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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Bret Harte Middle School

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Bret Harte Middle School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2026-2027 School Plan for Student Achievement (SPSA) for Bret Harte Middle School



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

2026-27 School Plan for Student Achievement (SPSA)

School: Bret Harte Middle School
CDS Code: 1612596056998
Principal: April Harris-Jackson
Date of this revision: 4/29/26

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

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

Contact: April Harris-Jackson **Position:** Principal
Address: 3700 Coolidge Avenue **Telephone:** 510-531-6400
Oakland, CA 94602 **Email:** april.harris-jackson@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/29/2026
The District Governing Board approved this revision of the SPSA on: 6/24/2026

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Bret Harte Middle School **Site Number:** 206

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

- Title I Schoolwide Program
- Comprehensive Support & Improvement (CSI) Grant
- Additional Targeted Support & Improvement
- Title I Targeted Assistance Program
- Local Control Funding Formula Equity Multiplier
- Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/29/2026

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, ParentSquare blasts, etc.)

Signatures:

<u>April Harris-Jackson</u> <i>Principal</i>	<u>April Harris-Jackson</u> Signature	<u>4/29/2026</u> Date
<u>Karen Chan</u> <i>SSC Chairperson</i>	<u>Karen Chan</u> Signature	<u>4/29/26</u> Date
<u>SELLS Representative (optional)</u>	<u>Signature</u>	<u>Date</u>
<u>Clifford Hong</u> <i>Network Superintendent</i>	<u>Clifford Hong</u> Signature	<u>05/01/2026</u> Date
<u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i>	<u>Lisa Spielman</u> Signature	<u>5/1/26</u> Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/15/2025	SSC & SELLS	Reflected on instructional practices and supports, Collected input for next year's SPSA draft
12/16/2025	ILT	Discussed proposed expenditures and priorities, Reflected on progress and challenges
1/23/2026	Admin Team	Collected input for next year's SPSA draft, Facilitated group feedback on SPSA sections, Discussed proposed
1/28/2026	Faculty	

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

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$170,800.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$854,745.06

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$167,750
Title I Parent & Family Engagement Resource 3010	\$3,050
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$170,800

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$854,745.06

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$28,000
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$152,149
Community Schools Grant (CCSPP) Resource 6332	\$259,939
Proposition 28 (Arts & Music in Schools) Resource 6770	\$93,858
SUBTOTAL OF STATE & LOCAL FUNDING:	\$683,945

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Bret Harte Middle School		School ID: 206
CDS Code: 1612596056998	SSC Approval Date:	Board Approval Date: 6/24/2026

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.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

Our students are 74.6% free and reduced lunch and 43.2 % ELs. We also have a number of teachers with under 4 years of experience. We are always looking for grants, but we need more resources to address student trauma and staff training.

School Demographics, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
56.1%	29.7%	38.9%	1.2%	5.9%	25.2%	93.2%	25.2%	11.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
43.3%	5.6%	13.4%	2.1%	0.0%	0.0%	92.6%	10.7%	75.0%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	Close distance from met on ELA SBAC and math SBAC.
Identified School Need:	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-85.9	-91.6	-85.7	-75.90	-65.0
SBAC ELA Participation	All Students	88.2%	92.0%	96.3%	95.0%	95.0%

Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	49.5%	45.2%	47.9%	52.8%	60.0%
Mathematics/Science Measures & Targets						
Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-134.1	-142.0	-127.4	-114.1	-100.0
SBAC Math Participation	All Students	91.1%	91.1%	96.3%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	13.7%	9.7%	9.9%	23.7%	30.0%
California Science Test (CAST) Participation	All Students	91.0%	93.9%	95.7%	95.0%	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.
Identified School Need:	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.

Academic Measures & Targets for Focal Student Groups						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-151.6	-133.1	-137.5	-75.9	-60.0
SBAC ELA Distance from Standard Met	African American Students	-119.6	-121.0	-119.2	-99.6	-85.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	50.7%	50.4%	54.2%	70.4%	60.0%
SBAC Math Distance from Standard Met	Special Education Students	-202.3	-189.2	-204.3	-114.1	-95.0
SBAC Math Distance from Standard Met	African American Students	-168.3	-178.4	-171.8	-148.3	-130.0

Reclassification Measures & Targets <i>*Reference ELL Progress Data</i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	19.2%	19.0%	6.5%	22.2%	25.0%
LTEL Reclassification	Long-Term English Learners	25.0%	26.1%	11.1%	28.0%	30.0%

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

School Goal:	Increase connectedness to school, reduce suspensions and chronic absenteeism.
Identified School Need:	Our school must implement PBIS strategies and an MTSS framework in order to build a positive school culture.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	46.4%	39.3%	37.1%	56.4%	60.0%
Out-of-School Suspensions	All Students	6.8%	15.2%	9.6%	5.8%	5.0%
Out-of-School Suspensions	African American Students	10.9%	21.1%	21.9%	8.0%	6.5%
Out-of-School Suspensions	Special Education Students	5.9%	10.8%	10.2%	5.0%	4.5%
Chronic Absenteeism	All Students	71.6%	40.8%	40.3%	53.7%	45.0%
Chronic Absenteeism	African American Students	78.6%	43.9%	48.1%	58.9%	50.0%

