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| Board Office Use: <b>Legislative File Info.</b> |         |
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| Introduction Date                               | 8/14/24 |
| Enactment Number                                |         |
| Enactment Date                                  |         |



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 14, 2024

**Subject** 2024-2025 School Plan for Student Achievement (SPSA) for Bret Harte Middle School

**Ask of the Board** Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Bret Harte Middle School.

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

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

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2024-2025 School Plan for Student Achievement (SPSA) for Bret Harte Middle School



## 2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:**

Bret Harte Middle School

**Site Number:** 206

- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                      | <input type="checkbox"/> Additional Targeted Support & Improvement                 | <input checked="" type="checkbox"/> 21st Century Community Learning Centers          |
| <input type="checkbox"/> Title I Targeted Assistance Program                        | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base      | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment   |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier            | <input checked="" type="checkbox"/> LCFF Supplemental                              | <input type="checkbox"/>   |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 4/29/2024

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

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

**Signatures:**

|                                       |                             |            |
|---------------------------------------|-----------------------------|------------|
| April Harris-Jackson                  | <i>April Harris-Jackson</i> | 5/21/2024  |
| Principal                             | Signature                   | Date       |
| Allan Santiago                        | <i>Allan Santiago</i>       | 05/29/2024 |
| SSC Chairperson                       | Signature                   | Date       |
| Clifford Hong                         | <i>Clifford Hong</i>        | 5/25/24    |
| Network Superintendent                | Signature                   | Date       |
| Lisa Spielman                         | <i>Lisa Spielman</i>        | 5/22/24    |
| Director, Strategic Resource Planning | Signature                   | Date       |

## 2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

| Date      | Stakeholder Group             | Engagement Description  |
|-----------|-------------------------------|---|
| 1/25/2024 | SSC and SELLS                 | Team reviewed school-wide data (attendance, academic, and discipline)   |
| 1/29/2024 | Admin Team                    | Team analyzed school-wide discipline and academic data  |
| 1/16/2024 | Instructional Leadership Team | Team evaluated current instructional plans and determined next steps connected to the academic theory of action.                    |
| 2/13/2024 | Culture and Climate Team      | Team reviewed school-wide data (attendance, suspensions)  |
| 2/27/2024 | Instructional Leadership Team | Team convened to evaluate progress on school-wide instructional goals, master scheduling, professional development plans for 24-25. |
| 3/5/2024  | Faculty Council               | Review budget priorities set by SSC, ILT, and CCT to determine master scheduling implications.                                      |
|           |                               |   |
|           |                               |   |
|           |                               |   |
|           |                               |   |

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

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

### **Early Childhood Education Program**

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

### **Summer Learning Program**

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

### **Transitional Students and Families Unit**

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

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

## 2024-25 BUDGET SUMMARY

### Budget Summary

| Description   | Amount         |
|---|----------------|
| Total Funds Provided to the School Through the Consolidated Application | \$202,037.00   |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$166,800.00   |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$1,386,175.00 |

### Federal, State, and Local Funds

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

| Federal Programs  | Allocation       | State or Local Programs   | Allocation         |
|---|------------------|---|--------------------|
| Title I, Part A Schoolwide Program<br>(Title I #3010)                             | \$135,360        | LCFF Discretionary<br>(General Purpose Discretionary #0000)       | \$26,520           |
| Title I, Part A Parent & Family Engagement<br>(Title I #3010)                     | \$3,760          | LCFF Supplemental<br>(LCFF Supplemental #0002)                    | \$240,975          |
| 21st Century Community Learning Centers<br>(Title IV, Part B)<br>(Title IV #4124) | \$53,517         | Local Control Funding Formula Equity Multiplier<br>(#7399)        | \$0                |
| Title IV, Part A Student Support & Academic<br>Enrichment<br>(Title IV #4127)     | \$9,400          | After School Education & Safety (ASES)<br>(ASES #6010)            | \$176,643          |
| Comprehensive Support & Improvement<br>(CSI) Grant<br>(CSI #3182)                 | \$166,800        | California Community Schools Partnership Program<br>(CCSPP #6332) | \$270,000          |
|   |                  | Proposition 28 (Arts & Music in Schools)<br>(#6770)               | \$78,448           |
|   |                  | Measure H<br>(Measure H #9339 )                                   | \$0                |
|   |                  | Measure G1<br>(Measure G1 #9332)                                  | \$224,752          |
| <b>SUBTOTAL OF FEDERAL FUNDING:</b>   | <b>\$368,837</b> |   | <b>\$1,017,338</b> |

|  |                       |
|--|-----------------------|
| <b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b> | <b>\$1,386,175.00</b> |
|--|-----------------------|

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

|  |                                     |                                       |
|--|-------------------------------------|---------------------------------------|
| <b>School Name: Bret Harte Middle School</b> |                                     | <b>School ID: 206</b>                 |
| <b>CDS Code: 1612596056998</b>               | <b>SSC Approval Date: 4/29/2024</b> | <b>Board Approval Date: 8/14/2024</b> |

