

**OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1262  
Introduction Date: 6/27/18  
Enactment No.: 18-1079  
Enactment Date: 6/27/18  
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**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Bret Harte Middle School.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

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

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Bret Harte Middle School.



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

## **2018-2019 Single Plan for Student Achievement (SPSA)**

**School:** Bret Harte Middle School  
**CDS Code:** 1612596056998  
**Principal:** Bianca D'Allesandro  
**Date of this revision:** 4/20/2018

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

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

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

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

*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

**2018-2019 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 type="checkbox"/> 21st Century                   |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant                                   | <input type="checkbox"/> School Improvement Grant (SIG) |

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

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

Date(s) plan was approved: 5/16/2018

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

- Flyers in students' home languages
  Announcement at a public meeting
  Other (notices, media announcements, etc.)

**Signatures:**

		<u>5/16/2018</u>
Bianca D'Allesandro, School Principal	Signature	Date
		<u>5/16/2018</u>
Martin Bond SSC Chairperson	Signature	Date
<u>Mark Triplett</u>		<u>5/23/18</u>
Mark Triplett, Network Superintendent	Signature	Date
		<u>5/31/18</u>
Marla Williams, Officer, State and Federal Programs	Signature	Date

**2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
5/16	SSC	Monthly SSC Meeting
5/8	Whole Staff	Sharing out of the documents
4/11	ILT Meeting	Group work time and reflection of current goals
4/20	Leadership	Work on incorporating feedback and share out of updates

**2018-2019 Final Budget****Programs Included in This Plan**

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$203,623.50	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$460,976.46	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$140,691.59	TBD
<b>TOTAL:</b>	<b>\$805,291.55</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$124,796.61	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$3,069.27	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$127,865.88</b>	<b>\$0.00</b>

## 2018-19 SINGLE 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.

#### Family & Student Engagement

Students are recognized for our schools three values every marking period. Students are given incentives for making honor roll with a school-wide celebration including school bracelets for free dress Fridays. Students are offered grade level opportunities for outdoor education programs. There is a lack of student leadership opportunities offering little room for student input and voice. There are limited on campus events for students to show their spirit and pride. If we offer more consistent student initiated opportunities to build school community, students will feel more invested and motivated to get involved and encourage other students to participate.

### 1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<b>LANGUAGE &amp; LITERACY</b>	Read 180 teacher, humanities TSA with reading instruction bRead 180 teacher, Stretagic and intensive reading support class, dedicated time allocated for SSR, humanities TSA with reading instruction background, 25% of students currently above grade level on SRI, all students and humanities teachers access the library at least twice per month, school-wide use of and culture around library, school-wide culture around reading, decoding tools such as google read and write, Expeditionary Learning Curriculum and resouces, Access to NewsELA PROackground, 25% of students currently above grade level on SRI, student and teacher access to library, Stretagic and intensive reading support class, decoding tools such as google read and write, Expeditionary Learning Curriculum and resouces, Access to NewsELA	EL curriculum does not directly address reading strategies, Tier II Reading Instruction in classrooms, SSR inconsistently executed across the school, Lack of strategies and knowledge of how to teach ELL's, teacher use of reading and writing tools, teacher knowledge and capacity around teaching reading strategies and skills, diverse learners	Diverse learners have an inability to access grade-level text, curriculum and instruction and teachers do not have the skills, knowledge or capacity to address all learners in small groups/with tier II instruction. Students are not engaged in large amounts of reading both independently and instructionally. Teachers, due to both knowledge and capacity, are not explicitlyly teaching reading skills and strategies. Reading instruction has not been an instructional focus and has not been emphasized in professional development. The adopted curriculum does not provide resouces, structures or time to access the needs of our diverse learners.