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

School Goal:	Increase teacher retention.
Identified School Need:	Build a school where students are successful, then teachers will feel successful and will stay.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	72.4%	72.1%	72.4%	82.4%	80.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
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<i>LCAP Goal 1:</i>	Close distance from met on ELA SBAC and math SBAC.	Pull out intervention (SIPPS) for reading, school-wide i-Ready, grade-level adopted curriculum, school-wide focus & PD on academic discussion, ELD classes that support ELA curriculum, students enrolled in d-ELD, after school math tutoring, use of district interim assessments
<i>LCAP Goal 2:</i>	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	Lexia for students with IEPs, ELD classes that support ELA curriculum, students enrolled in d-ELD, Pull out intervention (SIPPS) for reading
<i>LCAP Goal 3:</i>	Increase connectedness to school, reduce suspensions and chronic absenteeism.	Sown to Grow, Advisory classes, AAMA, AAFE, School clubs, Schoolwide Assemblies, Attendance Team, COST team, Therapists/Counselors on site, Supervision Team (Case Manager , Culture Keepers, Social Worker, School Counselor, and Culture and Climate team members), student council and leadership class, marking period celebrations, Bobcat Store, Bobcat Bucks, Culture/Climate focused PD, School Without Walls, Latino Men and Boys, sports, and clubs, collaborative time for teams, student-led conferences; By reinforcing positive behavioral expectations, the school aims to minimize instructional disruptions and maximize time-on-task, directly supporting the goal of increasing student proficiency in core academic areas.
<i>LCAP Goal 4:</i>	Increase teacher retention.	Faculty Council, Staff Social Events, Instructional Coaching, Weekly Classroom Observations and Feedback, School Without Walls
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	Close distance from met on ELA SBAC and math SBAC.	Students entering middle school below grade level; impact of trauma on learning; difficulty building relationships with staff, absenteeism, teacher turnover, novice teachers, difficulty for teachers to make curriculum engaging; More ELA, Math, Science, and other interventions in core academic subjects are needed to address academic underachievement and provide targeted support to students who require additional assistance to reach grade-level proficiency. Students need enriching field trips to museums, exhibits and other off-campus learning experiences, that align with core academic standards that are needed as an opportunity to deepen the students' understanding of Math, ELA, History, and Science standards through targeted learning experiences. Students need access to technology.
<i>LCAP Goal 2:</i>	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	Teacher retention; staffing vacancies; quality and quantity of support staff; lack of teacher preparation for SPED teachers; lack of cultural competency/fluency

<i>LCAP Goal 3:</i>	Increase connectedness to school, reduce suspensions and chronic absenteeism.	Community relationships (student to student, adult to student); lack of trauma informed practices; lack of family engagement; parent/guardian education about middle school development and cognitive/social development; lack of intrinsic motivation; lack of buy-in about education; teacher reflecting on student data; teacher mindset about whether students can learn and should learn; teachers/staff not embracing restorative practices. No Restorative Justice Facilitator. Removing language barriers and providing child care services will promote inclusivity and empower families to actively engage in their student's educational journey. This and fingerprinting will ensure that all parents have equitable access to critical information and resources necessary for supporting student academic success; behavior support
<i>LCAP Goal 4:</i>	Increase teacher retention.	Teacher efficacy; Teachers don't feel they and their peers are being effective; student behavior leads to burnout; behavior supports that are no longer working; dedicated SPED support; peer coaching; family engagement

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Bret Harte Middle School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

Teachers have engaged in continuous improvement by analyzing data to identify instructional gaps, planning lessons to address these gaps, implementing strategies, and reassessing results. PLCs review samples of student work to gauge comprehension and application of standards-based instruction, identifying areas for reteaching or enrichment. Educators share strategies, resources, and insights during PLCs, fostering a collective effort to improve outcomes.

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

The strategies and actions were effective in supporting progress toward the school’s goals, particularly in instructional coherence, student engagement, and school culture. Strengthened Tier 1 instruction, aligned professional learning, and PLC cycles led to more consistent use of student discourse as a means to improving writing focused on Claim, Evidence, and Reasoning. Advisory and restorative practices improved relationships and helped reduce behavioral escalation, especially when implemented consistently and in partnership with families for tier 1 students. Targeted interventions and regular data reviews improved identification of student needs, though staffing capacity and competing priorities limited implementation at times.