**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.

**Purpose of this Plan**

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement for the following groups: CSI Low Performing

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

**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, 2022-23**

| % Male   | % Black/African American | % Latino | % Pacific Islander | % White                          | % Students with Disabilities | % Unduplicated Pupil Percentage   | % English Learners | % LTEL                |
|----------|--------------------------|----------|--------------------|----------------------------------|------------------------------|-----------------------------------|--------------------|-----------------------|
| 53.8%    | 36.6%                    | 34.5%    | 1.8%               | 4.7%                             | 24.0%                        | 88.1%                             | 22.2%              | 15.9%                 |
| % Female | % Multiracial            | % Asian  | % Filipino         | % American Indian/Alaskan Native | % Foster Youth               | % Socioeconomically Disadvantaged | % Newcomers        | School Stability Rate |
| 46.0%    | 6.5%                     | 8.1%     | 2.7%               | 0.2%                             | 0.5%                         | 85.7%                             | 3.6%               | 80.2%                 |

**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.

|                                |  |
|--------------------------------|--|
| <b>Identified School Need:</b> | 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 |
|--|----------------------|------------------|-------------------------------|-------------------------------|----------------|
| SBAC ELA Distance from Standard Met  | All Students         | -85.9            | not available until fall 2024 | not available until fall 2025 | -75.9          |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12) | All Students         | 49.5%            | not available until fall 2024 | not available until fall 2025 | 23.7%          |

**Mathematics/Science Measures & Targets**

| Measure   | Target Student Group | 2022-23 Baseline | 2023-24 Outcome               | 2024-25 Outcome               | 2025-26 Target |
|---|----------------------|------------------|-------------------------------|-------------------------------|----------------|
| SBAC Math Distance from Standard Met                    | All Students         | -134.1           | not available until fall 2024 | not available until fall 2025 | -114.1         |
| California Science Test (CAST) Standard Met or Exceeded | All Students         | 13.7%            | not available until fall 2024 | not available until fall 2025 | 23.7%          |

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

|                     |   |
|---------------------|---|
| <b>School Goal:</b> | Close distance from met on ELA SBAC and Math SBAC for specific subgroups. |
|---------------------|---|

|                                |  |
|--------------------------------|--|
| <b>Identified School Need:</b> | 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 |
|---|----------------------------|------------------|-------------------------------|-------------------------------|----------------|
| SBAC ELA Distance from Standard Met   | Special Education Students | -151.6           | not available until fall 2024 | not available until fall 2025 | -131.6         |
| SBAC ELA Distance from Standard Met   | African American Students  | -119.6           | not available until fall 2024 | not available until fall 2025 | -99.6          |
| Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12) | All Students               | 50.7%            | not available until fall 2024 | not available until fall 2025 | 50.7           |
| SBAC Math Distance from Standard Met  | Special Education Students | -202.3           | not available until fall 2024 | not available until fall 2025 | -182.3         |



| SBAC Math Distance from Standard Met   | African American Students  | -168.3           | not available until fall 2024 | not available until fall 2025 | -148.3         |
|--|----------------------------|------------------|-------------------------------|-------------------------------|----------------|
| <b>Reclassification Measures &amp; Targets</b> <i>*Complete <a href="#">Part 1 of ELD Reflection</a></i> |                            |                  |                               |                               |                |
| Measure  | Target Student Group       | 2022-23 Baseline | 2023-24 Outcome               | 2024-25 Outcome               | 2025-26 Target |
| ELL Reclassification   | English Learners           | 19.2%            | not available until fall 2024 | not available until fall 2025 | 22.2%          |
| LTEL Reclassification  | Long-Term English Learners | 25.0%            | not available until fall 2024 | not available until fall 2025 | 28.0%          |

| <b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b> |  |                  |                               |                               |                |
|---|--|------------------|-------------------------------|-------------------------------|----------------|
| <b>School Goal:</b>   | Increase connectedness to school, reduce suspensions and chronic absenteeism.                                |                  |                               |                               |                |
| <b>Identified School Need:</b>  | 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 |
| Student Connectedness to School<br><small>*2021-22 baseline data</small>            | All Students   | 46.4%            | not available until fall 2024 | not available until fall 2025 | 56.4%          |
| Out-of-School Suspensions   | All Students   | 6.8%             | not available until fall 2024 | not available until fall 2025 | 5.8%           |
| Out-of-School Suspensions   | African American Students  | 10.9%            | not available until fall 2024 | not available until fall 2025 | 8.0%           |
| Out-of-School Suspensions   | Special Education Students   | 5.9%             | not available until fall 2024 | not available until fall 2025 | 5.0%           |
| Chronic Absenteeism   | All Students   | 71.6%            | not available until fall 2024 | not available until fall 2025 | 53.7%          |
| Chronic Absenteeism   | African American Students  | 78.6%            | not available until fall 2024 | not available until fall 2025 | 58.9%          |

| LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. |                    |   |                               |                               |                |
|--|--------------------|---|-------------------------------|-------------------------------|----------------|
| <b>School Goal:</b>  |                    | Increase teacher retention.   |                               |                               |                |
| <b>Identified School Need:</b>   |                    | 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 |
| One-Year School Teacher Retention Rate   | All Teachers       | 72.4%   | not available until fall 2024 | not available until fall 2025 | 82.4%          |

| 1C: STRENGTHS & CHALLENGES |   |  |
|----------------------------|---|--|
| Goal Area:                 | School Goal:  | Priority Strengths   |
| LCAP Goal 1:               | 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, Blueprint, after school math tutoring, use of district interim assessments   |
| LCAP Goal 2:               | Close distance from met on ELA SBAC and Math SBAC for specific subgroups.     | SPIRE for students with IEPs, ELD classes that support ELA curriculum, students enrolled in d-ELD, Pull out intervention (SIPPS) for reading   |
| LCAP Goal 3:               | Increase connectedness to school, reduce suspensions and chronic absenteeism. | Sown to Grow, Advisory classes, AAMA, School clubs, Schoolwide Assemblies, Attendance Team, COST team, Therapists/Counselors on site, Supervision Team (Dean of Students, 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, offering 2 elective classes, Latino Men and Boys, sports, and clubs, collaborative time for teams, student-led conferences |
| LCAP Goal 4:               | Increase teacher retention.   | Faculty Council, Staff Social Events, Instructional Coaching, Weekly Classroom Observations and Feedback, School Without Walls, teacher/staff Bobcat Bucks, daily 80 minute prep periods (plus 60 minutes on Wednesdays)   |

| Goal Area:   | School Goal:  | Priority Challenges   |
|--------------|---|---|
| LCAP Goal 1: | 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; lack of real interventions. 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. |
| LCAP Goal 2: | 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  |
| LCAP Goal 3: | 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. Removing language barriers will promote inclusivity and empower families to actively engage in their student's educational journey. This will ensure that all parents have equitable access to critical information and resources necessary for supporting student academic success.   |
| LCAP Goal 4: | Increase teacher retention.   | Teacher efficacy; Teachers don't feel they and their peers are being effective; student behavior leads to burnout   |

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Bret Harte Middle School

**SPSA Year Reviewed:** 2023-24

**SPSA Link:** [2023-24 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.**

Continual analysis of student performance data to inform decision-making and adjust strategies as needed. Regular monitoring and evaluation of progress towards the goals outlined in the SPSA, with adjustments made based on feedback and outcomes. Advisory happening four times a week. Our African American Male Achievement program has grown to include 5 sections.

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

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

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

Any changes made will be due to funding not being available for next year.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

| <b>Title I Expenditure</b>            | <b>Target Addressed by Expenditure</b>    | <b>Actions/Activities</b><br><i>(e.g., what does this person or program do?)</i>                        | <b>What is working? Why?</b><br><b>What is not working? Why not?</b>   | <b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>                          |
|---------------------------------------|---|---|--|--|
| interpreters                          | SBAC ELA<br>Distance from<br>Standard Met | OUSD interpreters translate during parent meetings.   | We have been able to schedule interpreters for one of our school-wide meetings   | This will continue next year, but we will schedule the interpreters for school-wide events for the whole year. |
| Child Care for Parent Engagement      | SBAC ELA<br>Distance from<br>Standard Met | Childcare helps parents focus during parent meetings as they learn to support their children in school. | This hasn't happened this year because we did not have staff available to work over time   | This will continue next year, but we will recruit staff this year and provide them with a tentative schedule.  |
| Teacher, Structured English Immersion | i-Ready Math at<br>or above<br>Mid-Grade  | Reduces class size in math classes.   | Students have been programmed into classes that are under the normal class size. 31.5% of students performed at grade level on the most recent math interim assessment | This will not continue next year due to a need to provide intervention in a separate setting.                  |

|                                       |   |   |  |   |
|---------------------------------------|---|---|--|---|
| Teacher, Structured English Immersion | Reading Inventory (RI) Growth of One Year or More | Reduces class size in ELA classes.  | Students have been programmed into classes that are under the normal class size. 20.1% of students performed at grade level or early grade level proficiency on i-Ready diagnostic.  | This will not continue next year due to a need to provide intervention in a separate setting. |
| Social Worker                         | Student Connectedness to School                   | The social worker helps students social emotional needs and helps them feel safe and welcome at school. | The social worker is an active member of our Coordination of Services Team and leads our Parent Family Home Visit program to support student attendance. Between the months of August 2023 to November 2023, we had a reduction in the percentage of students in the Severe Chronic Absent category from 13.6% to 11.7% of students. | This will continue next year.   |
| supplies                              | SBAC ELA Distance from Standard Met               | Provide materials for ELA and math classes.   | We have been able to provide adequate supplies to ELA teachers   | This will continue  |

