



2023-2024

Harte Elementary

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/, has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

Foundational Reading Skills Assessment (Grades K-2). Based on the end of year data from 2022-2023, there was a 6% increase (61% to 67%) in the overall percentage of students meeting and exceeding the Foundational Reading Skills Assessment from the previous year. The African American group saw an increase of 21% in students meeting and exceeding on the FRSA while English Learners saw a 18% gain.

In terms of the i-Ready Reading Assessment, during the 2022-23 school year, in grades 1-5, we saw an overall increase from 21% on Diagnostic 1 of students reading early on/mid above grade level to 48% of Harte students being early on/mid above grade level by Diagnostic 3.

By grade levels, the achievement growth of students early on/mid above grade level between Diagnostic 1 and Diagnostic 3 are as follows:

Grade 1 - 46%; Grade 2 - 28%; Grade 3 - 28%; Grade 4 - 17%; Grade 5 - 11%

In terms of our high needs groups: African American and English Learners, the achievement growth of these students early on/mid above grade level between Diagnostic 1 and Diagnostic 3 are as follows:

African American (AA) students - 29%; English Language Learners - 31%.

While our students are making considerable progress, efforts need to be made to meet the needs of the African American subgroup.

SBAC ELA (Grades 3-5) Based on end of year data from Spring 2023, Grades 3-5 students experienced relatively no change/progress. During the Spring 2022 assessment, students meeting or exceeding the reading standard was 47%. The overall percentage of students meeting or exceeding the reading standard was 48%.

However, Harte's ELL group experienced a 17% growth in the percentage of students meeting and exceeding the reading standard.

Our AA students, on the other hand, saw a 9% drop in the percentage of students meeting or exceeding grade level reading standards.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

FRSA - By June 2024, through the consistent implementation of Quality Core Instruction, FRSA will increase by 10% from 61% to 71% for all students, by 10% from 57% to 67% for AA students, and by 10% from 59% to 69% for EL students.

i-Ready: i-Ready reading will increase by 10% from 46% to 56% for all students, by 10% from 34% to 44% for AA students, and by 10% from 45% to 55% for EL+RFEP students.

Action Plan: Implementation of a structured literacy program in all grades with an emphasis on grades K - 2 for foundational skills. Using professional development from Getting Reading Right, English Language Development, and our Literacy Intervention programs, teachers will implement their training and provide high quality, rigorous instruction that is equitable and standards aligned using evidence of student learning to determine next steps.

Progress Monitoring: Progress will be monitored through formative and summative assessments via district assessments (FRSA, fluency, Writing PT's, PSA, end of unit assessments) i-Ready and SBAC. Teachers will collect and analyze data regularly at grade level meetings, staff meetings and district QCI days for grades K-2.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

Based on end of year data from the Spring of 2023, the Harte SBAC Math (Grades 3-5) results include the following: 26% of Harte students met or exceeded the math standards, which means that 74% of our students landed in the Not Met (48%) or Nearly Met (27%) achievement bands.

When compared to district averages, Harte is below the average for all students. The average percentage of students at the elementary level is 40% met or exceeded, which is a 14% difference (lower) in Harte's students' achievement.

The African American and ELL groups met and exceeded the math standards at 11% and 10% respectively. More efforts need to be made to meet the needs of the African American and English Learner groups, as well as all students, with mathematics instruction; thus the elementary division and Harte's focus on math instruction with our 3rd - 5th grade students.

In terms of the i-Ready Math Assessment, during the 2022-23 school year, in grades 1-5, we saw an overall increase from 7% on Diagnostic 1 of students reading early on/mid above grade level to 37% of Harte students being early on/mid above grade level by Diagnostic 3.

By grade levels, the achievement growth of students early on/mid above grade level between Diagnostic 1 and Diagnostic 3 are as follows:

Grade 1 - 25% (4% to 29%); Grade 2 - 32% (3% to 35%); Grade 3 - 37% (4% to 41%); Grade 4 - 26% (11% to 37%); Grade 5 - 23% (12% to 35%)

In terms of our high needs groups: African American and English Learners, the achievement growth of these students early on/mid above grade level between Diagnostic 1 and Diagnostic 3 are as follows:

African American (AA) students - 19% (0% to 19%); English Language Learners - 25% (1% to 26%).

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

SBAC: By June 2024, through the consistent implementation of Quality Core Instruction (QCI), Harte's 3rd-5th grade students will show a 7% increase on the SBAC Math assessment. SBAC math will increase by 7% from 26% to 33% for all students, by 10% from 11% to 21% for AA students, and by 10% from 24% to 34% for EL+ RFEP students.

i-Ready: i-Ready math will increase by 10% from 37% to 47% for all students, by 10% from 19% to 29% for AA students, and by 10% from 45% to 55% for EL +RFEP students.

Action Plan: Implementation of a structured math program including formative and interim assessments in all grades. Using professional development from grade level cohorts and district PD, teachers will implement their training and provide high quality, rigorous instruction that is equitable and standards aligned using evidence of student learning to determine next steps. Teachers will provide systems to help students meet their recommended minutes per week in ST Math.

Progress Monitoring: Progress will be monitored through formative and summative assessments via district assessments (Math PT's, end of unit assessments) i-Ready and SBAC. Teachers in grades 3-5 will implement the 5E lesson plan following district guidelines. Teachers will collect and analyze data regularly at grade level meetings, staff meetings and district QCI days. for grade 3-5

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

Harte serves approximately 195 English Language Learners (Multilingual Learners), approximately 25% of the total population).

In addition to the academic findings noted in the ELA and math sections, According to the ELLEVATION dashboard, of our 195 English Language Learners, 20 students are classified as Redesignated Fluent English Proficient (RFEP) students whom we continue to monitor. We have 7 identified as newcomers, 8 students who are identified as Long Term English Learners, 99 ELs who have IEPs and 4 students who have 504 Plans.

The percentage of ELLs scoring at the Moderate and Well Developed range on the annual ELPAC assessment increased by 8% from 43% to 51% from 2021-22 to 2022-23. When disaggregating ELL data from the SBAC, FRSA, and i-Ready Assessments from 2023, it is evident that ELLs are scoring close to the district average. The percentage of ELLs scoring Met/Exceeded on the SBAC assessment showed a 14% gain from the previous year.