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

none

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p align="center">Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p align="center">Target Addressed by Expenditure</p>	<p align="center">Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p align="center">What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p align="center">Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
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Classified overtime	SBAC ELA Distance from Standard Met	Over time for additional professional development	At this time, the funds designated for this strategy have not been spent because of scheduling conflicts. Specifically, support staff were not able to participate in meetings held after work hours due to family and professional commitments. Additionally, turnout has been low at meetings. By addressing these barriers, we anticipate a 20% increase in the implementation of student support strategies, ensuring that the planned academic and behavioral interventions effectively reach our at-risk students as intended.	This will continue. Support staff's schedules change throughout the school year. More staff will be able to take advantage of PD later in the school year.
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<p>Literacy Teacher</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>The literacy intervention teacher provides targeted, small group instruction to support students who are performing below grade level in reading and writing. They use data to identify specific skill gaps, deliver explicit instruction aligned to core literacy standards, and monitor student progress to inform instructional adjustments.</p>	<p>The literacy intervention is effectively supporting approximately 30 students who are below grade level through targeted small group instruction aligned to specific reading skill gaps. Progress monitoring data shows that 24% of students exited Reading Intervention after making 1-3 years of growth in half a school year. Of the students who remained in Reading Intervention, 48% met their typical growth in half a school year. 16% of the students met their stretch growth goals, and 52% of the students moved up at least one grade-level band in half a year as measured by iReady. The impact of the intervention has been successful. However, there has been limited time for coordination between the intervention teacher and core ELA teachers, which has affected transfer of skills to the core classroom.</p>	<p>We will continue targeted, small group literacy intervention using explicit, skill based instruction and regular progress monitoring, as this approach has led to measurable growth for a majority of participating students. Positive teacher feedback indicates that the intervention model is engaging and responsive to student needs.</p>
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<p>Adaptive math program</p>	<p>SBAC Math Distance from Standard Met</p>	<p>Purchase of an adaptive math program</p>	<p>At this time, the school has not needed to purchase additional adaptive learning tools. A change to the master schedule created the Blueprint math elective, which provides targeted math intervention and support for students who need additional instruction. This dedicated class allows teachers to work with smaller groups of students and focus on foundational math skills that may not have been fully mastered in prior grades.</p> <p>This structure has allowed for more individualized instruction and targeted practice during the school day. Because students are receiving this focused support within the elective course, the need to purchase separate adaptive learning tools for math has been reduced. One ongoing consideration is ensuring that students who need additional support are appropriately placed in the Blueprint math elective and that instruction continues to align closely with identified skill gaps.</p>	<p>At this time, we will discontinue plans to purchase additional adaptive learning tools for math, since the Blueprint math elective is effectively meeting the intended goal of providing targeted academic support. Maintaining the current structure allows the school to use existing resources efficiently while still addressing students' instructional needs. Because the Blueprint Math elective already provides targeted math intervention and support, purchasing an additional adaptive program is redundant. Maintaining both would not be a cost effective use of resources, and existing data and teacher feedback indicate that student needs are being adequately addressed through the Blueprint Math class.</p>
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Technology	i-Ready Math at or above Mid-Grade	Purchase technology for the Family Resource Center to provide parents access to Schoology, Aeries, and other educational programs.	N/A: To date, these funds remain unexpended. There is no data to provide as the technology was not purchased or implemented this year. Implementation was stalled because there was no staff available to operate the Family Resource Center this year.	Modify/Reallocate: We recommend discontinuing this specific budget line for the remainder of the year. The SSC is reallocating these funds to higher-priority areas that provide more immediate support for student instructional needs. While the goal of providing equitable family access to digital platforms is important, the site has determined these funds will be more effective if moved to address current student gaps.

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: Bret Harte Middle School	SCHOOL ID: 206
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3: SCHOOL STRATEGIES & ACTIVITIES	Click here for guidance on SPSA practices
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LCAP Goal 1: All students graduate college, career, and community ready.

School Goal: Close distance from met on ELA SBAC and math SBAC.

Identified Need: Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.

#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Students engage daily in standards-aligned tasks from the adopted curriculum.	All Students	Academic	Tier 1 - Universal
1-2	Students engage in student-to-student talk in every class at least every 15 minutes in order to clarify and improve understanding.	All Students	Academic	Tier 1 - Universal
1-3	Students demonstrate increased mastery of grade-level standards as assessed by curriculum-embedded assessments, including interim assessments.	All Students	Academic	Tier 1 - Universal
1-4	Teachers engage in PLCs at least 2x month driven by cycles of inquiry that include SMARTE goals related to student progress towards standards; curriculum internalization and lesson preparation; and student work/data analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-5	Teachers engage in regular professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday ELA PD or a site-planned PD with similar focus; and attend Foundational Curriculum PD through Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-6	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday TeamMath Collaborative or a site-planned PD with similar focus, and attend Foundational Curriculum PD through Standards & Equity Institute	All Students	Academic	Tier 1 - Universal
1-7	Teachers and Leaders monitor student progress towards standards mastery, including: data from classroom observations; student achievement on iReady reading and ELA curriculum-embedded assessments; and student progress toward school and PLC SMARTE goals.	All Students	Academic	Tier 1 - Universal

1-8	Teachers administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-9	Students reading below grade level practice reading fluency through text-sets connected to grade-level content and topics.	All Students	Academic	Tier 2 - Supplemental
1-10	Schools identify students in need of Tier II literacy or math support and plan for those needs within the master schedule.	All Students	Academic	Tier 2 - Supplemental
1-11	Schools monitor progress of students receiving Tier II literacy or math support.	All Students	Academic	Tier 2 - Supplemental
1-12	Students with foundational skill needs engage in systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS).	All Students	Academic	Tier 3 - Targeted
1-13	Schools monitor progress of students receiving literacy support and refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	All Students	Academic	Tier 3 - Targeted

