RJ program is established and poised to grow with our 7th and 8th graders.	Disproportionate number of AA students sent to office on referral.
Most students show a positive response with Tier 2 instructional intervention.	Inconsistent and lack of reteach interventions when students don't show mastery of CC-aligned content.
1st period tardies have reduced since implementing tracking system.	High percentage of students absent or tardy to school on a daily basis.

ROOT CAUSE ANALYSIS for Priority #3
What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?
We are already making positive gains in implementing tier 2 interventions. In areas where we haven't started making positive gains, data indicates readiness to implement PBIS/RJ/Instructional improvements. Inconsistent application of tier 2 interventions in teacher classrooms due to emphasis on tier 3 interventions and lack of training.
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?
Inconsistent public transportation and incentives for students to arrive ontime daily. Inconsistent tracking and follow up around student tardies. Missing aligned grade level scope and sequence, formative assessments and tier 2 intervention strategies. Staff needs additional training and support to build positive relationships with all students.

STUDENT PERFORMANCE GOAL(S) for Priority #3							
Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	Reduce rate of chronic absence by 20% or more over previous year.	Attendance Rate	All Students	n/a	13%	20%	5: Students are engaged in school everyday.

Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Increase in tier 2 restorative conversations between teachers and students	Culture/ Climate: Student	Foster & Homeless Youth	30%	40%	75%	5: Students are engaged in school everyday.
Climate & Culture	Reduce the number of tier 2 behavioral interventions by 20% or more over previous year.	Engagement/ Participation rate	African- American Students	5%	15%	20%	5: Students are engaged in school everyday.
Climate & Culture	Increase usage of Tier 2 strategies for discipline as it relates to instruction.	Observations	All Students	30%	40%	75%	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: *Increase restorative justice practices in classrooms and instructional interventions.*

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Consistently holding formal and informal restorative conversations with students to build and maintain positive relationships.	Grade level teacher leaders hold weekly meetings to identify challenges and opportunities for success across classrooms.	RJ Coordinator leads all-staff PD around importance of and strategies to have restorative conversations.
Teachers regularly assess specific standards and CC skills and use results to thoughtfully plan tier 2 interventions.	Instructional leaders and TSAs model and support teachers implementation of these RTIs.	Transparently track every student's progress to drive conversations of practice and student success.
Teachers establish consistent classroom culture, expectations, procedures and consequences.	Leadership team and grade level leads coordinate alignment of practices and troubleshoot maintaining consistency.	Implement school-wide PBIS.
	Expanded after school program incorporating youth leadership opportunities, additional staffing, security, and coordination with restorative justice and family engagement programming.	Maintenance of school attendance team to manage and broker attendance related interventions in coordination with the COST team.
		Family resource contractor bilingual in other school languages to provide translation, provide access to other resources of the family resource center, and support attendance interventions.

		Overtime for SSOs to provide for safety and supervision at special events or in the absence of other staff.
		Refreshments for parent engagement events throughout the year.
		Postage to allow communication between school and families.