We attribute this continuous progress of our English Language Learners to the consistent implementation of designated English Language Development.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

In addition to English Language Learner Goals being embedded in academic and attendance goals, Harte's Long Term English Learners (LTELs - 8) will move to the moderate and well-developed domains of the English Language Proficiency Assessment for California (ELPAC).

At least 5% more ELs from to will score in the Moderate and Well Developed range on the ELPAC assessment in Spring 2024.

The attendance percentage/rate of ELs will increase by 5% from 91% to 96%.

Action Plan: Implementation of designated ELD. Using professional development from the district and site IIC, along with Wonders ELD materials and ELPAC, teachers will consistently implement designated ELD instruction. All EL students will receive 30 minutes of designated ELD daily. Newcomers and level 1 EL students will have access to the Lexia English digital platform.

Progress Monitoring: Progress will be monitored through formative assessments, digital platforms (Lexia English, ELPAC and related ELA assessments).

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

Core / Pulse Survey

One area of concern came out in the Climate for Support for Academic Learning Category for students. The overall percentage of favorable responses went down by 9%.

The favorable responses to the question about knowledge and fairness of discipline, rules and norms went down by 5%, and the favorable responses to the questions regarding sense of belonging decreased by 2%.

According to our Pulse Survey data from Winter 2022 to the Spring 2023 administration we have increased in the area of Agency by 1%. In the area of Identity, we have stayed consistent at 78%, and in the area of belonging, we have essentially remained the same, a nonsignificant difference of 1%.

Student Discipline Data

For the 2022-23 academic year, there were approximately 380 incidents and 16 suspensions. The majority of these suspensions (12) involved students in the 4th and 15th grades. Furthermore, nine (9) of the students with suspensions identified as black or African American, and three of these individuals have an Individualized Education Plan (IEP). The majority of these suspensions (12) involved students hitting and slapping other students.

An analysis of the incident data revealed 47% took place in the classroom and 38% took place on the playground. Only 6% of total incidents took place in the restroom. The same was true of incidents in the cafeteria. In addition, most (234) of the incident referrals were created by classroom teachers, 65 by students, and 58 were created by parents. Lastly, the majority (266) of these violations involved students hitting and slapping each other and the use of foul language (82 incidents), followed by threats made between students (40 incidents).

Based on the discipline incident analysis, it was determined Harte would focus on the following 1) student relationships, 2) the implementation of school-wide structured procedures and systems for the classroom, playground and school activities or events 3) classroom management and 4) implicit biases. All of these areas are embedded in PBIS. Furthermore, the site will partner with parents and families, as they also have a role in implementing PBIS.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

CORE Survey
By February 2024, 80% of 4th and 5th graders will feel supported, connected and valued by the adults on campus as determined by the CORE survey results.

Wellness Pulse Survey
By June 2024, 100% of 4th grade students will participate in daily SEL check-ins. 4th grade teachers will communicate the names of students who are chronically absent to the attendance clerk so that the attendance clerk can call home. 100% of fifth grade students will participate in daily SEL/Wellness lessons. Fifth grade will continue to encourage daily attendance (currently 95%).

Attendance
By June 2024, Harte’s overall attendance rate will increase by 5% from 90% to 95% for all students, by 7% from 88% to 95% for AA students, and by 5% from 91% to 96% for EL+RFEP students.

Action Plan: Implementation of counseling and SEL systems, including Harmony curriculum, and attendance incentives, to connect students, support their emotional well being and safety, and improve their sense of belonging and attendance. Also, implementation of a schoolwide Positive Behavioral Interventions and Supports to support the elements in the previous sentence.

Progress Monitoring: Progress will be monitored by overall implementation of PBIS throughout the school, general observation of school climate, data collection regarding SEL implementation, attendance monitoring, site created student surveys and the Core Survey.

Bret Harte teachers and staff will further define and continue to unpack/develop our school's Vision Statement: We embrace our community by building relationships through positive engagement and collaboration, where ALL students learn in an equitable and supportive environment. All students, families, and staff feel valued.

Results of the 2021-22 Core Staff Survey showed Harte did not have a discipline plan. For this reason, in 2022 and 2023 staff were trained in Positive Behavior and Intervention Supports (PBIS) a school-wide systems and data-oriented approach to creating a positive student culture by providing students with individualized behavior support and establishing clear school-wide and grade level specific procedures to provide a safe and effective learning environment for all students and staff. For example, in response to an analysis of discipline data, leads from each grade level and site administration worked together to create procedures for the cafeteria, playground, auditorium, assembly and restrooms. In addition to school-wide procedures, PBIS includes cultural responsiveness, SEL, and restorative practices, all of which will improve the relationships at Harte Elementary.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals

<p>ELA</p>	<p>1) ELA: Bret Harte students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostics. Black students Special Education students English Learners</p>	<p>Goal Partially or Not Met</p>	<p>Foundational Reading Skills Assessment (Grades K-2). Based on the end of year data from 2022-2023, there was a 6% increase (61% to 67%) in the overall percentage of students meeting and exceeding the Foundational Reading Skills Assessment from the previous year. The African American group saw an increase of 21% in students meeting and exceeding on the FRSA while English Learners saw a 18% gain.</p> <p>In terms of the i-Ready Reading Assessment, during the 2022-23 school year, in grades 1-5, we saw an overall increase from 21% on Diagnostic 1 of students reading early on/mid above grade level to 48% of Harte students being early on/mid above grade level by Diagnostic 3.</p> <p>Through a partnership model, we provided students with a "within the school day" tutoring opportunities.</p> <p>Students were also identified for after school tutoring to support literacy and math development.</p>	<p>Site Literacy Lead will work with selected teachers and students to provide additional support.</p> <p>Teachers will collaborate, create common grade level goals and plan common lessons.</p> <p>Literacy teachers will work with students within our MTSS model.</p>
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Math	<p>1) MathBret Harte students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on math unit assessments and iReady Diagnostic. Black students Special Education students English Learners</p>	<p>Goal Partially or Not Met</p>	<p>Based on end of year data from the Spring of 2023, the Harte SBAC Math (Grades 3-5) results include the following: 26% of Harte students met or exceeded the math standards, which means that 74% of our students landed in the Not Met (48%) or Nearly Met (27%) achievement bands.</p> <p>The African American and ELL groups met and exceeded the math standards at 11% and 10% respectively. More efforts need to be made to meet the needs of the African American and English Learner groups, as well as all students, with mathematics instruction; thus the elementary division and Harte's focus on math instruction with our 3rd - 5th grade students.</p> <p>Through a partnership model, we provided students with a "within the school day" tutoring opportunities.</p> <p>Students were also identified for after school tutoring to support literacy and math development.</p>	<p>Math Lead will work with all 3rd - 5th grade teachers and students to provide push-in instructional support.</p> <p>Additionally, the Math Lead will work with students requiring Tier 3 intervention.</p> <p>Teachers will collaborate, create common grade level goals and plan common lessons.</p>
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English Learner	<p>1) At least 5% more ELs from 51% to 56% will score in the Moderate and Well Developed range on the ELPAC assessment in Spring 2023. Increase the percentage of ELs scoring Met/Exceeded on SBAC ELA and Math will be equal to or greater than the district average in Spring 2023. The percentage of Long Term English Learners will decrease by 5% as indicated by the 2023 ELPAC summative assessment. The attendance percentage/rate of ELs will increase by 5% from 89.4% to 94.5%.</p>	Goal Met	<p>Harte serves approximately 195 English Language Learners (Multilingual Learners), approximately 25% of the total population).</p> <p>In addition to the academic findings noted in the ELA and math sections, According to the ELLEVATION dashboard, of our 195 English Language Learners, 20 students are classified as Redesignated Fluent English Proficient (RFEP) students whom we continue to monitor. We have 7 identified as newcomers, 8 students who are identified as Long Term English Learners, 99 ELs who have IEPs and 4 students who have 504 Plans.</p> <p>The percentage of ELLs scoring at the Moderate and Well Developed range on the annual ELPAC assessment increased by 8% from 43% to 51% from 2021-22 to 2022-23. When disaggregating ELL data from the SBAC, FRSA, and i-Ready Assessments from 2023, it is evident that ELLs are scoring close to the district average. The percentage of ELLs scoring Met/Exceeded on the SBAC</p>	<p>Continue Designated English Development instruction.</p> <p>Heavy recruitment of VIPS to support students learning English.</p>
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			<p>assessment showed a 14% gain from the previous year.</p> <p>We attribute this continuous progress of our English Language Learners to the consistent implementation of designated English Language Development.</p>	
Culture/Climate	1) Hartes students sense of identity, agency, and belonging will increase based on the implementation of transformative social emotional learning.	Goal Partially or Not Met	<p>Core / Pulse Survey</p> <p>One area of concern came out in the Climate for Support for Academic Learning Category for students. The overall percentage of favorable responses went down by 9%.</p> <p>The favorable responses to the question about knowledge and fairness of discipline, rules and norms went down by 5%, and the favorable responses to the questions regarding sense of belonging decreased by 2%.</p> <p>According to our Pulse Survey data from Winter 2022 to the Spring 2023 administration we have increased in the area of Agency by 1%. In the area of Identity, we have stayed consistent at 78%, and in the area of belonging, we have essentially remained the same, a nonsignificant difference of 1%.</p>	<p>School Counselor will continue to teach Wellness Lessons.</p> <p>PBIS Team has established a schoolwide Student Store to reward students for practicing schoolwide expectations. PBIS Team will also provide professional learning to our teachers and coaches.</p> <p>Our SEL Facilitator will provide schoolwide SEL Buddy Up lessons during whole school spirit assemblies. As well, provide classroom lessons to select classes based on teacher request.</p>

Student Discipline Data

For the 2022-23 academic year, there were approximately 380 incidents and 16 suspensions. The majority of these suspensions (12) involved students in the 4th and 15th grades. Furthermore, nine (9) of the students with suspensions identified as black or African American, and three of these individuals have an Individualized Education Plan (IEP). The majority of these suspensions (12) involved students hitting and slapping other students.

An analysis of the incident data revealed 47% took place in the classroom and 38% took place on the playground. Only 6% of total incidents took place in the restroom. The same was true of incidents in the cafeteria. In addition, most (234) of the incident referrals were created by classroom teachers, 65 by students, and 58 were created by parents. Lastly, the majority (266) of these violations involved students hitting and slapping each other and the use of foul language (82 incidents), followed by threats made between students (40 incidents).

		<p>Based on the discipline incident analysis, it was determined Harte would focus on the following 1) student relationships, 2) the implementation of school-wide structured procedures and systems for the classroom, playground and school activities or events 3) classroom management and 4) implicit biases. All of these areas are embedded in PBIS. Furthermore, the site will partner with parents and families, as they also have a role in implementing PBIS.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>The Assistant Principal (AP) will help to facilitate grade level/staff discussions around data to assist with making instructional decisions about interventions to increase students achievement, specifically for groups of students are identified as "at-promise."</p> <p>The AP will work with students who are underperforming academically due to misbehavior or identified as at-promise due to current challenges.</p> <p>The AP will also be responsible for planning/facilitating the "Climate/Culture-Restorative Justice" meetings, developing schoolwide plans, and addressing concerns revealed in the CORE survey specific to Culture/Climate and Social Emotional Learning. (IN 3)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Recreation Aides will support student safety and civility and support the schoolwide implementation of a Positive Behavioral Interventions and Supports system in the school learning environment through supervision of the common areas. (IN 5)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
Materials and supplies to implement the enrichment program, Meet the Masters. This program allows guest teachers to visit every classroom 4 times per year. Four artists will be featured and each art lesson includes a lesson about the artist delivered through an assembly and an art project emulating the work of the artist. Grade level teams will work to integrate the art lessons with ELA instruction by having students read and write about the artists as well. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
An important component of Harte's PBIS awards program is the school store. Students earn points for positive behavior and are then able to use those points for privileges and items. (IN 8)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Teacher Librarian to provide Tier 1 and Tier 2 intervention to support literacy instruction. TL is funded by district for .5, additional .5 will be a TOSA. Additionally, the TL/TOSA will collaborate with each grade level to provide additional Tier I literacy intervention on a biweekly basis. Each grade level will receive at least 2 cycles (6-8 weeks) of direct support from the TL/TOSA as it relates to providing resources to supplement the ELA curriculum (.5 FTE.) (IN 4)	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
Health Assistant to increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduce time missed from class. Enhance parent engagement/involvement by providing individual and group health education in the school setting. (IN 2)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact
To support goal-setting, data analysis, and professional development and enhance quality core instruction and tier 1 interventions that increase student achievement, each grade level will receive two full days of release time in a collaborative structure, supporting collective efficacy among site teams. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