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.			
Identified Need:	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Students identified as English Learners receive grade-level instruction through curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	English Learner Students	Academic	Tier 2 - Supplemental
2-2	Provide systematic phonics instruction (such as SIPPS) for all students identified as having foundational skills gaps, in addition to D-ELD not in place of D-ELD. (3.3)	English Learner Students	Academic	Tier 2 - Supplemental
2-3	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school. (3.3)	English Learner Students	Academic	Tier 2 - Supplemental
2-4	Identification of students who are 4-6+ beyond who are at an ELPAC 1 and 2 and identify strategies of support	English Learner Students	Academic	Tier 2 - Supplemental
2-5	Use Individualized Reclassification process to reclassify dually identified students scoring 4s on the ELPAC.	English Learner Students	Academic	Tier 3 - Targeted
2-6	Ensure dually identified students have a language goal in their IEP.	Special Education Students	Academic	Tier 1 - Universal

2-7	Offer necessary supports such as scaffolding and differentiation as necessary with or without an IEP, when an incapacitating deficit is evident	Special Education Students	Academic	Tier 1 - Universal
2-8	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	African American Students	Academic	Tier 2 - Supplemental
2-9	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	Latino/a Students	Academic	Tier 2 - Supplemental
2-10	Blueprint fellows will support students to build their foundational skills in math.	African American Students	Academic	Tier 3 - Targeted

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

School Goal: Increase connectedness to school, reduce suspensions and chronic absenteeism.

Identified Need: Our school must implement PBIS strategies and an MTSS framework in order to build a positive school culture.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Admin Team (meets once a week), has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-2	Clear progressive discipline process/structure/system (w/ documentation tracking)	All Students	Behavioral	Tier 1 - Universal
3-3	Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	All Students	Behavioral	Tier 1 - Universal
3-4	Supervision Team (meets once a month or more frequently if necessary)- implement supervision plan with campus map, has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-5	School-wide PBIS or Positive Behavior Framework Clear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	All Students	Behavioral	Tier 1 - Universal
3-6	Publishes comprehensive policies (around tardy, electronics, dress code, referrals, detention, 8th grade promotion) in updated school handbooks to be distributed to students and families. Publish staff handbook.			

3-7	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal
3-8	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	All Students	Behavioral	Tier 1 - Universal
3-9	Engages in classroom walkthroughs at least 1x week to provide targeted support to teachers.	All Students	Behavioral	Tier 2 - Supplemental
3-10	Uses a universal screener to identify students needing additional support.	All Students	Behavioral	Tier 2 - Supplemental
3-11	Tracks and monitors student behaviors. Implement a weekly progress report. Meet to set goals, action plans, and reflect on progress.	All Students	Behavioral	Tier 2 - Supplemental
3-12	Engages in coaching with individual teacher	All Students	Behavioral	Tier 3 - Targeted
3-13	Uses Student Success/Support Team process to plan intentional support systems and structures.	All Students	Behavioral	Tier 3 - Targeted
3-14	Establishes case management team to work with specific students	All Students	Behavioral	Tier 3 - Targeted

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

School Goal: Increase teacher retention.				
Identified Need: Build a school where students are successful, then teachers will feel successful and will stay.				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	All teachers will actively conduct common cycles of inquiry based on student data in their respective department	All Students	Academic	Tier 1 - Universal
4-2	All teachers attend common school-wide PD's that highlights best practices and encourages collaboration	All Students	Academic	Tier 1 - Universal
4-3	Advisories create a responsibility for a set of students, creating community	All Students	Academic	Tier 1 - Universal
4-4	Expose students to culturally relevant texts and teaching methodologies	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Analyze classroom work, observation data, and learning walk data	African American	Academic	Tier 1 - Universal
5-2	Maintain high expectations implemented with fairness absent from enabling learned helplessness.	African American	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</i>		
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	ELLs engage in daily standards-aligned tasks with appropriate scaffolds to access texts and tasks. (IPG Core Action 1 and 2C)	English Learner Students	Academic	Tier 1 - Universal
6-2	Students are given content language objectives in order to engage in language integrated learning in every content area. (IPG 1C)	English Learner Students	Academic	Tier 1 - Universal
6-3	Students engage in student-to-student talk in every class at least every 15 minutes in order to clarify and improve understanding. (IPG 3D)	English Learner Students	Academic	Tier 1 - Universal
6-4	ELLs learn how language works in their D-ELD classes focused on part II ELD standards using OUSD teacher created materials aligned to EL Ed and Nat Geo material for newcomers. (ELLMA Essential Practice 2.4)	English Learner Students	Academic	Tier 1 - Universal
6-5	Students demonstrate increased mastery of D-ELD Part II standards as assessed by curriculum-embedded assessments (writing), including interim assessments. (2.4)	English Learner Students	Academic	Tier 1 - Universal
6-6	Analyze ELL student writing at least 3x year to determine growth in Part II ELD Standards. (ELLMA EP 2.3)	English Learner Students	Academic	Tier 1 - Universal
6-7	Teachers provide content language objectives in order to integrate language learning into every content area. (IPG 1C)	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Extended after-school tutoring will provide targeted support in ELA and mathematics aligned to formative assessment data and SBAC results, addressing specific skill gaps and reinforcing classroom instruction. Consistent tutoring relationships will increase student confidence and engagement, leading to measurable growth in grade-level proficiency. Students performing below grade level will be prioritized, with a focus on English Learners, students with IEPs or 504 plans, and students from historically underserved communities.	\$15,400	After School Education & Safety (ASES)	1120	Certificated Teachers' Salaries: Stipends			0.00			Students demonstrate increased mastery of grade-level standards as assessed by curriculum-embedded assessments, including interim assessments.	206-1
After-school subagreements will bring specialized expertise directly to students and staff, expanding the school's capacity to deliver targeted interventions and professional learning that strengthen instructional practice. Students requiring specialized support beyond the classroom, including English Learners, students with IEPs, and students performing below grade level, will benefit from services delivered by qualified external providers.	\$111,750	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Expose students to culturally relevant texts and teaching methodologies	206-2
After-school consultants will bring specialized expertise directly to students and staff, expanding the school's capacity to deliver targeted interventions and professional learning that strengthen instructional practice. Students requiring specialized support beyond the classroom, including English Learners, students with IEPs, and students performing below grade level, will benefit from services delivered by qualified external providers.	\$25,000	After School Education & Safety (ASES)	5825	Consultants			0.00			Expose students to culturally relevant texts and teaching methodologies	206-3