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$95,716.63	21st Century	Afterschool programming	Expanded after school program incorporating youth leadership opportunities, additional staffing, security, and coordination with restorative justice and family engagement programming.	A1.6: After School Programs	5825	n/a	n/a	n/a	206-1	206
\$129,172.23	After School Education & Safety (ASES)	Afterschool programming	Expanded after school program incorporating youth leadership opportunities, additional staffing, security, and coordination with restorative justice and family engagement programming.	A1.6: After School Programs	5825	n/a	n/a	n/a	206-2	206
\$4,000.00	General Purpose Discretionary	Fieldtrips	Field trip admission costs to allow extend classroom instruction to provide for meaningful student engagement.	A2.2: Social Emotional Learning	5829	n/a	n/a	n/a	206-3	206
\$10,000.00	General Purpose Discretionary	Conference Expense	Professional Development	A2.5: Teacher Professional Development for CCSS & NGSS	5220	n/a	n/a	n/a	206-4	206
\$5,000.00	General Purpose Discretionary	Copier Maintenance	Supplies for classroom instruction aligned with the CCSS.	A5.3: School Facilities	5610	n/a	n/a	n/a	206-5	206
\$37,000.00	General Purpose Discretionary	Afterschool programming	Expanded after school program incorporating youth leadership opportunities, additional staffing, security, and coordination with restorative justice and family engagement programming.	A1.6: After School Programs	5825	n/a	n/a	n/a	206-6	206
\$4,500.00	General Purpose Discretionary	Busses for fieldtrips	busses for fieldtrips	A2.2: Social Emotional Learning	5826	n/a	n/a	n/a	206-7	206
\$40,000.00	General Purpose Discretionary	Extended Contract	Extended contracts to allow teacher leaders to participate in cycles of inquiry around reading data and other indicators of student progress.	A5.1: School Culture & Climate (Safe & Supportive Schools)	1120	n/a	n/a	n/a	206-8	206
\$6,000.00	General Purpose Discretionary	Clerical Overtime	Family resource contractor bilingual in other school languages to provide translation, provide access to other resources of the family resource center, and support attendance interventions.	A5.1: School Culture & Climate (Safe & Supportive Schools)	2425	n/a	n/a	n/a	206-9	206
\$59,238.19	General Purpose Discretionary	Supplies	Supplies for classroom instruction aligned with the CCSS.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	206-10	206
\$6,500.00	General Purpose Discretionary	meeting refreshments	Refreshments for parent engagement events throughout the year.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4311	n/a	n/a	n/a	206-11	206
\$126,148.81	LCFF Supplemental	2nd AP	Implement school-wide PBIS.	A2.9: Targeted School Improvement Support	n/a	ASSISTANT PRINCIPAL MIDDLE	10APRM0005	1	206-12	206
\$42,842.58	LCFF Supplemental	TSA Math	Math TSA provides curricular support to Tier 2 and Tier 3 math intervention teacher(s) to ensure robust intervention curriculum aligned with assessments.	A2.9: Targeted School Improvement Support	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.5	206-13	206
\$45,621.78	LCFF Supplemental	Newcomer Teacher	Additional Newcomer ELD teacher to provide ELD programming at a variety of levels to students newly arrived in the United States.	A4.3: Newcomer Programs	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH0608	0.72	206-14	206
\$19,539.32	LCFF Supplemental	STIP Sub	Extra substitute funding to allow for teachers to participate in facilitated cross observations of each other implementing strategies aligned to the common core in order to build consistent, strong practices.	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.4	206-15	206
\$5,547.95	LCFF Supplemental	RJ Coordinator	RJ Coordinator leads all-staff PD around importance of and strategies to have restorative conversations.	A2.2: Social Emotional Learning	5736	n/a	n/a	n/a	206-16	206
\$11,280.16	LCFF Supplemental	afterschool programming	Expanded after school program incorporating youth leadership opportunities, additional staffing, security, and coordination with restorative justice and family engagement programming.	A1.6: After School Programs	5825	n/a	n/a	n/a	206-17	206
\$21,000.00	Measure G (School Libraries)	Library Contract	Full-time onsite librarian to support students in selecting appropriate texts and exploring new books.	A3.4: Teacher Professional Development focused on Literacy	4200	n/a	n/a	n/a	206-18	206
\$29,308.98	Measure G (TGDS)	STIP Sub	Extra substitute funding to allow for teachers to participate in facilitated cross observations of each other implementing strategies aligned to the common core in order to build consistent, strong practices.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.6	206-19	206