<p>The Counselor will be responsible for scheduling and facilitating the Case Management process by working with teachers and administration to monitor student progress and effectiveness to monitor students progress and effectiveness of intervention plans.</p> <p>Provide classroom lessons, TK-5th, centered around SEL/Guidelines for Success; small group counseling sessions for students experiencing behavioral, SEL and attendance challenges; and, 1:1 individual counseling support.</p> <p>In collaboration with Admin, conduct ""Check In/Check Out"" daily meetings with identified students requiring Tier 3 supports - weekly data tracking of work with these at-promise students.</p> <p>Indirect services to include outside referrals, teacher collaboration, and parent consultation. (IN 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Harte teachers will have release time to collaboratively plan and align expectations and common assessments around Achievement Reports (PD 2)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Culturally relevant and diverse books for the library (SM 2)</p>	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
<p>Materials to support Culture Climate/SEL work and Core Curriculum. Materials include books for professional development, enrichment programs to support technology and art integration. Additional materials will include incentives for growth in these areas and classroom materials to support the work. (SM 3)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Supplies and materials (e.g. inflatable movie screen, communication tools, school banners to communicate with families, PA sound system for weekly parent/student assemblies) that support. These materials will support parent engagement, participation and collaboration between home and school. (PI 2)</p>	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
<p>The Bulldog Managers is a site-based leadership team that meets monthly to participating in decision-making that affects school practices and policies. This group will be focused primarily on issues related to SEL and Culture Climate of staff and students. They will work in collaboration with the site Instructional Leadership Team to develop school wide goals for improvement, determine measures to assess those goals, and monitor implementation. (IN 7)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Student planners ensure students are learning and practicing time management skills to assist them in daily classroom tasks and to help prepare them prepare for middle school by jotting down important reminders, assignments, and more. Students and parents can quickly see important deadlines, notes and goals. This is also an effective tool between home and school. (PI 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Ground Education is a community partner that teachers robust lessons in elementary school gardens and green spaces that nurture every student's academic, physical and emotional well-being. (IN 6)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and</p>	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p>

<p>Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)</p> <p>3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>ELlevation</p> <p>iReady</p>
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p>

Accountability Measure 1: Increase Achievement

Interventions

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Absenteeism rate is high. Possible factors include health issues presenting in students. Basic Services 100	Health Assistant to increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduce time missed from class. Enhance parent engagement/involve ment by providing individual and group health education in the school setting.	Identified At-Risk Students, Low SES, Other Targeted Students, Targeted Parents	Title 1 \$19,009 Senior Health Assistant .332 FTE - Title 1 100%	08/30/2023 - 06/13/2024 Weekly	Principal	Nurse will collaborate with SSTs and Intervention team meetings to monitor student health concerns and their impacts on academics. Basic Services 100
There is a need to establish a schoolside behavior management plan to support student SEL/behavior, inclusive of restorative justice	The Assistant Principal (AP) will help to facilitate grade level/staff discussions around data to assist with	All Students, Identified At-Risk Students, All Parents	Title 1 \$93,827 Asst. Principal Elementary .5 FTE - Title 1 100%	08/15/2023 - 06/21/2024 Daily	Assistant Principal	Principal will be responsible for monitoring all academic, and behavior intervention programs in

<p>practices. Classroom management plans would align to the schoolwide plan to promote a positive school climate. Targeted interventions are also needed to support. Suspension/Expulsion Rate 50, Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 20</p>	<p>making instructional decisions about interventions to increase students achievement, specifically for groups of students are identified as at-promise. The AP will work with students who are underperforming academically due to misbehavior or identified as at-promise due to current challenges. The AP will also be responsible for planning/facilitating the Climate/Culture-Restorative Justice meetings, developing schoolwide plans, and addressing concerns revealed in the CORE survey specific to Culture/Climate and Social Emotional Learning.</p>					<p>collaboration with the Assistant Principal Suspension/Expulsion Rate 50, Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 20</p>
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While making progress, there is still a great need to close the literacy achievement gap amongst our primary students at Harte. Elementary Reading - FRSA 100	The Program Facilitator 50% will provide literacy support for students in grades K-2 based on data and need. Support will be provided in collaboration with Literacy Teachers through small group instruction.	Identified At-Risk Students	Title 1 \$85,379 Program Facilitator .5 FTE - Title 1 100%	08/23/2023 - 06/17/2024 Daily	Program Facilitator	The principal will meet with the Program Facilitator weekly to monitor literacy instruction. Elementary Reading - FRSA 100
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Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness

<p>Overall attendance is at 94% with chronic absenteeism at 15%. For the AA subgroup chronic absenteeism is at 25%. Case Management and Student Study Teams have identified a need for targeted student to receive counseling and behavior interventions.</p> <p>Suspension/Expulsion Rate 20, Culture-Climate Survey (Parent) 40, SEL Survey 40</p>	<p>The Counselor will be responsible for scheduling and facilitating the Case Management process by working with teachers and administration to monitor student progress and effectiveness to monitor students progress and effectiveness of intervention plans. Provide classroom lessons, TK-5th, centered around SEL/Guidelines for Success; small group counseling sessions for students experiencing behavioral, SEL and attendance challenges; and, 1:1 individual counseling support. In collaboration with Admin, conduct Check In/Check Out daily meetings with identified students requiring Tier 3 supports - weekly data tracking of work with these at-promise students. Indirect services to include outside referrals, teacher collaboration, and parent consultation.</p>	<p>Title 1 \$82,097 Counselor .5 FTE - Title 1 100%</p>	<p>08/15/2023 - 06/21/2024 Daily</p>	<p>School Counselor</p>	<p>Principal will monitor these activities through weekly admin meetings, goal setting, mid-year review and end of the year eval.</p>
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Harte's need for improved an attendance rate is critical. Attendance/Chronic Absenteeism Rate 80, Culture-Climate Survey (Student-Staff) 10, Culture-Climate Survey (Parent) 10	The School/Community liaison - bilingual Spanish will act as a liaison between Harte, students' homes and community organizations in matters relating to health, welfare, attendance and educational needs of students and families; provide information and refer parents to appropriate identified community services, local agencies and District resources; encourage and promote education and involvement in a variety of school activities and events; perform related duties as assigned.	Title 1 \$46,691 School Community Worker .5 FTE - Title 1 100%	08/30/2023 - 06/13/2024 Weekly	School/Community liaison - bilingual Spanish	The principal and office supervisor will meet with the school/community liaison - bilingual Spanish weekly to determine efforts that impact attendance.
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Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
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No supplemental budgeted items have been approved.