<p style="text-align: center;"><b>STANDARDS-BASED INSTRUCTION</b></p> <p style="text-align: center;"><i>(including core content beyond language &amp; literacy)</i></p>	<p>Lesson Study Focus on problem-solving through journaling and multiple representations, intervention classes in cooperation with Blueprint, Coaching support, teachers consistently pushing for students to answer "why" questions when explaining their thinking, all students are completing one inquiry project and one engineering project in science class. Designated coaches for Math, humanities to support teachers in instructional and growing practice.</p>	<p>Students who have scored below standard on the SBAC hovers around 60%, need to target specific skills to support growth in SBAC area: solve/model/analyze, curriculum consistency and development, vertical alignment. Teachers are not fully versed in the common core state standards and are not able to translate those standards in to smaller, content-language objectives on a daily basis that tie to daily instruction. Progress monitoring and assessment of student learning according to core standards are not present/evidenced on a daily or long-term basis. texts and tasks are not aligned to common core state standards with a clear scope and sequence in learning in many classrooms.</p>	<p>Growth mindset, transition from speed to thoughtful problem solving, lack of focus/opportunity to support solving solve/model/analyze tasks. If we create time and space for Solve/model/analyze professional development then we will see growth in students ability to problem solve. In many content areas, teachers have not been provided ample time and support to dig into the standards, what they mean for student and instructional and how they can be measured. Much of PD district wide has been focused on learning new curriculum, rather than the standards that curriculum is supposed to address or how to measure learning according to the standards. Therefore, standards based instruction does not occur because knowledge and planning time has not been a focus for teachers and departments in Humanities.</p>
<p style="text-align: center;"><b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b></p> <p style="text-align: center;"><i>(Culture &amp; Climate, including Measure G1)</i></p>	<p>Our community schools manager coordinates with community partnerships like the Wellness Center, counseling staff, and the Oakland Leaf after school program to deliver full service programs and supports to at-risk students through the COST team. Grade level teams work together to identify at-risk students.</p>	<p>Strategies and knowledge of how to teach ELL's are still being developed and fostered in all grade levels, teacher use of reading and writing tools is still developing, teacher knowledge and capacity around teaching reading and writing strategies and skills are still in development, teacher knowledge and capacity of both foundational math skills and grade-level content, school-wide use of and culture around library is growing. Grade level teams and the COST team have not yet found an efficient and thorough means of communicating the status of referred students, or communicate which strategies teachers can best use for individual students to support their individual needs.</p>	<p>EPLAC test is not common core aligned. which contradicts many of our teaching practices and newer curriculums being used, a lack of a balanced literacy program including reading, writing, thinking and speaking. SRI is another consistent barrier to reclassification. _____ students are not ELPAC ELigible who will be here next year. _____ students are ELPAC eligible but not SRI eligible. A combination of scheduling and confidentiality concerns have impeded the MTSS system from working as efficiently as possible. Staff need back and forth communication to inform their practices and monitor the outcomes of class and school based supports.</p>

<p><b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b> <i>(SELLS Needs Assessment)</i></p>	<p>Bret Harte has a solid 6-9 Newcomer Program that works to address the needs of Newcomers. Bret Harte is now running a designated ELD program for ELLs that levels student based on multiple measures. ELL's have access to complex texts and tasks in Classrooms. We are using English 3D and have a trained teacher. We are continuing to make use of this class strategically when making students' schedules. Our students and families are motivated to get reclassified, which is supported by our motivated teachers. We have a strong humanities department including a TSA and department lead who are actively engaging our staff members in inquiry, sharing best practices and concentrating on strategic ELD support in all grade levels.</p>	<p>ELL's are not always provided with appropriate levels of scaffolding. ELL's with IEP's do not always receive instructional support services related to Language Development. Integrated ELD in core classrooms does not include clear articulation, instruction, and assessment of content-language objectives. Teachers are not developed in the three high-impact language practices and scaffolds for such practices. School-wide/department wide PD and coaching for ELD is not occurring at appropriate levels based on data. Data and Progress monitoring measures do not effectively impact instruction/inform teacher of specific student needs. Parent Engagement for many ELL's is good, but not always based on academic growth.</p>	<p>A major factor in the weakness in serving ELL's is the Knowledge and Awareness among staff of ELL needs and best practices. Many teachers are unaware of who their ELL's are, or more specifically, their classifications/profiles and specific needs. Therefore, there is a lack of awareness that ELL needs are not being served, or students are not getting appropriate scaffolds. Teachers do not have the knowledge/skills of the new ELD framework or Essential Practices for ELLs.</p>
<p><b>ARTS, MUSIC &amp; WORLD LANGUAGES</b> <i>(Measure G1)</i></p>	<p>All students including ELs have access to two elective options. The 7th period day allows ELs to have two electives. 9th grade newcomer students have an elective and an additional support class.</p>	<p>Despite efforts to address the disproportionate rates of suspensions and referrals for African American male students, there is still a gap between this subgroup and others.</p>	<p>African American male students are a significant portion of the student population in intervention classes. For this reason, they have historically been denied an elective option in the arts and world language.</p>



**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**

<b>School:</b>	Bret Harte Middle School	<b>School ID:</b>	206
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**2: SCHOOL PRIORITIES, GOALS & PRACTICES**