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
An art teacher will expand access to arts integration, providing students with additional pathways to demonstrate learning and engage with academic content through creative expression. Research consistently links arts education to improved attendance, student engagement, and social-emotional development. All students who take art will benefit from increased access to arts education during the school day, with the greatest impact felt by students who are disengaged from traditional academic settings and those who thrive through non-traditional learning modalities.	\$64,203	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	5095	Teacher Structured Eng Immersn	0.45			Analyze classroom work, observation data, and learning walk data	206-4
Providing refreshments at meetings supports consistent staff attendance and participation in professional learning, collaborative planning, and family engagement events. When participants are comfortable and welcomed, meetings are more productive	\$3,188	Arts & Music in Schools (Proposition 28)	4311	Meeting Refreshments			0.00			Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school. (3.3)	206-5
An art teacher will expand access to arts integration, providing students with additional pathways to demonstrate learning and engage with academic content through creative expression. Research consistently links arts education to improved attendance, student engagement, and social-emotional development. All students who take art will benefit from increased access to arts education during the school day, with the greatest impact felt by students who are disengaged from traditional academic settings and those who thrive through non-traditional learning modalities.	\$21,401	Arts & Music in Schools (Proposition 28) Carryover	1105	Certificated Teachers' Salaries	5095	Teacher Structured Eng Immersn	0.15			All teachers attend common school-wide PD's that highlights best practices and encourages collaboration	206-6

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Providing refreshments at meetings supports consistent staff attendance and participation in professional learning, collaborative planning, and family engagement events. When participants are comfortable and welcomed, meetings are more productive	\$5,066	Arts & Music in Schools (Proposition 28) Carryover	4311	Meeting Refreshments			0.00			Schools monitor progress of students receiving Tier II literacy or math support.	206-7
A Climate and Culture Teacher on Special Assignment will strengthen school-wide systems for restorative practice, positive behavioral support, and student belonging, which are foundational to academic achievement. By proactively addressing climate needs, intervening in conflict, and supporting staff in building strong classroom communities, this position reduces lost instructional time due to behavioral disruptions and increases students' sense of safety and connectedness to school. All students will benefit from a more positive and consistent school environment, with the greatest impact on students who have experienced trauma, chronic absenteeism, or repeated disciplinary involvement.	\$143,619	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	10696	TSA 11Mon 12Pay	0.90			Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	206-8

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Extended contracts for family engagement will strengthen the home-school partnership by creating dedicated time for teachers to connect with families around student progress, academic expectations, and available supports. When families are informed and engaged, students benefit from aligned messaging and reinforcement of learning at home, which research consistently links to improved attendance, behavior, and academic achievement. Students whose families have historically faced barriers to engagement will benefit most from intentional, teacher-led outreach. Families will benefit from increased access to their child's teachers beyond the standard school day, building trust and strengthening their ability to support learning at home.	\$2,871	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends			0.00			Clear progressive discipline process/structure/system (w/ documentation tracking)	206-9

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
The Community Schools Manager will coordinate the wraparound services, community partnerships, and family resources necessary to address the non-academic barriers that most directly impact student attendance, stability, and readiness to learn. By aligning internal supports with external community organizations, this position ensures students have consistent access to health, mental health, housing, and social services. Students and families facing economic instability, housing insecurity, food insecurity, or lack of access to health and mental health services will benefit most from a coordinated community schools approach. The broader school community will also benefit as the Community Schools Manager builds sustainable partnerships that expand the school's capacity to meet whole-child needs well beyond what site staff can provide alone.	\$51,510	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	1661	Program Mgr Community School	0.25			Establishes case management team to work with specific students	206-10
Providing refreshments at meetings supports consistent staff attendance and participation in professional learning, collaborative planning, and family engagement events. When participants are comfortable and welcomed, meetings are more productive	\$500	California Community Schools Partnership Program	4311	Meeting Refreshments			0.00			Use Individualized Reclassification process to reclassify dually identified students scoring 4s on the ELPAC.	206-11