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	375550
Title I Parent and Family Involvement (3008)	5951

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	89460

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Kimberly Carpenter	
Staff	Classroom Teacher	Trista Negrete	06-01-2024
Staff	Classroom Teacher	Cynthia Anderson	06-01-2025
Staff	Classroom Teacher	Bandaul Chansy	06-01-2025
Staff	Non Classroom Teacher	Ivonne Gaitan	06-01-2025
Community	Parent	Aracely [REDACTED]	06-01-2024
Community	Parent	Jose [REDACTED]	06-01-2024
Community	Parent	Elianne [REDACTED]	06-01-2024
Community	Parent	Indigo [REDACTED]	06-01-2025
Community	Parent	Jenifer [REDACTED]	06-01-2025

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Elianne [REDACTED]
DELAC Representative	Parent of EL Student (required)	Jose [REDACTED]
Principal or Designee	Staff Member (required)	Kimberly Carpenter
Secretary	Parent of Non-EL Student (required)	Aracely [REDACTED]

Name	Representing
Marcy [REDACTED]	Community Member
Adriana [REDACTED]	Parent of EL Student
Elianne [REDACTED]	Parent of EL Student
Indabel [REDACTED]	Parent of EL Student
Jose [REDACTED]	Parent of EL Student
Marisol [REDACTED]	Parent of EL Student
Nancy [REDACTED]	Parent of EL Student
Ofelia [REDACTED]	Parent of EL Student
Sonia [REDACTED]	Parent of EL Student

Teresa [REDACTED]	Parent of EL Student
Aracely [REDACTED]	Parent of Non-EL Student
Veronica [REDACTED]	Parent of Non-EL Student

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/09/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>Parent suggested that the school hire a bilingual college aide to support students with English language development.</p> <p>Actively recruit bilingual VIPS to support students and teachers in the classroom where students are learning English.</p> <p>The purpose of the recommendations is to continue to aid in students' English language acquisition so that they may become fluent English speakers.</p>
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	<p>SBAC Reading Results for EL students</p> <p>SBAC Math for EL students</p> <p>EL Student Grades</p>
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/15/2023

6. What was SSC's response to ELAC recommendations?	Based on our discussion, SSC response to the ELAC recommendations is to advertise through the School Newsletter, flyers, Friday morning assemblies and Research to recruit bilingual VIPs to help with our English Language Learners in the classroom.
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Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/15/2023
2. The SSC approved the **Home-School Compact** on 10/18/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/18/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/21/2023, 09/22/2023
5. SSC Participated in the Annual Evaluation of SPSA:11/15/2023
6. The SPSA was approved at the following SSC Meeting: 11/15/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____



School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI) -

Harte Elementary School -

If ATSI, identify subgroups:

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input type="checkbox"/> Homeless | <input checked="" type="checkbox"/> Two or More Races |
| <input type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC

December 20, 2023

Signature of Principal

Signature of SSC Chair

Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

- There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create “watch lists” – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and “gap” analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's “intervention tracker” or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.



Bret Harte Elementary
1671 Phillips St. Long Beach, CA 90805
(562) 428-0333 – FAX (562) 428-7985
Home School Compact
2023-2024

We know that learning can take place only when there is a combination of effort, interest, and motivation. As we are all committed to your child's success in school, we are going to do our best to promote his/her achievement. This agreement is a promise to work together. We believe that this agreement can be fulfilled with our team effort. Together we can improve teaching and learning.

As a **student**, I pledge to:

- Come to school ready to learn.
- Make safe, responsible choices.
- Be friendly and bully free.
- Be accountable for my actions.
- Do my best on class work and homework.
- Come to school in uniform and on time @ 8:00 a.m.
- Respect all adults on campus.
- I will pledge to adhere to the schoolwide PAWS (Prepare for Success, Act Respectfully, Work Together and Stay Safe).

Date: _____ Student Name/Signature: _____

As a **parent**, I pledge to:

- Attend formal and informal conferences, Back to School Night and Open House, and attempt to attend other school functions.
- Communicate with teachers, administrators, and other school staff by responding to letters, phone calls, and/or e-mails.
- Discuss reports, conferences, test scores, homework, and notes with my child.
- Provide a quiet, well lit work space and assistance with my child's homework.
- Make sure my child gets sufficient rest on school nights, and attends school on time each day.
- Read with my child, ask about his/her learning experiences, and support teachers with classroom procedures and behavioral expectations.
- Send my child to school in a clean uniform, on time, and have had a nutritious breakfast.
- Talk to our children about respecting others and no bullying.
- *Provide support when needed while allowing my child to work independently*
- I will pledge to adhere to the schoolwide PAWS (Prepare for Success, Act Respectfully, Work Together and Stay Safe).

Date: _____ Parent Name/Signature: _____

As a **teacher**, I pledge to:

- Communicate through conferences, report cards, phone calls, progress reports, Open House, Back to School Night, workshops, emails/ School Messenger, newsletters, agendas, awards, certificates and assemblies.
- Offer and/or participate in when necessary: retention conferences, ELL addendums, SSTs, IEPs, Achievement Report, assessments, recommendations for special programs, and reminders about upcoming assessments/activities.
- Provide individualized instruction when appropriate, materials, a safe learning environment, and access to the core curriculum, instructional resources, and motivational-strategies.
- Create a welcoming environment for students and parents.
- Explicitly teach students skills to support social emotional learning.
- I will pledge to adhere to the schoolwide PAWS (Prepare for Success, Act Respectfully, Work Together and Stay Safe).

Date: _____ Teacher Name/Signature: _____

As **principal**, I pledge to:

- Create a welcoming environment for students and parents.
- Communicate the school's mission, goals and objectives.
- Ensure a safe and orderly learning environment.
- Invite parents to participate in their child's learning.
- Act as the instructional leader.
- Provide appropriate learning opportunities for all members of the Bret Harte learning community.
- I will pledge to adhere to the schoolwide PAWS (Prepare for Success, Act Respectfully, Work Together and Stay Safe).