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

|                |                          |                   |     |
|----------------|--------------------------|-------------------|-----|
| <b>School:</b> | Bret Harte Middle School | <b>SCHOOL ID:</b> | 206 |
|----------------|--------------------------|-------------------|-----|

|   |   |
|---|---|
| <b>3: SCHOOL STRATEGIES &amp; ACTIONS</b> | <a href="#">Click here for guidance on SPSA practices</a> |
|---|---|

|   |
|---|
| <b>LCAP Goal 1: All students graduate college, career, and community ready.</b> |
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|                     |  |
|---------------------|--|
| <b>School Goal:</b> | Close distance from met on ELA SBAC and math SBAC. |
|---------------------|--|

|                         |  |
|-------------------------|--|
| <b>Identified Need:</b> | 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? |
|-----|---|-----------------|--|---|
| 1-1 | Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.  | All Students    | Academic   | Tier 1 - Universal                            |
| 1-2 | Implement ELA PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis in support of standards-aligned instruction  | All Students    | Academic   | Tier 1 - Universal                            |
| 1-3 | Teachers engage in monthly 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. Principals encourage math teachers attend Summer Standards & Equity Institute. | All Students    | Academic   | Tier 1 - Universal                            |
| 1-4 | Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments   | All Students    | Academic   | Tier 1 - Universal                            |
| 1-5 | Administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.  | All Students    | Academic   | Tier 1 - Universal                            |
| 1-6 | Provide systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS) for all students identified as having foundational skills gaps.   | All Students    | Academic   | Tier 2 - Supplemental                         |
| 1-7 | Engage in regular progress monitoring of all students in reading interventions, including SIPPS.  | All Students    | Academic   | Tier 2 - Supplemental                         |

|      |   |              |          |                       |
|------|---|--------------|----------|-----------------------|
| 1-8  | Provide foundational skills instruction for students with phonics gaps as part of Special Ed programming through SPIRE or SIPPS.  | All Students | Academic | Tier 3 - Intensified  |
| 1-9  | 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 - Intensified  |
| 1-10 | Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.   | All Students | Academic | Tier 1 - Universal    |
| 1-11 | Implement Math PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis analysis in support of standards-aligned instruction  | All Students | Academic | Tier 1 - Universal    |
| 1-12 | 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. Principals encourage math teachers attend Summer Standards & Equity Institute. | All Students | Academic | Tier 1 - Universal    |
| 1-13 | Progress monitor classroom practices that includes data from classroom observations (learning walks) and curriculum-embedded assessments  | All Students | Academic | Tier 1 - Universal    |
| 1-14 | Administer interim assessments in all math classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.   | All Students | Academic | Tier 1 - Universal    |
| 1-15 | Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.   | All Students | Academic | Tier 2 - Supplemental |
| 1-16 | Provide grade-level instruction for English Learners by leveraging curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).  | All Students | Academic | Tier 2 - Supplemental |
| 1-17 | Provide grade-level instruction for students with IEPs by leveraging curriculum-embedded UDL strategies and adapted curricular resources and tools (provided by TeamMath).  | All Students | Academic | Tier 3 - Intensified  |

**LCAP Goal 2: 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 | 6th grade CORE teachers will all teach a support class (literacy or math)       | All Students              | Academic   | Tier 2 - Supplemental                         |
| 2-2 | Select 7th and 8th grade teachers will teach academic intervention for math/ELA | African American Students | Academic   | Tier 2 - Supplemental                         |
| 2-3 | Continued i-Ready lessons in advisory   | All Students              | Academic   | Tier 1 - Universal                            |
| 2-4 | Continued SIPPS intervention pull outs with literacy specialist                 | English Learner Students  | Academic   | Tier 3 - Intensified                          |

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

**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 FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.  | All Students | Behavioral          | Tier 1 - Universal    |
| 3-6  | School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.  | All Students | Behavioral          | Tier 1 - Universal    |
| 3-7  | 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    |
| 3-8  | Community Building/Advisory section (at least 1 section)  | All Students | Behavioral          | Tier 1 - Universal    |
| 3-9  | 1st 6 weeks of strong start lessons at the beginning of the 1st semester, 1st 2 weeks of resetting lessons at the beginning of 2nd semester   | All Students | Behavioral          | Tier 1 - Universal    |
| 3-10 | Explicitly teach sexual harassment lessons, and de-escalation and conflict resolution strategies  | All Students | Behavioral          | Tier 1 - Universal    |
| 3-11 | Case Management   | All Students | Behavioral          | Tier 2 - Supplemental |
| 3-12 | Group therapy/support, Social skills development groups   | All Students | SEL / Mental Health | Tier 2 - Supplemental |
| 3-13 | COST Referral and Case Manager/Admin support for all students requiring Tier 3 support  | All Students | Behavioral          | Tier 3 - Intensified  |
| 3-14 | Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liaison, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.                        | All Students | Behavioral          | Tier 1 - Universal    |
| 3-15 | Complete pre-and-post attendance teams self-assessment and reflect on their goals and team efficacy.  | All Students | Behavioral          | Tier 1 - Universal    |
| 3-16 | Year-long attendance plan is reviewed monthly and updated / revised accordingly. The plan includes tiered strategies (tier 1, 2, and 3) with incentives / celebrations.   | All Students | Behavioral          | Tier 1 - Universal    |