<b>LANGUAGE &amp; LITERACY</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Reading Instruction Across Disciplines	By June 2019, students will reach grade level target on SRI or show 150 points of growth in lexile level. By June 2019, students will improve one performance band on the Reading Comprehension Section of the SBAC.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SRI	Low-Income Students	26.00%	31.00%	36.00%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>					
<b>Theory of Action for Language &amp; Literacy Priority:</b>	If we provide teachers with the skills, tools, knowledge and time to learn, implement and reflect upon explicit reading instruction, students' instructional needs will be met and reading levels and comprehension will improve. If we increase students independent reading time through SSR and provide teachers with the materials and knowledge to implement and sustain SSR, student reading time will increase, therefore leading to improved reading levels. If we build a more joyful schoolwide culture around reading, both independent and academic, students and teachers will engage more with the reading process, leading to an increase in reading skills. If we provide the time, resources and professional development that allows the teachers to modify the existing curriculum to meet diverse learner needs, students will engage in grade-level reading curriculum, thus improving their background knowledge and exposure to diverse texts, thus leading to improved reading comprehension. If we engage teachers in professional development, coaching and practice on small group instruction, Tier II reading instruction will improve, thus improving outcomes for students reading below grade-level. If teachers differentiate instruction based on the diverse reading abilities, then students will improve their reading.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
1-1	Teachers identify 2-4 close reading strategies to learn, teach and engage students with on a daily basis to develop professionally. Assess/progress monitor, to ensure students are actively engaging with and accessing grade-level rigorous text	Ensure Professional learning is focused on input on close reading strategies, support and observe implementation of practices, assist teachers in reflecting on progress monitoring. TSAs coordinating common practices through observations and weekly teacher meetings, especially through weekly professional development. Substitutes/STIP sub to provide release time for cross observations.	Students will be able to say why they are reading and what they are reading about if asked. Overall quality of student conversation in classrooms, especially when discussing their texts will improve. students are able to articulate reading goals and reading progress. Students are able to identify reading strategies they use to access reading texts. Teachers are able to articulate the close reading practices they are engaging with in COI.
1-2	Comprehension strategies and skills, along with protocols for students and teachers to engage with skills, are the focus of teacher professional development and focal work across all subject areas.	Reading intervention practices are aligned throughout PLCs. Teacher leaders model effective reading comprehension strategies. Extended contracts to allow teacher leaders to participate in cycles of inquiry around reading data.	Academic grades in ELA and History improve as well as SRI grades. Increased rate of proficiency and advanced scores on SBAC.
1-3	School-wide focus on SRI with particular attention to students identifying reading goals and strategies for students to achieve those goals. Students have consistent time to measure and reflect on goals and reading progress.	Teachers across disciplines review SRI data with ILT and in teams. PLCs/departments set goals that align and support school-wide SRI growth. School-wide system of incentives and recognition for student progress in SRI.	More and more students will be honored at the end of marking periods for their continued growth in SRI scores. Overall scores will trend upward as the year progresses, with an overall school wide gain by June 2019.
1-4	Consistent SSR practices are implemented school-wide. ELA teachers work with library teacher to coordinate regular library visits for students to check out SSR books in order to ensure access to independent reading texts. Teachers lead students in tracking reading progress.	Monitoring that students all have a book and that they are reading, daily. Professional development around independent reading will facilitate teachers helping students accelerate their reading growth. Observation and feedback focused on independent reading implementation. Need increased funding and or time to currate classroom library collections of high interest texts at a variety of lexile levels.	SRI scores will improve, designated SSR times will be calm, quiet spaces where all students feel comfortable reading and all students report having a book they enjoy reading.

1-5	Teachers will use cycles of inquiry to inform instructional practices. Coaching support provided to all teachers in ELA/Humanities instruction.	Full time coach to support teacher practice, curriculum development and overall student engagement/success by providing weekly and/or biweekly coaching sessions for teachers and facilitating professional development on a weekly basis. ELA TSA who will provide coaching support. Opportunities for all humanities teachers to attend district wide PDs that support ELA and History content work throughout the school year.	ELA and History teachers will feel supported, have opportunities to reflect and improve on their practice and there will be continued continuity between individual/coach work and the work of the entire humanities department.
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<b>STANDARDS-BASED INSTRUCTION</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Common Core Aligned Instruction focused on Solve/Model/Analyze tasks	By June 2019, students will improve one performance band on the Solve/Model/Analyze Section of the Math SBAC. 100% of Math teachers will participate in Lesson Study and implement common-core aligned tasks to support priority area at least three times every marking period. By June 2018, students will show improvement on teacher-designed assessments focused on Solve/Model/Analyze skills.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SBAC Math	All Students	-115.4	-105.4	-95.4