Date: _____ Principal Name/Signature: _____



Primaria Bret Harte
1671 Phillips St. Long Beach, CA 90805
(562) 428-0333 - FAX (562) 428-7985

Casa Pacto escolar
2023-2024

Sabemos que el aprendizaje solo puede tener lugar cuando hay una combinación de esfuerzo, interés y motivación. Como todos estamos comprometidos con el éxito de su hijo en la escuela, haremos todo lo posible para promover su rendimiento. Este acuerdo es una promesa de trabajar juntos. Creemos que este acuerdo se puede cumplir con el esfuerzo de nuestro equipo. Juntos podemos mejorar la enseñanza y el aprendizaje.

Como **estudiante**, me comprometo a:

- Venir a la escuela listo para aprender.
- Tome decisiones seguras y responsables.
- Sea amigable y libre de intimidaciones.
- Sea responsable de mis acciones.
- Hacer mi mejor esfuerzo en el trabajo de clase y la tarea.
- Venga a la escuela en uniforme ya tiempo a las 8:00 am
- Respete a todos los adultos en el campus.
- Me comprometo a cumplir con las normas de toda la escuela (PAWS-Prepararme para el éxito, Actuar respetuosamente, Trabajar juntos y Mantenerme seguro/a.

Fecha: _____ Nombre/firma del estudiante: _____

Como **padre**, me comprometo a:

- Asistir a conferencias formales e informales, Noche de Regreso a Clases y Casa Abierta e intentar asistir a otras funciones escolares.
- Comuníquese con maestros, administradores y otro personal de la escuela respondiendo cartas, llamadas telefónicas y / o correos electrónicos.
- Discuta informes, conferencias, puntajes de exámenes , tareas y notas con mi hijo. / *Tareas delienzo*
- Proporcionar un espacio de trabajo tranquilo y bien iluminado y ayuda con la tarea de mi hijo.
- Asegúrese de que mi hijo descanse lo suficiente en las noches escolares y asista a la escuela a tiempo todos los días.
- Leer con mi hijo, preguntarle sobre sus experiencias de aprendizaje y apoyar a los maestros con los procedimientos del salón de clases y las expectativas de comportamiento.
- Enviar a mi hijo a la escuela con un uniforme limpio, a tiempo y haber tenido un desayuno nutritivo.
- Hable con nuestros hijos sobre respetar a los demás y no intimidar.
- *Brindar apoyo cuando sea necesario y al mismo tiempo permitir que mi hijo trabaje de forma independiente*
- Me comprometo a ayudar a mi hijo/a cumplir con las normas de toda la escuela (PAWS-Prepararme para el éxito, Actuar respetuosamente, Trabajar juntos y Mantenerse seguro/a.

Fecha: _____ Nombre/firma del padre: _____

Como **maestro**, me comprometo a:

- Comunicarme a través de conferencias, boletas de calificaciones, llamadas telefónicas, informes de progreso, Casa Abierta, Noche de Regreso a Clases, talleres, correos electrónicos / School Messenger, boletines, agendas , premios, certificados y asambleas.
- Ofrecer y / o participar cuando sea necesario: conferencias de retención, apéndices de ELL, SST, IEP, informe de logros, evaluaciones, recomendaciones para programas especiales y recordatorios sobre las próximas evaluaciones / actividades.
- Proporcionar instrucción individualizada cuando sea apropiado, materiales, un ambiente de aprendizaje seguro y acceso al plan de estudios básico, recursos educativos y estrategias motivacionales.
- Cree un ambiente acogedor para estudiantes y padres.
- Enseñe explícitamente a los estudiantes habilidades para apoyar el aprendizaje socioemocional.
- Me comprometo a ayudar a los estudiantes a cumplir con las normas de toda la escuela (PAWS-Prepararme para el éxito, Actuar respetuosamente, Trabajar juntos y Mantenerse seguro/a.

Fecha: _____ Nombre/firma del maestro: _____

Como **principal**, me comprometo a:

- Crear un ambiente acogedor para estudiantes y padres.
- Comunicar la misión, las metas y los objetivos de la escuela.
- Garantizar un entorno de aprendizaje seguro y ordenado.
- Invite a los padres a participar en el aprendizaje de sus hijos.
- Actúe como líder de instrucción.
- Brindar oportunidades de aprendizaje adecuadas para todos los miembros de la comunidad de aprendizaje de Bret Harte.
- Me comprometo a ayudar a los estudiantes a cumplir con las normas de toda la escuela (PAWS-Prepararme para el éxito, Actuar respetuosamente, Trabajar juntos y Mantenerse seguro/a.

Fecha: _____ Nombre/firma del director: _____



Bret Harte Elementary School Family Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Harte has developed jointly with the members of School Site Council and distributed to families of participating children, School Family Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Harte's expectations for family involvement and describe how the school will implement a number of specific family involvement activities. The Home-School Compact is incorporated into the School Family Involvement Guidelines.

PART I

Harte agrees to implement the following requirements:

- jointly develop with and distribute to families of participating children, School Family Involvement Guidelines that the school and families of participating children agree on.
- notify families about the School Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the family can understand.
- make the School Family Involvement Guidelines available to the local community.
- periodically update the School Family Involvement Guidelines to meet the changing needs of families and the school.
- adopt the school's home-school compact as a component of its School Family Involvement Guidelines.
- agrees to be governed by the following statutory definition of family involvement, and will carry out programs, activities and procedures in accordance with this definition:

PART II

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

1. Harte will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Attendance at one of the district trainings or school site training. Topics include:
 - i. Responsibilities & Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. Single Plan for Student Achievement
 - v. Role of ELAC and other advisory committees
 - Plan meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other families and stakeholders to attend the meeting
 - ii. Advertise in Title I Newsletter, at Back-to-School night, through teleparent, etc.