|      |   |              |                     |                       |
|------|---|--------------|---------------------|-----------------------|
| 3-17 | Attendance recognition or celebration (at least) every marking period. ex. certificates, attendance rally, attendance celebration, attendance store, most improved, etc.  | All Students | Behavioral          | Tier 1 - Universal    |
| 3-18 | Individual or Group SART meetings are held consistently with incentives attached (data is being tracked).   | All Students | Behavioral          | Tier 2 - Supplemental |
| 3-19 | SARB meetings   | All Students | Behavioral          | Tier 3 - Intensified  |
| 3-20 | Home visits   | All Students | Behavioral          | Tier 3 - Intensified  |
| 3-21 | Check-ins / Check-outs with specific students   | All Students | Behavioral          | Tier 3 - Intensified  |
| 3-22 | Students do weekly StG check-ins during advisory (or some other designated time). Advisors read and respond (weekly) to all of their students.  | All Students | SEL / Mental Health | Tier 1 - Universal    |
| 3-23 | Advisors implement the StG lessons plans weekly during advisory.  | All Students | SEL / Mental Health | Tier 1 - Universal    |
| 3-24 | StG leads sign up for PD with StG. StG leads and/or principal shout out teachers who are implementing StG with fidelity and also checking in with teachers who are not doing the weekly check-ins or advisory lessons (accountability). | All Students | SEL / Mental Health | Tier 1 - Universal    |
| 3-25 | Establish electives and extracurriculars to encourage community amongst students.   | All Students | SEL / Mental Health | Tier 2 - Supplemental |
| 3-26 | 100% of alerts are addressed in COST / admin meetings and cleared before the end of the week.   | All Students | SEL / Mental Health | Tier 3 - Intensified  |

**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 succesful 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 | Provide professional development on behavior management and restorative teaching practices  | All Students    | Behavioral   | Tier 1 - Universal                            |
| 4-2 | Continue to provide structured weekly teacher collaboration and planning time               | All Students    | Academic   | Tier 1 - Universal                            |
| 4-3 | Provide consistent observation of teaching practice with constructive feedback and coaching | All Students    | Academic   | Tier 1 - Universal                            |
| 4-4 | Hire instructional coaches  | All Students    | Behavioral   | Tier 1 - Universal                            |

**CONDITIONS FOR BLACK STUDENTS** [Instructions & resources](#)

| #   | 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 | African American Male Achievement class                      | African American | All of the above   | Tier 1 - Universal                            |
| 5-2 | Provide professional learning on cultural competency/fluency | African American | All of the above   | Tier 1 - Universal                            |
| 5-3 | Black Family Summit  | African American | All of the above   | Tier 1 - Universal                            |

| <b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b> <i>Stages of ELD Implementation Self-Assessment</i> |  |                          |   |  |
|---|--|--------------------------|---|--|
| <b>#</b>  | <b>STRATEGY/ACTIVITY</b>   | <b>STUDENTS SERVED</b>   | <b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b> | <b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b> |
| 6-1   | Complete stages of ELD Self Assessment and at least one ELL focused obs cycle (ELL review or Shadowing tool).  | English Learner Students | Academic  | Tier 1 - Universal                                   |
| 6-2   | Devise an action plan with at least one cycle of PD focused on either: a: Supporting teachers to unpack the language of task and identify language objectives OR B: integrating High Impact Language strategies (e.g., student talk) into content instruction. | English Learner Students | Academic  | Tier 1 - Universal                                   |
| 6-3   | Teach How Language works using adopted EL Ed aligned or Nat Geo curriculum in all D-ELD classes.   | English Learner Students | Academic  | Tier 1 - Universal                                   |
| 6-4   | LTELs are grouped in grade specific classes for D-ELD in order to use EL Ed Aligned ELD curriculum.  | English Learner Students | Academic  | Tier 1 - Universal                                   |
| 6-5   | Implement D-ELD PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work analysis in support of ELD standards-aligned instruction  | English Learner Students | Academic  | Tier 1 - Universal                                   |
| 6-6   | Observe and give feedback to D-ELD classes using ELL Review Tool focused on Essential Practice: and indicators 2.1, 2.2, 2.3 and 2.4.  | English Learner Students | Academic  | Tier 1 - Universal                                   |
| 6-7   | 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.   | English Learner Students | Academic  | Tier 2 - Supplemental                                |
| 6-8   | Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school.  | English Learner Students | Academic  | Tier 2 - Supplemental                                |
| 6-9   | Ensure dually identified students have a language goal in their IEP.   | English Learner Students | Academic  | Tier 3 - Intensified                                 |