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$2,878.00	Measure G (TGDS)	extended Contract	Extended contracts to allow teacher leaders to participate in cycles of inquiry around reading data and other indicators of student progress.	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	206-20	206
\$0.05	Measure G (TGDS)	extended Contract	Extra substitute funding to allow for teachers to participate in facilitated cross observations of each other implementing strategies aligned to the common core in order to build consistent, strong practices.	A2.10: Extended Time for Teachers	4399	n/a	n/a	n/a	206-21	206
\$42,842.58	Program Investment	TSA Literacy	Instructional leaders and TSAs model and support teachers implementation of these RTIs.	A3.4: Teacher Professional Development focused on Literacy	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.5	206-22	206
\$4,200.00	Program Investment		Extended contracts to allow teacher leaders to participate in cycles of inquiry around reading data and other indicators of student progress.	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	206-23	206
\$1.12	Program Investment	Surplus	Supplies for classroom instruction aligned with the CCSS.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4399	n/a	n/a	n/a	206-24	206
\$81,469.32	Title I Basic	TSA Newcomer	Additional Newcomer ELD teacher to provide ELD programming at a variety of levels to students newly arrived in the United States.	A4.3: Newcomer Programs	n/a	10 MONTH CLASSROOM TSA	C10TSA0118	0.8	206-25	206
\$14,430.99	Title I Basic	Newcomer Teacher	Additional Newcomer ELD teacher to provide ELD programming at a variety of levels to students newly arrived in the United States.	A4.3: Newcomer Programs	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2356	0.2	206-26	206
\$4,452.05	Title I Basic	RJ Coordinator	RJ Coordinator leads all-staff PD around importance of and strategies to have restorative conversations.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736	n/a	n/a	n/a	206-27	206
\$2,572.43	Title I Parent Participation	Consultants	Expanded after school program incorporating youth leadership opportunities, additional staffing, security, and coordination with restorative justice and family engagement programming.	A1.6: After School Programs	5825	n/a	n/a	n/a	206-28	206

Bret Harte School – Parent Compact

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

This School-Parent Compact is in effect during the 2015-2016 school year.

School Responsibilities - Bret Harte Middle School will:

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

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

Classes will be reduced in class size according to the provisions of the Quality Education Investment Act.

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

2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

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

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

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

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

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

4) Provide parents reasonable access to staff.

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

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

Parents wishing to volunteer should call the Family Resource Center at 482-7249. Parents wishing to volunteer should contact the office at 531-6400 who will make the necessary arrangements.

Parent Responsibilities –

We, as parents will support our children's learning in the following ways:

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

Make sure homework is completed.

Monitoring amount of television viewing time.

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

Supporting the school dress and discipline codes.

Attending school events.

Student Responsibilities –

We, as students, will share the responsibility to improve our academic achievement and achieve the State of California's academic standards. We will:

Do my homework every day.

Ask for help when I need it.

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

Follow the school dress and discipline codes.

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

Parent Involvement Policy

PART 1: GENERAL EXPECTATIONS

Bret Harte Middle School will:

- Develop jointly with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on. Provide parents the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- Make the School Parental Involvement Policy available to the local community.
- Update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- Adopt the school's School Parent Compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Definition: Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities.

- Parents play an integral role in assisting their child's learning.
- Parents are encouraged to be actively involved in their child's education at school.
- Parents are full partners in their child's educational program and included, as appropriate, in decision-making and on advisory committees to assist the education of their child.
- Parents are included on committees that make decisions about how funds are allocated.

PART 2: DESCRIPTION OF HOW BRET HARTE MIDDLE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Bret Harte Middle School will take the following actions to involve parents in the joint development and agreement of its School Parent Involvement Policy.
 - a. Disseminate school's current Parental Involvement Policy and School-Parent Compact for review and/or changes to all parent groups.
 - b. Hold Annual Title 1 meeting to inform parents of what Title 1 means, educate parents on No Child Left Behind (NCLB) requirements, and review and receive input on the current Parent Involvement Policy and School-Parent Compact.