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Field trips extend learning beyond the classroom by connecting academic content to real-world experiences, deepening student understanding and increasing engagement with curriculum. Exposure to cultural institutions, professional environments, and community resources broadens students' horizons, strengthens background knowledge, and supports the development of college and career awareness. All students will benefit from experiential learning opportunities that reinforce and enrich classroom instruction.	\$4,000	California Community Schools Partnership Program	5826	External Work Order Services			0.00			Expose students to culturally relevant texts and teaching methodologies	206-12
A Climate and Culture Teacher on Special Assignment will strengthen school-wide systems for restorative practice, positive behavioral support, and student belonging, which are foundational to academic achievement. By proactively addressing climate needs, intervening in conflict, and supporting staff in building strong classroom communities, this position reduces lost instructional time due to behavioral disruptions and increases students' sense of safety and connectedness to school. All students will benefit from a more positive and consistent school environment, with the greatest impact on students who have experienced trauma, chronic absenteeism, or repeated disciplinary involvement.	\$15,958	California Community Schools Partnership Program Carryover	1119	Certificated Teachers on Special Assignment Salaries	10696	TSA 11Mon 12Pay	0.10			School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	206-13

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Extended contracts for family engagement will strengthen the home-school partnership by creating dedicated time for teachers to connect with families around student progress, academic expectations, and available supports. When families are informed and engaged, students benefit from aligned messaging and reinforcement of learning at home, which research consistently links to improved attendance, behavior, and academic achievement. Students whose families have historically faced barriers to engagement will benefit most from intentional, teacher-led outreach. Families will benefit from increased access to their child's teachers beyond the standard school day, building trust and strengthening their ability to support learning at home.	\$19,223	California Community Schools Partnership Program Carryover	1120	Certificated Teachers' Salaries: Stipends			0.00			Uses a universal screener to identify students needing additional support.	206-14
A school counselor will provide students with consistent access to social-emotional support, crisis intervention, and college and career readiness guidance. By supporting students through personal and academic challenges, the counselor reduces barriers to attendance and participation, contributing to improved behavior, school connectedness, and academic performance. Students experiencing social-emotional challenges, trauma, or mental health needs will benefit most from direct counseling services and targeted small-group support. All students will benefit from a counselor's role in building a positive school climate, supporting MTSS tier interventions, and ensuring that every student has an informed advocate helping to navigate their academic path.	\$22,258	California Community Schools Partnership Program Carryover	1205	Certificated Pupil Support Salaries	7186	Counselor	0.20			Uses Student Success/Support Team process to plan intentional support systems and structures.	206-15

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Extended after-school tutoring will provide targeted support in ELA and mathematics aligned to formative assessment data and SBAC results, addressing specific skill gaps and reinforcing classroom instruction. Consistent tutoring relationships will increase student confidence and engagement, leading to measurable growth in grade-level proficiency. Students performing below grade level will be prioritized, with a focus on English Learners, students with IEPs or 504 plans, and students from historically underserved communities.	\$5,000	Expanded Learning Opportunities Program (ELO-P)	1120	Certificated Teachers' Salaries: Stipends			0.00			Schools monitor progress of students receiving Tier II literacy or math support.	206-16
After-school subagreements will bring specialized expertise directly to students and staff, expanding the school's capacity to deliver targeted interventions and professional learning that strengthen instructional practice. Students requiring specialized support beyond the classroom, including English Learners, students with IEPs, and students performing below grade level, will benefit from services delivered by qualified external providers.	\$119,987	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Expose students to culturally relevant texts and teaching methodologies	206-17
After-school consultants will bring specialized expertise directly to students and staff, expanding the school's capacity to deliver targeted interventions and professional learning that strengthen instructional practice. Students requiring specialized support beyond the classroom, including English Learners, students with IEPs, and students performing below grade level, will benefit from services delivered by qualified external providers.	\$25,013	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			Expose students to culturally relevant texts and teaching methodologies	206-18

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Extended contracts for instructional leadership and climate and culture team members will create dedicated time outside the school day for data analysis, collaborative planning, and the coordination of school-wide systems that directly drive student achievement and well-being. This additional capacity allows teacher leaders to refine instructional practice, strengthen intervention systems, and align climate and culture strategies, ensuring that both academic and social-emotional supports are consistently implemented and continuously improved. All students will benefit from a more cohesive and responsive school-wide approach to instruction and climate, with the greatest impact on students who rely most heavily on coordinated support systems. Staff will benefit from stronger leadership infrastructure that reduces isolation, increases collaboration, and builds the collective capacity needed to sustain school improvement.	\$20,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			All teachers will actively conduct common cycles of inquiry based on student data in thier respective department	206-19
Adequate office supplies ensure that administrative and student support operations run efficiently, reducing delays in processing attendance, student records, family communications, and intervention documentation. When office functions are well-resourced, staff can respond more quickly to student needs and maintain the organized systems that support a focused and orderly learning environment. All students will benefit from a well-functioning school office that processes their needs accurately and promptly. Students who frequently interact with office staff.	\$8,000	LCFF Supplemental	4310	School Office Supplies			0.00			Students engage daily in standards-aligned tasks from the adopted curriculum.	206-20