PROPOSED 2024-25 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 |
|-------------------------------------|---------------|--|-------------|-------------------------------------|------|---------------------------------------|------|---|--------------------------------------|---|----------------------|
| 5610 - Equip Maintenance & Repairs  | \$10,000      | LCFF Discretionary                               | 5610        | Equip Maintenance Agreemt           |      | n/a                                   |      | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. |                                      | Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.  | 206-1                |
| 4310 - Materials and Supplies       | \$16,520      | LCFF Discretionary                               | 4310        | School Office Supplies              |      | n/a                                   |      | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. |                                      | Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.  | 206-2                |
| Teacher Structured Eng Immersn      | \$57,740      | LCFF Supplemental                                | 1105        | Certificated Teachers' Salaries     | 4643 | Teacher, Structured English Immersion | 0.60 | Goal 1: All students graduate college, career, and community ready.                       |                                      | Teachers engage in monthly 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. Principals encourage math teachers attend Summer Standards & Equity Institute. | 206-3                |
| Teacher Structured Eng Immersn      | \$91,154      | LCFF Supplemental                                | 1105        | Certificated Teachers' Salaries     | 2195 | Teacher, Structured English Immersion | 1.00 | Goal 1: All students graduate college, career, and community ready.                       |                                      | Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments   | 206-4                |
| 4310 - Materials and Supplies       | \$59,235      | LCFF Supplemental                                | 4310        | School Office Supplies              |      | n/a                                   |      | Goal 1: All students graduate college, career, and community ready.                       |                                      | Engage in regular progress monitoring of all students in reading interventions, including SIPPS.  | 206-5                |
| 5846 - Personalized Learning (math) | \$3,652       | Title I, Part A Schoolwide Program               | 5846        | Licensing Agreements                |      | n/a                                   |      | Goal 1: All students graduate college, career, and community ready.                       | SBAC Math Distance from Standard Met | Administer interim assessments in all math classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.   | 206-6                |
| Counselor                           | \$25,062      | California Community Schools Partnership Program | 1205        | Certificated Pupil Support Salaries | 7186 | Counselor                             | 0.20 | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. | College/Career Readiness             | Case Management   | 206-7                |

PROPOSED 2024-25 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 |
|--|---------------|---|-------------|---|------|---------------------------------------|------|--|-------------------------------------|--|----------------------|
| 1105 - Science Intervention Teacher                  | \$89,334      | Title I, Part A Schoolwide Program              | 1105        | Certificated Teachers' Salaries           | 4155 | Teacher, Structured English Immersion | 1.00 | Goal 1: All students graduate college, career, and community ready.  | SBAC ELA Distance from Standard Met | Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.          | 206-8                |
| Teacher Structured Eng Immersn                       | \$42,374      | Title I, Part A Schoolwide Program              | 1105        | Certificated Teachers' Salaries           | 247  | Teacher, Structured English Immersion | 0.40 | Goal 1: All students graduate college, career, and community ready.  |                                     | Establish electives and extracurriculars to encourage community amongst students.  | 206-9                |
| 2225 - Classified ET/OT (Translation)                | \$1,500       | Title I, Part A Parent & Family Engagement      | 2225        | Classified Support Salaries: Overtime     |      | n/a                                   | 0.00 | Goal 1: All students graduate college, career, and community ready.  | Student Connectedness to School     | Home visits  | 206-10               |
| 1120 - Community & Family Engagement liaison Stipend | \$2,260       | Title I, Part A Parent & Family Engagement      | 1120        | Certificated Teachers' Salaries: Stipends |      | n/a                                   |      | Goal 1: All students graduate college, career, and community ready.  | Student Connectedness to School     | Home visits  | 206-11               |
| 4310 - Materials and Supplies                        | \$570         | Comprehensive Support & Improvement (CSI) Grant | 4310        | School Office Supplies                    |      | n/a                                   |      | Goal 1: All students graduate college, career, and community ready.  |                                     | Provide foundational skills instruction for students with phonics gaps as part of Special Ed programming through SPIRE or SIPPS. | 206-12               |
| Liaison Family Parent                                | \$27,227      | Comprehensive Support & Improvement (CSI) Grant | 2405        | Clerical Salaries                         | 8761 | Family/Parent Liaison                 | 0.30 | Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap. |                                     | Home visits  | 206-13               |
| Social Worker  | \$34,751      | Comprehensive Support & Improvement (CSI) Grant | 1205        | Certificated Pupil Support Salaries       | 8762 | Social Worker                         | 0.25 | Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap. |                                     | Group therapy/support, Social skills development groups  | 206-14               |

