

Board Office Use: Legislative File Info.	
File ID Number	25-1815
Introduction Date	8/13/25
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

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

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Bret Harte Middle School

Ask of the Board Approve the 2025-2026 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)

- 2025-2026 School Plan for Student Achievement (SPSA) for Bret Harte Middle School



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

2025-26 School Plan for Student Achievement (SPSA)

School: Bret Harte Middle School
CDS Code: 1612596056998
Principal: April Harris-Jackson
Date of this revision: 5/16/25

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

<i>The School Site Council recommended this revision of the SPSA for Board approval on:</i>	<i>5/16/2025</i>
<i>The District Governing Board approved this revision of the SPSA on:</i>	<i>8/13/2025</i>

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

2025-26 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: _____

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:

April Harris-Jackson

Principal

April Harris-Jackson

Signature

Katherine Brown

SSC Chairperson

Katherine Brown

Signature

SELLS Representative (optional)

Signature

Clifford Hong

Network Superintendent

Clifford Hong

Signature

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

[REDACTED]

provement

approval.

sts, etc.)

5/16/2025
Date

5/16/2025
Date

Date

05/20/2025
Date

5/21/25
Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

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 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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$169,179.06
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$899,055.70

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 (#3010)	\$112,320
Title I, Part A Parent & Family Engagement (#3010)	\$3,120
21st Century Community Learning Centers (Title IV, Part B #4124)	\$53,739
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$169,179

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$899,055.70

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$28,100
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$177,378
Community Schools Grant (CSPP #6332)	\$303,000
Proposition 28 (Arts & Music in Schools #6770)	\$71,399
SUBTOTAL OF STATE & LOCAL FUNDING:	\$729,877

2025-26 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:
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):		
<div style="display: flex; justify-content: space-between;"> • Targeted Support & Improvement for the following groups: Multiracial Students </div>		
The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted 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 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, 2023-24

% 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.				
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 <small>*SBAC & CAST exclude 10% penalty, if applicable.</small>	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	-91.6	-86.30%	-71.30%
SBAC ELA Participation	All Students	88.2%	92.0%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	49.5%	45.2%	not available until fall 2025	55.2%
Mathematics/Science Measures & Targets					
Measure <small>*SBAC & CAST exclude 10% penalty, if applicable.</small>	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	-142.0	-140.10%	-125.10%
California Science Test (CAST) Standard Met or Exceeded	All Students	13.7%	9.7%	-25.1%	-22.1%
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
SBAC ELA Distance from Standard Met	African American Students	-119.6	-121.0	-121.10%	-106.10%
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	50.7%	50.4%	not available until fall 2025	40.4%

SBAC Math Distance from Standard Met	Special Education Students	-202.3	-189.2	176.00%	191.00%
SBAC Math Distance from Standard Met	African American Students	-168.3	-178.4	-178.80%	-163.80%
Reclassification Measures & Targets <i>*Reference Stages of ELD Data slides</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	19.2%	19.0%	not available until fall 2025	22.2%
LTEL Reclassification	Long-Term English Learners	25.0%	26.1%	not available until fall 2025	28.0%

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
Student Connectedness to School	All Students	46.4%	39.3%	not available until fall 2025	56.4%
Out-of-School Suspensions	All Students	6.8%	15.2%	not available until fall 2025	5.8%
Out-of-School Suspensions	African American Students	10.9%	21.1%	not available until fall 2025	8.0%
Out-of-School Suspensions	Special Education Students	5.9%	10.8%	not available until fall 2025	5.0%
Chronic Absenteeism	All Students	71.6%	40.8%	not available until fall 2025	53.7%
Chronic Absenteeism	African American Students	78.6%	43.9%	not available until fall 2025	58.9%

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 succesful 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%	72.1%	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, 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, AAFE, 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; Restorative Justice Facilitiator
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 mintues on Wednesdays)

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<i>Close distance from met on ELA SBAC and math SBAC.</i>	<i>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. Students need access to technology.</i>
LCAP Goal 2:	<i>Close distance from met on ELA SBAC and Math SBAC for specific subgroups.</i>	<i>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.</i>	<i>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 and providing child care services 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; behavior support</i>
LCAP Goal 4:	<i>Increase teacher retention.</i>	<i>Teacher efficacy; Teachers don't feel they and their peers are being effective; student behavior leads to burnout; teachers don't feel supported by admin and in other ways; dedicated SPED support; peer coaching; family engagement</i>

ATSI & TSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Suspension	Multiracial Students	7.70%	23.80%	not available until fall 2025	7.00%

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Bret Harte Middle School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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 ELA outcomes.