- At Meeting
 - i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Family Involvement Guidelines & Home-School Compacts
 - iii. Oral and written translations be made available for Spanish and Khmer families to allow for discussions
2. Harte will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
 - At a SSC & ELAC meeting
 - Section of Newsletter
 - Annual Title I Meeting
 - Main Office Counter
 - Back to School Night
 3. Harte will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school:
 - At SSC and ELAC meetings
 - Family information meetings
 - School site council must vote to approve the guidelines
 4. Harte will convene an Annual Title I Public Meeting to inform families of the following:
 - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
 - Hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language families can understand
 - Announcement made on school marquee, through SchoolMessenger and Canvas
 - Child care provided
 5. Harte will provide updated information to families about Title I programs throughout the school year:
 - Section of Newsletter
 - On Main Office Counter
 - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
 6. Harte will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Harte will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Family workshops; Family surveys
 - Principal chats
 - In school newsletters
 - Back-to-School night
 - At SSC & ELAC meetings
 7. Harte will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families in participating more fully in early education of their children by:
 - Coordination of Transitional Kindergarten at selected sites
 - Promotion/advertisement of the District's Kindergarten festivals
 8. Harte will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
 - At School site council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Harte will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
 - District trainings offered for families and staff
 - Family education workshops on site
 - Family-Teacher Conferences
 - Family Workshops posted on district website
 - DCAC, DELAC and other district family forums/meetings
 - District website resources: click "P" for Parent University
2. Harte will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
 - Outlines shared responsibility of home, school and student in academic achievement
 - Developed, discussed and reviewed at first SSC and ELAC meetings
 - School site council must vote to approve compact
 - The Home School Compact will be distributed annually at Family Conferences
3. Harte will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
 - the state's academic content standards
 - the state and local academic assessments including alternate assessments
4. Harte will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
 - Family Workshops (SBAC Training, Support for EL Students)
5. Harte will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
 - Teacher/Staff In-services to include trainings on the use of School Messenger, Synergy Messages
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
 - Carmen Flores, Community Worker, Bilingual will be doing the translations of written materials/notifications that are sent to families

PART IV

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

The School Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its families, chooses to undertake to build families' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;

- training families to enhance the involvement of other families;
- in order to maximize family involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

* * * * *

PART V
ADOPTION

Harte’s Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on 10/18/2023 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 11/2/2023. Harte, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

10/18/2023
Date



Bret Harte Elementary School

Guía de Participación Escolar para las Familias

Como escuela que recibe fondos del Título I, Parte A (Título I), la Escuela Bret Harte ha desarrollado junto con los miembros del Concilio del Plantel Escolar y distribuido a las familias de los niños que participan, la Guía de Participación para las Familias, que contiene información requerida por la sección 1118(b) de la Ley de Educación para Escuelas Primarias y Secundarias (ESEA-según sus siglas en inglés). La Guía establece las expectativas de la Escuela Bret Harte para la participación de las familias y describe la manera en que la escuela implementará una cantidad específica de actividades que requieren la participación de las familias. El Contrato entre el Hogar y la Escuela está incorporado en la Guía de Participación Escolar para las Familias.

PARTE I

La Escuela Bret Harte está de acuerdo en implementar los siguientes requisitos:

- desarrollar conjuntamente con y distribuir a las familias de niños participantes, la Guía de Participación Escolar para las Familias que la escuela y las familias hayan acordado.
- informar a las familias acerca de la Guía de Participación Escolar para las Familias en un formato comprensible y uniforme y, al grado posible, distribuir esta Guía a las familias en un idioma que ellos puedan entender.
- hacer que la Guía de Participación Escolar para las Familias esté disponible a la comunidad local.
- periódicamente actualizar la Guía de Participación Escolar para las Familias para satisfacer las necesidades cambiantes de las familias y de la escuela.
- adoptar el contrato entre el hogar y la escuela, el cual aborda a la importancia de una comunicación continua y significativa (es decir, conferencias anuales, reportes de progreso, acceso al personal y oportunidades para servir como voluntarios en el salón de clase) entre la escuela y la familia, como un componente de la Guía de Participación Escolar para las Familias.
- ser gobernada según la siguiente definición legal de participación de la familia, y llevar a cabo los programas, las actividades y los procedimientos de acuerdo con esta definición:

PARTE II: DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

1. La Escuela Bret Harte tomará las siguientes acciones para incluir a las familias en el desarrollo y acuerdo en conjunto de la Guía de Participación Escolar para las Familias y su plan a nivel escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:

(Nombre las acciones que constituye planificar, revisar, y mejorar el Programa del Título I, por ejemplo, recolectar y propagar a los padres de familia para revisar los siguientes materiales.)

- La asistencia a una de las siguientes capacitaciones que ofrece el Distrito o el plantel escolar. Los temas incluirán:
 - i. Responsabilidades y Papel que Desempeña el SSC (Concilio del Plantel Escolar) y sus miembros
 - ii. Composición del SSC
 - iii. Consideraciones Presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - v. Papel que Desempeña ELAC (Comité Asesor del Estudiantado que Está Aprendiendo Inglés) y otros comités asesores

- Planeará una reunión con los miembros de SSC y ELAC (en un horario conveniente) para repasar la Guía del año anterior y las actividades en el Plan Único para el Rendimiento Estudiantil.
 - i. Invitar a otros padres de familia y personas interesadas para asistir a la reunión
 - ii. Anunciarlo en el Boletín Informativo del Título I, en Noche de Regreso a la Escuela, por medio de llamadas telefónicas automáticas, etc.
 - En las reuniones:
 - i. Repasar el Plan Único para el Rendimiento Estudiantil, y como grupo, anotar los cambios y hacer ajustes (eliminar o agregar) según sea necesario
 - ii. Escribir o actualizar la Guía de Participación Escolar para las Familias y el Contrato entre el Hogar y la Escuela
 - iii. Tener disponible interpretes para las traducciones orales y escritas para las familias en Español y Camboyano para permitir discusiones
2. La Escuela Bret Harte tomará las siguientes acciones para distribuir a las familias y a la comunidad local, la Guía de Participación Escolar para las Familias:
 - En la reunión del SSC y ELAC
 - Sección del Boletín Informativo
 - Reunión Anual del Título I
 - Mostrador de la Oficina Principal
 - Noche de Regreso a la Escuela
 3. La Escuela Bret Harte actualizará periódicamente sus Guía de Participación Escolar para las Familias para cumplir con las necesidades cambiantes de las familias y la escuela: (Nombrar las actividades de frecuencia y precipitadas que inicien repasos regulares, por ejemplo, actividades de la situación de las mejoras escolares, participación de la familia en etapas de mejoras [acción correctiva, reestructura], asuntos de seguridad, etc.)
 - En las reuniones de SSC y ELAC
 - Reuniones informativas para las familias
 - El Concilio del Plantel Escolar deberá votar para aprobar la guía
 4. La Escuela Bret Harte convocará una Reunión Anual Pública de Título I para informar a las familias de lo siguiente:
 - Los requisitos del Título I, cómo se utilizan los fondos en esta escuela, y el derecho de las familias de estar involucrados
 - Llevar a cabo distintas reuniones durante horarios flexibles
 - Notificaciones/volantes enviados a casa en el idioma que entiendan las familias
 - Anuncios en el tablero electrónico de la escuela, por medio de “SchoolMessenger” y Canvas
 - Se proporcionará cuidado de niños
 5. La Escuela Bret Harte proveerá información actualizada a las familias acerca de los Programas de Título I durante el año lectivo: (Nombrar Actividades)
 - Sección del boletín informativo
 - Mostrador de la Oficina Principal
 - En las reuniones del SSC, ELAC y otras reuniones para la familia (PTA/PTO/CAAP, etc.)
 6. La Escuela Bret Harte les proveerá a las familias una descripción y explicación del plan de estudio que se utiliza en la escuela, los formularios de las evaluaciones académicas utilizadas para medir el progreso estudiantil, y los niveles de capacidad que se espera que logren los estudiantes. La Escuela Bret Harte también brindará oportunidades de reuniones regulares para formular sugerencias y participar, según sea apropiado, en decisiones relacionadas a la educación de sus niños: (Nombrar Actividades)
 - Talleres para las familias; encuestas para las familias
 - Pláticas con el director(a)
 - En el boletín informativo de la escuela
 - Noche de Regreso a la Escuela
 - En las reuniones del SSC y ELAC