PROPOSED 2024-25 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 SPISA ACTIVITY   | BUDGET ACTION NUMBER |
|--|---------------|--|-------------|-------------------------------------|------|----------------|------|--|-----------------------------|--|----------------------|
| Social Worker  | \$104,252     | Comprehensive Support & Improvement (CSI) Grant            | 1205        | Certificated Pupil Support Salaries | 8762 | Social Worker  | 0.75 | Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap. |                             | COST Referral and Case Manager/Admin support for all students requiring Tier 3 support   | 206-15               |
| 5100 - Subagreements For Services                      | \$31,814      | 21st Century Community Learning Centers (Title IV, Part B) | 5100        | Subagreements For Services          |      | n/a            |      | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.                          |                             | Case Management  | 206-16               |
| 5100 - Subagreements For Services                      | \$21,703      | 21st Century Community Learning Centers (Title IV, Part B) | 5100        | Subagreements For Services          |      | n/a            |      | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.                          |                             | 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. | 206-17               |
| 5826 - Field trips                                     | \$3,000       | Title IV, Part A Student Support & Academic Enrichment     | 5826        | External Work Order Services        |      | n/a            |      | Goal 1: All students graduate college, career, and community ready.  | Chronic Absenteeism         | Establish electives and extracurriculars to encourage community among students.  | 206-18               |
| 5825 - Mental Health Provider (Title IV contract only) | \$6,400       | Title IV, Part A Student Support & Academic Enrichment     | 5825        | Consultants                         |      | n/a            |      | Goal 1: All students graduate college, career, and community ready.  | Chronic Absenteeism         | Case Management  | 206-19               |
| 5825 - Consultants                                     | \$25,000      | After School Education & Safety (ASES)                     | 5825        | Consultants                         |      | n/a            | 0.00 | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.                          |                             | Engage in regular progress monitoring of all students in reading interventions, including SIPPS.   | 206-20               |

PROPOSED 2024-25 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 |
|-------------------------------------|---------------|--|-------------|--|------|--|------|---|-----------------------------|--|----------------------|
| 5100 - Subagreements For Services   | \$151,643     | After School Education & Safety (ASES)           | 5100        | Subagreements For Services                           |      | n/a  |      | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. |                             | Refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.   | 206-21               |
| 1120 - Teachers Salaries Stipends   | \$15,000      | Educator Effectiveness Grant                     | 1120        | Certificated Teachers' Salaries: Stipends            |      | n/a  |      | Goal 1: All students graduate college, career, and community ready.                       |                             | 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. | 206-22               |
| Liaison Family Parent               | \$18,151      | California Community Schools Partnership Program | 2405        | Clerical Salaries                                    | 8761 | Family/Parent Liaison                                  | 0.20 | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. |                             | Year-long attendance plan is reviewed monthly and updated / revised accordingly. The plan includes tiered strategies (tier 1, 2, and 3) with incentives / celebrations.  | 206-23               |
| Program Mgr Community School        | \$43,900      | California Community Schools Partnership Program | 2305        | Classified Supervisors' and Administrators' Salaries | 1661 | 12-Month Community School Manager                      | 0.25 | Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. |                             | Refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.   | 206-24               |
| 4310 - Materials and Supplies       | \$28,994      | California Community Schools Partnership Program | 4310        | School Office Supplies                               |      | n/a  |      | Goal 1: All students graduate college, career, and community ready.                       |                             | Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.  | 206-25               |
| TSA Classroom 11Mos                 | \$153,894     | California Community Schools Partnership Program | 1119        | Certificated Teachers on Special Assignment Salaries | 7817 | 11-Month Classroom Teacher on Special Assignment (TSA) | 1.00 | Goal 1: All students graduate college, career, and community ready.                       |                             | Community Building/Advisory section (at least 1 section)   | 206-26               |
| 4310 - Materials and Supplies       | \$16,704      | Proposition 28 (Arts & Music in Schools)         | 4310        | School Office Supplies                               |      | n/a  |      | Goal 1: All students graduate college, career, and community ready.                       |                             | Establish electives and extracurriculars to encourage community amongst students.  | 206-27               |