**What other leading indicators can you watch over the course of the year to monitor progress towards this goal?**

**Theory of Action for Standards-Based Instruction Priority:** If we provide teachers with professional development and PC space to focus on Solve/Model/Analyze tasks and provide coaching support to facilitate implementation of learnings from professional development, we will see common core aligned instruction on Solve/Model/Analyze tasks in classroom practice. By focusing and streamlining PLC and PD on common core instructional practice around Solve/Model/Analyze tasks, we will communicate to teachers the importance and priority of implementation by centering all learning around the CC practices. Coaching support and administrative supervision can ensure that teachers are implementing learning from PD and PLC in their classroom and are getting strategic feedback on implementation. This support will ensure there is a through-line from theory to practice.

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	Vertical Alignment of math curriculum. Teachers are aligning their strategies and using the same curriculum.	Verifying alignment and implementation of practices. Support teacher struggling to self-sufficiently implement them.	Walk-through data indicates consistent implementation of aligned practices and curriculum use.

2-2	Participation in Mills College Lesson Study	Collaboratively plan multiple public lessons to improve specific practices. Provide supplies and personnel to facilitate public lessons.	Implementation of public lessons and participation in cohort-wide professional development.
2-3	Math TSA	Build capacity in teacher leader by working together to create yearly PD plan, oversee SMI administration and data, coach teachers in instruction, data use, and planning. Math TSA to support teachers with student achievement and differentiation for GATE students, ELs, and students with disabilities.	Math teachers will feel supported, have opportunities to reflect and improve on their practice and there will be continued continuity between individual/ coach work and the work of the entire department.
2-4	ST Math subscription	Targeted supplemental blended instruction to help more students access content Alternative curriculum supplement	Increase in SMI scores, SBAC proficiency
2-5	Teachers know and articulated grade-level standards and the level of proficiency required for mastery of the standards	PD centered on deconstruction of standards, backwards mapping and assessment of standards (Time, Backwards mapping resources/Facilitators)	evidence that teachers are writing/planning units of instruction that are standards aligned and are providing students with rigorous grade-level tasks that provide opportunities for practice for students in those standards
2-6	Teachers can make the connection between the standards and daily CLO's for their planning and make the connection clear to students	PD on construction CLO's according to the CCS (Time/CLO PD resources/Facilitators)	daily evidence that teachers are wiring CLO's connected to standards and evidence that students understand and internalize standards and how it relates to their learning. (Teachers and students can articulate what they are learning and why)
2-7	Teachers have ways to continually assess student achievement according to the CCS and CLO's on a daily, weekly and long term basis.	Access to or time to create assessments on the CCS and time to engage in COI around instruction and student learning. (time/facilitator)	Data from assessments that demonstrates student learning according to the CCS
2-8	Use or adaptation of EL curriculum, or other curriculum that provides complex text and tasks to students.	Support, monitoring and observation of teacher implementation of EL or grade-level curriculum in math or science.	evidence of use of grade-level tasks and text according to lesson plans, observations

2-9	Students who are not meeting grade-level standards are identified for tier II and II supports in communication iwht the COST team, coaches and grade-level team	Provide teachers with training on what tier II supports look like in the classroom and facilitate coaching for teachers who need support in Tler II supports. Inform teachers of the process for getting support for students who are not meeting grade-level standards and what supports are available to students within and outside of the classroom. ILT and coaches determine the process and system for identifying studnets who need support, classroom systems for Tier II supports, and school-wide systems for Tier III supports.	student progress on grade-level standards. Students ebng appropriately placed in intervention course and being moved out of courses as improvement occurs. Evidence of tier two classroom supports in classes such as small groups, flexible grouping, support from IA's.
2-10	Summer school using aligned curriculum and teaching practices in Math and ELA.	Monitor the qualified teachers to implement the aligned practices and curriculum.	Increase student time spent engaging with high quality content. Increased SMI and SRI scores.