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

Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
Online personalized learning (iReady math)	i-Ready Math at or above Mid-Grade	iReady assess students' math abilities and develops a personalized learning path with activities for each student based on their level.	This has been somewhat effective due to implementation only happening in the 6th grade. Teachers have been able to provide tailored learning paths for students-allowing students who are advanced to move ahead, while students who need extra support receive targeted interventions.	We will continue since data shows that if students use the program with fidelity, the results will follow.

Advisory curriculum	Student Connectedness to School	The interventions aid in building a common understanding of school expectations and helps the school to recognize students who are upholding the values.	The structured approach of acknowledging positive behavior and providing consistent consequences for misbehavior has led to fewer disruptions in the classroom and less need for disciplinary action. In the first semester, out of class referrals decreased over 80% compared to the previous year.	Based on the evaluation, we will continue because the strategies are proving to be effective in decreasing out of class time for students.
Master schedule support	i-Ready Reading at or above Mid-Grade	The counselor refers to the school's master schedule ensuring that students with math or reading intervention needs are scheduled into the appropriate classes.	This has been effective. The school counselor has effectively made course modifications based on special services or student need (ex. student has an IEP, student's performance indicates they need intervention in English or math). The counselor facilitates communication between parents, teachers, and staff to ensure proper scheduling based on a student's academic or SEL needs.	This will continue due to the continued need for master scheduling support.
Science Intervention Teacher	i-Ready Reading at or above Mid-Grade	This position was consolidated	n/a	n/a
Translations for community meetings	Student Connectedness to School	Translations at community meetings (Title I, SSC, etc.)	This has been effective. We've had an interpreter available at school-wide events this year (including Advisory Family Night). Of the 40 families in attendance, half of them required interpretation.	This will continue due to the number of non-English speaking families who are assigned to the school.
Stipends	Chronic Absenteeism	This position has not been filled.	n/a	n/a

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: Bret Harte Middle School

SCHOOL ID: 206

3: SCHOOL STRATEGIES & ACTIVITIES

[Click here for guidance on SPSA practices](#)

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	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: 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	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

2-5	We will have a designated ELD class for every English Language Learner including LTELs that is specifically designed to support their learning in their primary Humanities class.	English Learner Students	Academic	Tier 2 - Supplemental
2-6	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
2-7	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
2-8	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 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
3-16	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	Establish electives and extracurriculars to encourage community amongst students.	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-24	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
3-25	Track out of school suspension data for multiracial students and set up Tier 3 interventions listed above to specifically address the needs of this student group.	Multiracial 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

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

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Stages and Actions for ELD Implementation

#	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	Complete stages of ELD Self Assessment and at least one ELL focused obs cycle (ELL review or Shadowing tool). Observe and give feedback to D-ELD classes using Essential Practice indicators 2.1, 2.2, 2.3, and 2.4.	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
6-7	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

PROPOSED 2025-26 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
Oakland Leaf - Program Instructor including fringe benefits (23 hrs/week)	\$31,946	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a			Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	206-1
Oakland Leaf - Cycles of Change contract	\$21,793	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a			Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	206-2
Oakland Leaf - Quality Support Coach; Culture Keeper; Program Manager; 3 Program Instructors	\$152,378	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	206-3
Oakland Leaf - Extended contracts for ELA and Math intervention	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	206-4
Art Teacher -To enhance student engagement, creativity, and self-expression—skills that contribute to better academic performance and emotional well-being.	\$41,615	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	5095	Teacher, Structured English Immersion	0.3			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.	206-5
Extended Contracts (Arts & Music clubs) - Art and music clubs improve student outcomes by increasing engagement, building confidence, and encouraging self-expression. They also foster social connections, reduce stress, and support emotional well-being. These positive experiences contribute to better attendance, stronger academic performance, personal growth and perseverance.	\$15,474	Arts & Music in Schools (Proposition 28)	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community amongst students.	206-6
Art and music supplies improve student outcomes by enabling hands-on learning, creativity, and self-expression. When students have access to quality materials, they're more engaged, confident, and able to fully develop their artistic and musical skills. This supports critical thinking, problem-solving, and overall academic and emotional growth.	\$14,311	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community amongst students.	206-7