PROPOSED 2024-25 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 |
|-------------------------------------|---------------|--|-------------|--|------|--|------|---|-----------------------------|---|----------------------|
| 1120 - Teachers Salaries Stipends   | \$20,000      | Proposition 28 (Arts & Music in Schools) | 1120        | Certificated Teachers' Salaries: Stipends            |      | n/a  |      | Goal 1: All students graduate college, career, and community ready. |                             | Establish electives and extracurriculars to encourage community amongst students.   | 206-28               |
| Teacher Structured Eng Immersn      | \$32,846      | LCFF Supplemental                        | 1105        | Certificated Teachers' Salaries                      | 2643 | Teacher, Structured English Immersion                  | 0.30 | Goal 1: All students graduate college, career, and community ready. |                             | Establish electives and extracurriculars to encourage community amongst students.   | 206-29               |
| Teacher Structured Eng Immersn      | \$41,744      | Proposition 28 (Arts & Music in Schools) | 1105        | Certificated Teachers' Salaries                      | 5095 | Teacher, Structured English Immersion                  | 0.30 | Goal 1: All students graduate college, career, and community ready. |                             | Establish electives and extracurriculars to encourage community amongst students.   | 206-30               |
| 4310 - Materials and Supplies       | \$63,839      | Measure G1                               | 4310        | School Office Supplies                               |      | n/a  |      | Goal 1: All students graduate college, career, and community ready. |                             | Establish electives and extracurriculars to encourage community amongst students.   | 206-31               |
| Teacher Structured Eng Immersn      | \$10,594      | Measure G1                               | 1105        | Certificated Teachers' Salaries                      | 247  | Teacher, Structured English Immersion                  | 0.10 | Goal 1: All students graduate college, career, and community ready. |                             | Establish electives and extracurriculars to encourage community amongst students.   | 206-32               |
| TSA Classroom 11Mos                 | \$150,320     | Measure G1                               | 1119        | Certificated Teachers on Special Assignment Salaries | 6127 | 11-Month Classroom Teacher on Special Assignment (TSA) | 1.00 | Goal 1: All students graduate college, career, and community ready. |                             | 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 | 206-33               |
| 5825 - Consultants                  | \$25,000      | Measure G, Visual & Performing Arts      | 5825        | Consultants  |      | n/a  |      | Goal 1: All students graduate college, career, and community ready. |                             | Establish electives and extracurriculars to encourage community amongst students.   | 206-34               |
| Library Technician                  | \$87,366      | Measure G, Library Support               | 2205        | Classified Support Salaries                          | 7413 | Library Technician                                     | 1.00 | Goal 1: All students graduate college, career, and community ready. |                             | Engage in regular progress monitoring of all students in reading interventions, including SIPPS.  | 206-35               |



## Bret Harte Middle School

### School-Parent Compact

**2023-24**

*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 2023-24 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:

- 1) Volunteer in my child's classroom if possible.
- 2) Participate in decisions related to the education of my child.
- 3) Promote positive use of my child's extracurricular time.
- 4) Enforce the school academic schedule.
- 5) Actively ask students about their day, what is happening in school.
- 6) Check Parent Square
- 7) Communicate with teachers

## STUDENT RESPONSIBILITIES

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

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

This Compact was adopted by Bret Harte Middle School on September 14, 2023, and will be in effect for the period of August 1, 2023 to May 31, 2024.

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<sup>th</sup>** of this current school year.

|                             |                                    |                  |
|-----------------------------|------------------------------------|------------------|
| <u>April Harris-Jackson</u> | <u><i>April Harris-Jackson</i></u> | <u>9/14/2023</u> |
| <b>Name of Principal</b>    | <b>Signature of Principal</b>      | <b>Date</b>      |

Please link the [Parent and Family Engagement Policy](#) to this document.



## **Title I, Part A School Parent and Family Engagement Policy**

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

### **Bret Harte Middle School**

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

#### **OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program**

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

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

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

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

- Schedule parent conferences with students, parents, and teachers

#### **OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers**

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

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

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

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

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

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

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

- 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 on-going professional development

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

- Holding monthly School Site Council meetings

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

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

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

- Holding SELLS meetings for parents of English Learners

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

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

## **OUSD FAMILY ENGAGEMENT STANDARD 6: Community Collaboration and Resources**

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

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

- Having the Family Resource Center Coordinator serve as a liaison between families and school and community and the school

- Partnering with non-profit and community service agencies to provide food and other resources for the school community

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

**ADOPTION**

This policy was jointly developed and adopted by the Bret Harte Middle School on September 14, 2023 and will be in effect for the period 8/7/2023 through 5/23/2024.

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

|                             |                                    |                  |
|-----------------------------|------------------------------------|------------------|
| <u>April Harris-Jackson</u> | <u><i>April Harris-Jackson</i></u> | <u>9/14/2023</u> |
| <b>Name of Principal</b>    | <b>Signature of Principal</b>      | <b>Date</b>      |

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





**Bret Harte Middle School**  
**School Site Council Membership Roster**  
**2023-2024**

**SSC - Officers**

|                   |                      |
|-------------------|----------------------|
| Chairperson:      | Allan Santiago Olivo |
| Vice Chairperson: | Sussan Young         |
| 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) |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-----------------------------|
| Allan Santiago                              | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                             |
| Lucille Carrillo                            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                             |
| Christine Ivory                             | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                             |
| Sarah Dykes                                 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                             |
| Vanderville                                 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                             |
| Nida Khalil                                 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |                             |
| Sayuri (Sakamoto) Valenza                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |                             |
| Sussan Young                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |                             |
| Patricia Wong                               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |                             |
| April Harris-Jackson                        | <input checked="" 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"/>            |                             |
| *Highlighted names are Aeries verified-SMT* | <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"/>            |                             |

|  |                        |
|--|------------------------|
| <b>SSC Meeting Schedule:</b><br>(Day/Month/Time) | 1st Thursday @ 5:30 PM |
|--|------------------------|

**SSC Legal Requirements (EC Sections 65000-65001):**

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.