<b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING</b> <i>(including Measure G1)</i>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Student and family Engagement in High School Readiness	Increase the number of students who are high school ready. Student led conferences is one of the measures that will impact high school readiness.			
	Suspension Rate	<b>Student Group (if relevant):</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
		All Students	5.3	4.77	4.293
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	Attendance at meetings, student-led conferences and investment in Student Leadership Class/Events				
<b>Theory of Action for Conditions for Student &amp; Adult Learning Priority:</b>	If we improve parent conferences, by having them focused on academics, student-ownership and family education about the Bret Harte way, families and students will be more engaged and invested in their learning and growth. By improving this important component/cornerstone of school-family communication regarding student achievement, and making it a fun and joyus process for everyone, we believe we will increase family engagement and involvement around student academic growth and progress. Our goal is to focus on improving parent conferences to give ownership to studetns over their learning, empower parents with knowledge and understanding of common core standards, the Bret Harte Porgram and the social emotional tool necessary for students to be career and college ready. We believe that making this point of interaction purposeful, joyous and educational, we will increase parent and student engagement.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	Establish a Student Leadership Committee	Teacher facilitates an elective class supporting student leadership. The class will plan events for continuing students and for incoming 6th graders. The leadership class is specifically designed to reach students struggling with housing issues, as well as students in the foster care system. The main avenues used in the class will be drama and art. School leadership will need to provide supplies and resources for the elective class.	- Attendance at planned events - Student feedback at the end of the year - Number of students attending their first choice high school
3-2	Student Led-Conferences	Teacher facilitates Student Reflection Form during advisory prior to meeting to prepare students for upcoming meetings. Teacher presents student scripts and allows time for students to practice. Students reach out to parents about attending the conference via phone calls and fliers. Dates of student-led conference are planned at the beginning of the year and parents/families are informed during "Back to School Night" and all other events.	- Attendance at Student-Led Conferences - Tracked improvement made by students and their families who attend the conference.
3-3	School Spirit Events	Student leadership class to plan, fundraise and organize events. Events to include spirit week, bake sales, school dances and optional field trips.	- Pre-survey on school culture given at the beginning of the year. - Post survey on school culture given at the end of the year. - Attendance at events.
3-4	Family collaboration and support to improve student learning	In order to ensure student learning, families will be encouraged to participate in all community events. Meetings will be held at various times of day and night to address various work schedules. By providing multiple meeting times, it supports parents in being informed, active members of the school community. More specifically, outreach will be targeted to families that are currently struggling with inconsistent home situations.	- Parent attendance at meetings - Parent involvement with community events - Amount of parent/guardian email addresses available on AERIES

3-5	Supplies for student-led conferences to hold informational kiosks, snacks, and other welcoming activities	Organize and host seasonal kiosks as well as ever-present welcoming and fun activities to engage families Refreshmenrs for parent engagement events throughout the year.	- Attendance at planned events - Surveys given at the end of the event to track usefulness/benefits - Tracking attendance throughout the year to notice any improvement/drop off during specific times of year or about certain topics
3-6	Support a succesfull transition from 5th to 6th grade and from 8th to 9th	Ongoing engagements such as 6th grade orientation and the future center that provide students and families with the tools to be successful at Bret Harte and beyond	Attendance rates for 6th grade students. High rates of honor roll for 6th and 8th graders.
3-7	Increased use of trauma informed practices and tier 2 and 3 strategies for at-risk students in classrooms.	Provide PD in trauma informed practices, MTSS and accompanying academic and emotional tier 2 and 3 strategies. Continued oversight of the coordination of services and COST team.	Increased academic gains for students, lower chronic absence rate, positive CHKS responses
3-8	Increased focus on identifying and referring at-risk students. Grade level teams work together to identify students and choose appropriate tier 2 strategies to implement as a team. Grade level teams communicate with COST to provide outside supports and monitor student progress.	In order to engage families with supports and community partnership offerings, provide infromation and positive frontloading at all community events. Provide teacher PD in MTSS, tier 1,2, and 3 practices and strategies. Attendance at grade level teams to advise and monitor the throughput of MTSS programs to classrooms to individual student sucess.	Increased academic gains for at-risk students, parent attendance at SST meetings, increased parent support for outside partnerships and supports.

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	LTEL Reclassification	Increase LTEL Reclassification by 25% each year.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	Long-Term English Learner Reclassification	All Students	11.5%	14.4%	18.0%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	Increase of SRI scores over time.				