PROPOSED 2025-26 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
A Culture and Climate Teacher on Special Assignment (TSA) improves student outcomes by fostering a positive, inclusive, and supportive school environment. They lead efforts in social-emotional learning, conflict resolution, and restorative practices, and student leadership, which reduce disciplinary issues and increase student engagement. This creates a safer, more connected school culture that helps all students thrive academically and personally.	\$155,525	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 04	11-Month Teacher on Special Assignment (TSA)	1.0			Provide professional development on behavior management and restorative teaching practices	206-8
A Community School Manager improves student outcomes by connecting families, students, and schools with vital resources and support services. They coordinate programs like health services, after-school activities, and family engagement efforts that address barriers to learning. By strengthening the school-community connection, they help boost attendance, academic achievement, and overall student well-being.	\$43,494	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	10570	11-Month Community School Manager	0.25			Group therapy/support, Social skills development groups	206-9
A Case Manager improves student outcomes by providing individualized support to students facing academic, behavioral, or social-emotional challenges. They coordinate services, monitor progress, and work closely with families, teachers, and support staff to ensure each student's needs are met. This targeted approach helps students stay on track, build resilience, and succeed in school.	\$49,967	California Community Schools Partnership Program	2405	Clerical Salaries	New Position 02	Case Manager	0.4			COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	206-10
Student council, student leadership, and student club supplies improve student outcomes by fostering leadership skills, teamwork, and a sense of responsibility. With the right materials, students can effectively organize events, advocate for their peers, and create positive change within the school. These experiences promote confidence, communication, and civic engagement, contributing to both personal and academic growth.	\$21,014	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a			Attendance recognition or celebration (at least) every marking period. ex. certificates, attendance rally, attendance celebration, attendance store, most improved, etc.	206-11

PROPOSED 2025-26 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
A School Academic Counselor improves student outcomes by providing guidance on academic planning, career goals, and personal development. They help students navigate challenges, set achievable goals, and develop strategies for success. This support boosts student confidence, improves decision-making, and enhances overall academic performance.	\$25,600	California Community Schools Partnership Program Carryover	1205	Certificated Pupil Support Salaries	7186	Counselor	0.2			Refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	206-12
Field trip transportation improves student outcomes by providing opportunities for hands-on learning outside the classroom, enriching their educational experiences. It allows students to explore real-world applications of what they've learned, broadening their perspectives and enhancing engagement. These experiences also promote teamwork, social skills, and personal growth.	\$7,400	California Community Schools Partnership Program Carryover	5826	External Work Order Services	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community amongst students.	206-13
After-school clubs for enrichment and academic support improve student outcomes by offering additional learning opportunities outside of regular class time. These clubs help reinforce academic concepts, foster critical thinking, and provide a space for creative exploration. They also build a sense of community, boost student motivation, and enhance skills that contribute to long-term academic success.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community amongst students.	206-14
After-school clubs for enrichment and academic support improve student outcomes by offering additional learning opportunities outside of regular class time. These clubs help reinforce academic concepts, foster critical thinking, and provide a space for creative exploration. They also build a sense of community, boost student motivation, and enhance skills that contribute to long-term academic success.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community amongst students.	206-15

PROPOSED 2025-26 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 contract with an outside agency that provides dance classes improves student outcomes by offering creative movement opportunities that enhance physical, emotional, and social development. Dance classes foster discipline, teamwork, and self-expression, while also improving focus and confidence. These benefits contribute to a well-rounded education, boosting both academic performance and personal growth.	\$28,100	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a			Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	206-16
The African American Male Achievement Facilitator position improves student outcomes by providing tailored support and mentorship to African American male students. This role focuses on addressing achievement gaps, promoting cultural awareness, and fostering a sense of belonging and self-empowerment. By offering guidance, advocacy, and targeted resources, this position helps students excel academically, socially, and emotionally.	\$53,725	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	10308	Facilitator, Manhood Development Program	0.5			African American Male Achievement class	206-17
A Teacher on Special Assignment (TSA) focused on teacher retention improves student outcomes by providing targeted support to educators, such as mentorship, professional development, and wellness programs. This role helps create a positive and supportive work environment, addressing teacher needs and reducing burnout. By increasing teacher satisfaction and retention, the school benefits from a more experienced and consistent teaching staff, which ultimately leads to improved student learning and academic success.	\$31,105	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1119	Certificated Teachers on Special Assignment Salaries	New Position 03	11-Month Teacher on Special Assignment (TSA)	0.2			Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	206-18

[illegible]



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 August 21, 2024, and will be in effect for the period 8/12/24 through 5/28/2025.

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>9/26/2024</u>
Name of Principal	Signature of Principal	Date

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



School-Parent Compact

2024-25

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 2024-25 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

This Compact was adopted by Bret Harte Middle School on 8/21/2024, and will be in effect for the period of August 12, 2024 to May 28, 2025.

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, 2024.

April Harris-Jackson

April Harris-Jackson

Principal's Name

Signature of Principal

9/26/2024

Date



Strategic Resource Planning (SRP)

SECONDARY SCHOOL

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Katherine Brown
Vice Chairperson:	Karen Chan
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"/>	
Sayuri Sakamoto	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Talia Krebs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Xiomara Amaya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Katherine Brown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Karen Chan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Liliana Rincon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Leilani Tucker	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ninh-An	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Magdalena Monterrosa	<input type="checkbox"/>	<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"/>	
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"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule:

(Day/Month/Time)

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.