- c. Provide all parent groups with state assessment results.
2. Bret Harte Middle School will take the following actions to distribute to parents of participating children and the local community, the School parental Involvement Policy:
 - a. Provide documents that are written in language that parents can understand.
 - b. Provide documents that are translated in languages spoken by the majority of parents.
 - c. Make documents available in Bret Harte Parent Center and to all parent groups.
 - d. Send Parent Involvement Policy and School-Parent Compact home to all parents at registration.
3. Bret Harte Middle School will update periodically its School Parental Involvement Policy and School-Parent Compact to meet the changing needs of parents and the school.
4. Bret Harte Middle School will convene an Annual Title 1 Meeting to inform parents of the following:
 - a. That Bret Harte participates in Title 1.
 - b. About the requirements of Title 1.
 - c. Of their rights to be involved in the monitoring of the school's Title 1 Program.
 - d. Of their rights opt participate in the development of the District's Title 1 Plan.
 - e. Of their rights to participate in developing Bret Harte's Community Schools Strategic Site Plan (CSSSP).
5. Bret Harte Middle School will provide information about Title 1 programs to parents of participating children in a timely manner by:
 - a. Informing parents of Title 1 programs at an Annual Title 1 Meeting, in school flyers, in Bret Harte's "From the Harte" newsletter, and in other parent meetings.
 - b. Encouraging parent input in reference to how the funds are used through participation in the SSC.
 - c. Notifying parents of changes in Title 1 allocations.
6. Bret Harte Middle School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet as outlined below:
 - a. Parents will be informed of the academic programs in each subject area.
 - b. At Back to School Night, individual teachers will share their goals and objectives in teaching the state standards, as well as the implementation of management plans.
 - c. In the Family Resource Center, meetings will be held to help parents understand state assessments.

PART 3: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Bret Harte Middle School will see to continue strong parental involvement, in order to support a partnership among the school, parents, and the community to improve

student academic achievement, through the following activities specifically described below:

- a. Provide a Family Resource Center where parents can learn of various parent involvement activities that can help raise student achievement.
 - b. Invite parents to volunteer at Bret Harte at various times during the school day, at special day and evening events, and in classrooms.
 - c. Inform parents of all opportunities available to them through the school and, when possible, the district.
 - d. Encourage parents opt become involved with committees to promote school safety and campus beautification.
2. Bret Harte will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following:
- a. The State of California's academic content standards.
 - b. The State of California's student academic achievement standards.
 - c. The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments.
 - d. The requirements of Title 1.
 - e. How to monitor their child's progress.
 - f. How to participate in a class "Bret Harte 101" through the Parent Center.
 - g. How to attend conference related to parent involvement in the school and parent education.

PART 4: ACCESSIBILITY

1. Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

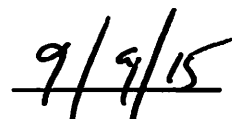
PART 5: ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by parent advisory meetings and workshops.

This policy was adopted by Bret Harte's School Site Council on 10/1/14 and will be in effect for the period of 2014-2015 . The school will distribute this policy to all parents of participating Title 1, Part A children on or before 1/1/15. It will be made available to the local community in the Bret Harte Parent Center on or before 1/1/15. Bret Harte's notification to parents of this policy will be in an understandable uniform format, and to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



(Principal's Signature)



(Date)



School Site Council Membership Roster – Middle School

School Name: Bret Harte

School Year: 15-16

Chairperson : Martin Bond	Vice Chairperson: Hope Cranford
Secretary: Bianca D'Allesandro	LCAP Parent Advisory Nominee:
LCAP EL Parent Advisory Nominee:	LCAP Student Nominee:

Place "X" in Appropriate Members Column

Members' Names	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Bianca D'Allesandro	X				
Carolyn Traylor		X			
Nick Wright		X			
Shiela Brethauer		X			
Abraham Zellman		X			
Elana Loera			X		
Adrian Goldstien				X	
Martin Bond				X	
Kara Dekernion				X	
Hope Cranford				X	
Sonja Abel				X	
Scott Wikstrom				X	

Meeting Schedule (day/month/time)	10/14/2015
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SSC Legal Requirements:

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

1-Principal
4-Classroom Teachers
1-Other Staff

6-Parent /Community
Or
3-Parent/Community
And 3-Students

*Please submit nominees' contact information to raquel.jimenez@ousd.org for participation in district elections.

Revised 9/2/2015