<p><b>Theory of Action for English Language Learners Priority:</b></p>	<p>If we highlight and name ELL/LTEL reclassification as a school-wide focus and create an awareness campaign and culture around the importance of ELL needs; support teachers with PD, coaching and time to learn; share and implement ELL best practices; and monitor and collect data on the use of practices; then we will see improved reclassification rates for ELL students. Brick and mortar strategies (Systematic ELD) for teaching Academic language and vocabulary, family involvement through reclassification meetings and informational sessions, literacy conferences with students to promote independent reading, professional development for teachers/departments on best practices for ELL/LTEs.</p>		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
4-1	ELL/LTEL focused cycles of inquiry, 3 times a year data dives on ELL student achievement	School-wide PD around identifying sELL's, Essential Practices for ELLs, data dives Facilitate self-assessment and PD around focal indicators	From surveys and observations teachers are able to identify ELL's, articulate best practices and identify their areas of growth and strength in ELL instruction as it relates to the Essential Practice Rubric and
4-2	Implementation of best practices strategies that support ELL/LTEs including the highest need and highest impact areas as related to the ELL practices: ongoing assessment of student growth, using data to inform instructional supports for ELLs, providing access to complex texts and tasks, providing scaffolding that increases complex output,	Teacher leaders and TSAs and ILT provide modeling and coaching around Essential Teacher Practices and professional learning	ELL focal indicator walkthroughs and observations, teacher surveys on self-reporting of these practices
4-3	Curriculum for LTEL acceleration used in intervention classes and are used as supplemental materials in core academic classes.	TSA provides curricular support to ELA teachers to facilitate the use of LTEL specific curriculum as supplemental material.	English 3-d progress monitoring, increase on SRI and HWT scores for students engaged in ELD programs.
4-4	Progress monitoring of Academic Language Acquisition and Growth, including but not limited to SRI, HWT, on-demand assessments that identify academic language and growth.	EL reclassification team and ILT meets monthly to develop effective practices to share with PLCs/departments. The team analyzes data to inform decisions about department and school-wide PD. ILT and ELL teacher leaders need to identify appropriate assessments beyond SRI and that are ELPAC and standards aligned to ensure academic progress is made.	Evidence that teams meet and have outcomes related to student growth and teacher practice, student data is available to teachers and teams to analyze and refer to, teachers are AWARE that such data exists



4-5	Teachers identify and name each of thier ELL students and are able to articulate the specific needs of each student as it relates to acquiring academic language.	Pd and coaching ensures teachers are engaged in data dives and work analysis, along with examination of the ELD standars to better articulate the needs of students, patterns among student achievement and patterns of practice in classrooms that contribute or detract from ELL achievement.	Teachers input and progress monitor on ELL students in illumincate or Data drive.
4-6	Reclassification assembly, celebration breakfasts with families	Teacher leader, TSA, and Family Center host rally and celebratory breakfast to motivate and recognize the hard work of students and families EL reclassification team meets montly to develop effective practices to share with PLCs/departments. The team analyzes data to inform decisons.	Increased rate of reclassification, higher parent involvement in community events.
4-7	<i>Increase EL participation in independent and instructional reading- in L1 and English</i>	<i>Teacher leaders and librarians will support teachers in developing silent reading program and helping students access books. Teacher librarian and expanded multilingual books and high-low readers are needed. Also, library will host multilingual literacy nights and celebrations to include families in literacy development.</i>	Growth on SRI scores. Walk-through data during SSR. Number of students checking out books from library and families involved in literacy nights.
4-8	Continue Newcomer department development	Work with staff to direct intake process, work with teacher leaders to plan PD, work with counselor to create schedules for students, coach teachers on best practices, coordinate ELPAC testing and manage newcomer involvement in other tests (SMI, SRI, SBAC, etc.)	Decreased chronic absence rates, increased academic acheivement, growth on SRI scores, future ELPAC scores for newcomers. Increased use of available supports.

<b>ARTS, MUSIC &amp; WORLD LANGUAGES</b>  <i>(Measure G1)</i>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Equity	To increase high quality engaging elective offerings that support the whole child and are accessible to all students regardless of academic performance.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	High School Readiness	All Students	48.4%	53.4%	58.4%