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Literacy Teacher on Special Assignment will strengthen school-wide reading and writing instruction by supporting teachers in implementing evidence-based literacy practices, analyzing student literacy data, and coordinating targeted interventions across grade levels. This position builds instructional coherence in ELA and other content areas, ensuring that all students receive consistent, high-quality literacy instruction aligned to grade-level standards and responsive to individual learning needs. Students performing below grade level in reading and writing will benefit most from the increased access to targeted literacy intervention and improved classroom instruction that this position makes possible. English Learners and students with IEPs will benefit from a dedicated literacy expert who can support teachers in differentiating instruction and implementing scaffolds that accelerate language and literacy development for all learners.	\$96,065	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10695	TSA 11Mon 12Pay	0.60			Identification of students who are 4-6+ beyond who are at an ELPAC 1 and 2 and identify strategies of support	206-21

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
The Community Schools Manager will coordinate the wraparound services, community partnerships, and family resources necessary to address the non-academic barriers that most directly impact student attendance, stability, and readiness to learn. By aligning internal supports with external community organizations, this position ensures students have consistent access to health, mental health, housing, and social services. Students and families facing economic instability, housing insecurity, food insecurity, or lack of access to health and mental health services will benefit most from a coordinated community schools approach. The broader school community will also benefit as the Community Schools Manager builds sustainable partnerships that expand the school's capacity to meet whole-child needs well beyond what site staff can provide alone.	\$154,529	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	1661	Program Mgr Community School	0.75			Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school. (3.3)	206-22

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
A library technician will ensure students have consistent access to a well-organized, fully operational library that supports independent reading, research skills, and a schoolwide culture of literacy. By maintaining current and diverse collections, managing circulation, and supporting classroom teachers with resources, the library technician directly strengthens the conditions that promote reading volume, academic vocabulary development, and student achievement across content areas. All students will benefit from a functional and accessible library, with the greatest impact on students who lack access to books and reading materials at home. English Learners and struggling readers will benefit from a well-stocked library with differentiated and culturally relevant texts that reflect their identities and support their language and literacy development.	\$96,650	Measure G, Library Support	2205	Classified Support Salaries	7413	Library Technician	1.00			Students reading below grade level practice reading fluency through text-sets connected to grade-level content and topics.	206-23
An art teacher will expand access to arts integration, providing students with additional pathways to demonstrate learning and engage with academic content through creative expression. Research consistently links arts education to improved attendance, student engagement, and social-emotional development. All students who take art will benefit from increased access to arts education during the school day, with the greatest impact felt by students who are disengaged from traditional academic settings and those who thrive through non-traditional learning modalities.	\$28,535	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	5095	Teacher Structured Eng Immersn	0.20			All teachers will actively conduct common cycles of inquiry based on student data in thier respective department	206-24

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
The African American Male Achievement (AAMA) Facilitator will provide culturally affirming mentorship, academic support, and social-emotional development for Black male students through structured programming that builds identity, agency, and connection to school. By addressing systemic barriers to engagement and achievement, this position strengthens attendance, reduces disciplinary involvement, and increases Black male students' sense of belonging. Black male students at every performance level will benefit from dedicated programming that centers their experiences, affirms their identities, and holds high expectations for their success. Students who are disengaged, chronically absent, or disproportionately impacted by disciplinary practices will benefit most from the consistent relationships and targeted supports the AAMA Facilitator provides, while the broader school community benefits from a more equitable and inclusive campus culture.	\$48,506	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	10308	Facilitator, Manhood Dev Prgm	0.50			Establishes case management team to work with specific students	206-25

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
Literacy Teacher on Special Assignment will strengthen school-wide reading and writing instruction by supporting teachers in implementing evidence-based literacy practices, analyzing student literacy data, and coordinating targeted interventions across grade levels. This position builds instructional coherence in ELA and other content areas, ensuring that all students receive consistent, high-quality literacy instruction aligned to grade-level standards and responsive to individual learning needs. Students performing below grade level in reading and writing will benefit most from the increased access to targeted literacy intervention and improved classroom instruction that this position makes possible. English Learners and students with IEPs will benefit from a dedicated literacy expert who can support teachers in differentiating instruction and implementing scaffolds that accelerate language and literacy development for all learners.	\$64,044	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1119	Certificated Teachers on Special Assignment Salaries	10695	TSA 11Mon 12Pay	0.40			Students with foundational skill needs engage in systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS).	206-26
Adequate office supplies ensure that administrative and student support operations run efficiently, reducing delays in processing attendance, student records, family communications, and intervention documentation. When office functions are well-resourced, staff can respond more quickly to student needs and maintain the organized systems that support a focused and orderly learning environment. All students will benefit from a well-functioning school office that processes their needs accurately and promptly. Students who frequently interact with office staff.	\$1,364	Measure G1: Districtwide Teacher Retention & Middle School Improvement	4310	School Office Supplies			0.00			Students engage daily in standards-aligned tasks from the adopted curriculum.	206-27