<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	8th grade promotion rates, 8th grade GPAs		
<b>Theory of Action for Arts, Music &amp; World Languages Priority:</b>	When we look at HS readiness measures, if we increase the amount of quality electives and strengthen our existing programs, students will have more opportunities to engage in their schooling experience i.e. develop authentic relationships with adults, find more joy in school, and experience a different kind of intellectual demand. This will allow more kids to be high school ready. Part of this theory of action means not only increasing the number of quality electives, but also improving the connection of these electives to core subjects to increase student engagement for students who typically struggle in those subjects. Grade-level meeting time for elective teachers and core teachers to develop and plan units of study/projects.		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
5-1	School-wide training on implicit bias	Leadership team plans PD on implicit bias using Office of Equity's resources	California Healthy Kids survey results
5-2	Futher RJ training for teachers and staff	Teachers use restorative conversations	Decreased office referrals
5-3	Targeted restorative justice work with African American males	Targeted support group for African American male students using RJ and other strategies	Decreased suspensions of African American males
5-4	Intergration and alignment of elective classes and academic classes	Leadership plans PD opportunities to allow time for elective and academic teachers to collaborate	Teachers collaborate to plan cross curricular projects and units
5-5	Integration of high school readiness skills in elective and academic classes	SEL leader provides training and resources to teachers	Increased number of 8th grade students with a 3.0 or better. Increase in students scoring "proficient" in math on the SBAC, and 8th graders attending at least 96% of all the days they are enrolled in school.
5-6	Aligned social emotional in support of cost services	Community Schools Manager facilitates weekly COST meetings	Students are identified and referred to mental health professionals within a week's time
5-7	Differentiated academic strategies to support academic achievement	Teacher will work with all students, those below grade level, approaching as well as GATE students	Increased SRI and SMI scores
5-8	Access for all students	Robust inclusion program in collaboration with the special education department	Special education students showing growth at the same rate as their general education peers.
5-9	Strategic intervention in Math	intervention math course in the 6th grade that targets specific students particularly low income students with small group tutoring and acceleration content	Increased number of 6th grade students scoring profient on SBAC and SMI

**PROPOSED 2018-19 SCHOOL SITE BUDGET**

**Site Number:** 206

**School:** Bret Harte Middle School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$140,691.59	After School Education & Safety (ASES)	Family engagement and support for at risk students	Equity	A1.6 After School Programs	5825				206-1
\$66,719.41	General Purpose Discretionary	- School wide social emotional teacher and student support focused on professional development and facilitating targeted student social emotional supports	Equity	A2.2 Social Emotional Learning	1205	SOCIAL WORKER	SOCWKR0062	0.60	206-2
\$131,904.09	General Purpose Discretionary	Supplies	Equity	A5.1 School Culture & Climate (Safe & Supportive Schools)	4310				206-3
\$5,000.00	General Purpose Discretionary	Equip Maintenance	Common Core Aligned Instruction focused on Solve/Model/Analyze tasks	A2.3 Standards-Aligned Learning Materials	5610				206-4
\$29,455.62	LCFF Supplemental	- Academic support for at risk 9th grade students providing focused targeted language development and academic literacy skills	Student and family Engagement in High School Readiness	A1.3 A-G Completion	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2254	0.40	206-5
\$63,633.56	LCFF Supplemental	9th grade Biology teacher and Sife students targeted support	Student and family Engagement in High School Readiness	A1.3 A-G Completion	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0798	1.00	206-6
\$69,510.23	LCFF Supplemental	- Full time science teacher focused on building student problem solving skills through structure and a variety of communication techniques	Common Core Aligned Instruction focused on Solve/Model/Analyze tasks	A2.7 Class Size Reduction	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2004	1.00	206-7
\$71,402.30	LCFF Supplemental	- Full time history teacher focused on providing reading and language support in order to increase reclassification	LTEL Reclassification	A2.7 Class Size Reduction	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH1702	1.00	206-8
\$75,847.01	LCFF Supplemental	- Full time teacher focused on small group instruction and reading and language support in order to increase reclassification	LTEL Reclassification	A4.2 Dual Language Programs	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2508	1.00	206-9

\$106,386.15	LCFF Supplemental	Teacher support coach dedicated to providing targeted math fluency support	Common Core Aligned Instruction focused on Solve/Model/Analyze tasks	A2.9 Targeted School Improvement Support	1119	11 MONTH CLASSROOM TSA	C11TSA9999	1.00	206-10
\$44,479.60	LCFF Supplemental	- School wide social emotional teacher and student support focused on professional development and facilitating targeted student social emotional supports	Equity	A2.2 Social Emotional Learning	1205	SOCIAL WORKER	SOCWKR0062	0.40	206-11
\$261.99	LCFF Supplemental	Surplus	n/a	n/a	4399				206-12
\$71,779.50	Measure G1	- Full time drama teacher, focused on support ELL's and expanding elective programming	Equity	A1.3 A-G Completion	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0910	1.00	206-13
\$15,000.00	Measure G1	Consultants	Equity	A2.2 Social Emotional Learning	1205				206-14
\$31,151.80	Measure G1	Surplus	n/a	n/a	4399				206-15
\$19,301.75	Title I: Basic	- Humanities teacher focused on providing reading and language support in order to increase reclassification	LTEL Reclassification	A2.7 Class Size Reduction	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2356	0.20	206-16
\$44,183.43	Title I: Basic	- Academic support for at risk 9th grade students providing focused targeted language development and academic literacy skills	Student and family Engagement in High School Readiness	A1.3 A-G Completion	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2254	0.60	206-17
\$59,256.33	Title I: Basic	Teacher support coach dedicated to providing targeted literacy support for all academic disciplines	LTEL Reclassification	A2.5 Teacher Professional Development for CCSS & NGSS	1119	11 MONTH CLASSROOM TSA	C11TSA0270	0.60	206-18
\$2,055.10	Title I: Basic	Computers	Equity	A3.1 Blended Learning	4420				206-19
\$3,069.27	Title I: Parent Participation	Parent directed support classes	Equity	A1.6 After School Programs	5825				206-20



## **Title I School Parental Involvement Policy 2017-18**

(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

### **Involvement of Parents in the Title I Program**

Bret Harte agrees to implement the following statutory requirements:

(Name of school)

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title I Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title I Plan.  
(In the box below, briefly describe or bullet how this happens at your school.)

This happens in multiple ways. We hold a whole school meeting at the beginning of the year. All stakeholders present in multiple languages and we present on how funds are used as well as how to get involved at BH.

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

We offer bi weekly and monthly meetings in multiple languages.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.  
(In the box below, briefly describe or bullet how this happens at your school.)

We have increased the number of meetings and have included flexible scheduling as well as increased the time that the family resource center is open.



- Provides parents of Title I students with timely information about Title I programs.  
(In the box below, briefly describe or bullet how this happens at your school.)

We do multiple meetings as well as mailings and calls home. All are invited to our monthly SSC and PTSA meetings hosted in multiple languages.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.  
(In the box below, briefly describe or bullet how this happens at your school.)

We have online tools as well as in person trainings offered in multiple languages

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.  
(In the box below, briefly describe or bullet how this happens at your school.)

SSC and PTSA meetings as well as SELL and whole school and grade level meetings monthly.

### School-Parent Compact

(Name of school) Bret Harte \_\_\_\_\_:

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



## Building Parent Capacity for Involvement

(Name of school) Bret Harte:

engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1. The State of California's academic content standards
  2. The State of California's student academic achievement standards
  3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child's progress

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

monthly meetings and parent teacher conferences

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

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

ongoing parent workshop series monthly

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

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

We do this during montnly parent teacher breakfast and duirng workshops and trainings monthly



- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

(In the box below, briefly describe or bullet how this happens at your schools.)

we doing tabbling at all of our events throughout the year with resources available for parents in multiple languages

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

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

We update the website and send out a newsletter

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

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

monthly meetings and coffee with the principeal events

### Accessibility

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

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

We offer all meetings in multiple languages and have many staff memebers available during school hours.





## Adoption

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

This policy was adopted by the (Name of School) Bret Harte School Site Council on (Date) 10/11/2017 and will be in effect for the 2017-18 school year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community.

The (Name of school) Bret Harte's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(Principal's Signature)

10/11/2017

(Date)

## Secondary School Compact

\_\_\_\_\_  
School Name

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

### Student Pledge:

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

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

\_\_\_\_\_  
Student signature

### Parent/Guardian or Family Member Pledge:

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

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

\_\_\_\_\_  
Parent/Guardian or Family member signature

## Teacher Pledge:

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

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

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Teacher signature

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

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.



**2017-2018**

**School Site Council Membership Roster – Middle School**

School Name: Bret Harte Middle

Chairperson: <u>Martin Bond</u>
Vice Chairperson: <u>Adrian Goldstein</u>
Secretary: <u>Jarah Magan</u>

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
<u>René Garcia</u>				X	
<u>Adrian Goldstein</u>				X	
<u>Martin Bond</u>				X	
<u>Jarah Magan</u>		X			
<u>Sayuri Sakamoto</u>		X			
<u>Sheila Brethauer</u>		X			
<u>Katia Dunkel</u>		X			
<u>Kara deKernion</u>				X	
<u>Cristan Miller</u>				X	
<u>Nida Khali'l</u>			X		
<u>Bianca D'Allesandro</u>	X				
<u>Sean Cavanaugh</u>				X	

Meeting Schedule (day/month/time)	<u>2<sup>nd</sup> Wednesdays at 5:30 pm</u>
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**SSC Legal Requirements: (Ed. Code 52852)**

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 required to be members of the High School SSC
5. Parent/community members cannot be OUSD employees at the site.

1-Principal  
4-Classroom Teachers  
1-Other Staff  
**AND**  
6-Parent/Community  
**Or**  
3-Parent /Community  
3-Students