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 206

School: Bret Harte Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Classified staff overtime to provide supplemental translation and interpretation services, and supervised childcare for families during parent engagement workshops and events.	\$2,550	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime			0.00		Family Engagement	Increase Family engagement and participation	206-28
Mobile fingerprinting service to help parents obtain volunteer clearance. This service will boost family engagement by increasing the number of cleared parent volunteers, thereby strengthening participation in school activities, workshops, and student learning support.	\$500	Title I, Part A Parent & Family Engagement	5838	Fingerprinting			0.00		Family Engagement	Increase Family engagement and participation	206-29
This role delivers targeted small-group and individualized reading instruction aligned to the core curriculum and evidence-based practices, using student data to identify needs, monitor progress, and adjust instruction.	\$103,992	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	4076	Teacher Structured Eng Immersn	0.80		SBAC ELA Distance from Standard Met	Students reading below grade level practice reading fluency through text-sets connected to grade-level content and topics.	206-30
Support students identified as failing or most at risk of failing in order to alert the school of struggling students and assist with planning and support to improve student performance.	\$22,258	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	7186	Counselor	0.20		Student Connectedness to School	Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	206-31
Targeted, supplemental support for students most at risk of academic disengagement and exclusionary discipline by implementing restorative practices that reduce barriers to learning and increase access to instructional time.	\$37,540	Title I, Part A Schoolwide Program	2405	Clerical Salaries	10694	Case Manager 20	0.40		Student Connectedness to School	Tracks and monitors student behaviors. Implement a weekly progress report. Meet to set goals, action plans, and reflect on progress.	206-32



School-Parent Compact 2025-26

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2025-26 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - a) All students will be offered the core academic curriculum and appropriate intervention classes. All teachers will participate in professional development activities and the Professional Learning Community process.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - a) Conferences will be held by the advisory, administration, or counselor with families of students who are not making expected progress for promotion.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - a) Parents will receive 6 report cards each year (every six weeks). Report cards will be available on the Aeries Parent Portal.

4) Provide parents reasonable access to staff.

a) Parents may call the school at 510-879-2206 to schedule a conference with any staff member during their conference period or another mutually agreed upon time. Family conferences will be held twice a year (one in the fall and one in the spring). Parents can also communicate with teachers through Parent Square or email.

5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.

a) Parents wishing to volunteer should call the Family Resource Center at 510-879-2206. Parents wishing to volunteer should contact the office at 510-879-2206 who will make the necessary arrangements.

6) Provide parents with materials and training to help them improve the academic achievement of their children.

a) Parents have access to the Family Resource Center, a dedicated space for parents to gather resources and connect with school staff about a student's academic progress and achievement.

7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

a) Professional development time is dedicated to educating faculty about the importance of school-home communication and partnership.

8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

a) The school uses Parent Square and Schoology to send regular communications to families in their home language.

Parent Responsibilities

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

- Volunteer in my child's classroom if possible.

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

This Compact was adopted by **Bret Harte Middle School** on 9/3/2025, and will be in effect for the period of August 11, 2025, to May 31, 2026.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30 of this current school year.

April Harris-Jackson

April Harris-Jackson

9/3/2025

Principal’s Name

Principal’s Signature

Date



Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Bret Harte Middle School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

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

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Schedule parent conferences with students, parents, and teachers

OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and

the right of parents to be involved.

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

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

programs by:

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

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Posting assignments and progress reports on Schoology
- Holding family conferences twice a year

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Schoology and Parent Square

OUSD FAMILY ENGAGEMENT STANDARD 3: Parent Volunteering Program Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

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

OUSD FAMILY ENGAGEMENT STANDARD 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Having a dedicated family space that is open to families and is stocked with materials. The Family Resource Center is staffed by an employee who serves as a family-school liaison.

OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Providing ongoing professional development

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Holding monthly School Site Council meetings

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Soliciting parent input during SSC and PTSA prior to writing the school site plan

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Holding SELLS meetings for parents of English Learners

The school provides support for parent and family engagement activities requested by parents by:

- Holding monthly PTSA meetings where parents can request support
- Staffing the Family Resource Center

OUSD FAMILY ENGAGEMENT STANDARD 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Having the Family Resource Center Coordinator serve as a liaison between families and school and community and the school
- Partnering with non-profit and community service agencies to provide food and other resources for the school community

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

ADOPTION

This policy was jointly developed and adopted by the Bret Harte Middle School on September 3, 2025, and will be in effect for the period 8/11/25 through 5/28/2026.

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

April Harris-Jackson	<i>April Harris-Jackson</i>	9/3/2025
Name of Principal	Signature of Principal	Date

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



SECONDARY SCHOOL

School Site Council Membership Roster

2025-2026

SSC - Officers

Chairperson:	Karen Chan
Vice Chairperson:	Monique Falls
Secretary:	April Harris-Jackson

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
April Harris-Jackson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lamar James	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Nora Gutierrez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Brian Cross	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Max	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Karen Chan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Monique Falls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Lateefa Ali	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Isela Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Daral Smith	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	Third Monday's on Google Meet
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SSC Legal Requirements (EC Sections 65000-65001):

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 except where school has been approved for a smaller SSC;
4. **Secondary SSC's must have student member(s);** and
5. Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

4 Parents/Community Members

1 Student (at least)