7. La Escuela Bret Harte coordinará e integrará los programas de la participación de la familia, con otros programas del distrito, incluyendo “Head Start”, “Early Head Start”, escuelas públicas preescolares, etc., y conducir actividades que fomentan y apoyan a las familias en su participación más activamente en la educación temprana de sus hijos al:
 - Coordinación de Kindergarten Transicional y Kindergarten Transicional Temprano en escuelas selectas
 - Promoción/publicidad de los festivales de Kindergarten del Distrito
8. La Escuela Bret Harte entregará al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar según la sección (1114)(b)(2) no es satisfactorio para las familias de los niños participantes:
 - En las reuniones del Concilio del Plantel Escolar

PARTE III: RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DEL ESTUDIANTE

1. La Escuela Bret Harte construirá la capacidad de la escuela y de las familias para fortalecer la participación de las familias, para poder asegurar la participación efectiva de las familias y apoyar la asociación entre la escuela, las familias y la comunidad para mejorar el rendimiento académico estudiantil, por medio de las siguientes actividades específicamente descritas a continuación: (Nombrar acciones, tal como, describir el proceso, identificar quien será responsable para dirigir las actividades y explicar qué papel desempeñan las familias.)
 - Talleres ofrecidos por el Distrito para las familias y el personal escolar
 - Talleres educativos para la familia en el plantel escolar
 - Conferencias Entre Familias y Maestros
 - Talleres para la familia publicadas en la página del Internet del Distrito
 - DCAC, DELAC y otros foros/reuniones para las familias del distrito
 - Recursos de la página del Internet del Distrito: oprimir “P” para Universidad de Padres
2. La Escuela Bret Harte incorporará el Contrato entre la Familia y la Escuela como un componente de la Guía de Participación Escolar para las Familias:
 - Delínean las responsabilidades compartidas del hogar, la escuela y el estudiante en cuanto al rendimiento académico
 - Desarrollado, discutido y repasado en las primeras reuniones del SSC y ELAC
 - El Concilio del Plantel Escolar deberá votar para aprobar el contrato
 - Describir el proceso distribución
3. La Escuela Bret Harte con la ayuda del distrito, proveerá asistencia a las familias de niños que reciben servicios de la escuela para entender temas tales como los que se encuentran a continuación:
 - las normas del contenido académico del Estado
 - las evaluaciones académicas alternativas Estatales y locales, incluyendo las evaluaciones alternativas
4. La Escuela, Bret Harte con la ayuda del distrito, proveerá materiales y capacitación para ayudar a las familias a trabajar con sus niños para mejorar el rendimiento académico, según sea apropiado, para fomentar la participación de las familias, por medio de:
 - Talleres para las familias (agregar títulos)
5. La Escuela, Bret Harte con la ayuda del distrito y las familias, educará a sus maestros y otros miembro del personal, sobre cómo prestar ayuda a, comunicarse con, y trabajar con las familias como socios iguales, por medio de:
 - Talleres para Maestros y miembros del personal (nombrar específicamente)
6. La Escuela, Bret Harte al grado que sea posible y adecuado, tomará las siguientes acciones para asegurar que la información relacionada con los programas de las familias, reuniones y otras actividades, se envíe a las familias de los niños que participan en un formato comprensible y en un idioma que las familias puedan entender: (Nombrar acciones)

- Nombre a la persona en la escuela quien hará las traducciones por escrito de los materiales/avisos que se mandan a las familias.

PARTE IV: COMPONENTES DISCRECIONALES DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

La Guía de Participación Escolar para las Familias puede incluir párrafos adicionales nombrando y describiendo otras actividades discrecionales que la escuela, en consulta con sus familias, elije comprometerse para fomentar la capacidad de las familias para la participación en la escuela para apoyar a sus hijos en el rendimiento académico, tales como las actividades discrecionales mencionadas según la sección 1118(e) del ESEA:

- incluir a las familias en el desarrollo de la capacitación de maestros, directores y otros educadores para mejorar la efectividad de dicha capacitación;
- proveer la capacitación de alfabetización necesaria para las familias del Título I, fondos de Parte A, si el distrito escolar ha agotado, con toda razón, todos los otros recursos disponibles para brindar fondos para dicha capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación de las familias, incluyendo los costos de transporte y cuidado de niños, para permitir la participación de las familias en reuniones relacionadas a la escuela y sesiones de capacitación;
- capacitar a las familias para mejorar la participación de otras familias;
- para poder maximizar la participación de las familias y la participación en la educación de sus niños, programar reuniones escolares en distintos horarios, o realizar conferencias en casa entre maestros u otros educadores, quienes trabajan directamente con los niños que participan, con familias que no pueden asistir a dichas conferencias en la escuela;
- adoptar e implementar los métodos modelos para mejorar la participación de las familias;
- establecer un concilio asesor de familias a nivel distrito (DCAC) para brindar consejos en todos los asuntos relacionados a la participación de las familias en el Título I, programas parte A;
- desarrollar apropiadamente los papeles que desempeñan las organizaciones en la comunidad y negocios, incluyendo las organizaciones de fe, en las actividades que participan las familias; y
- proveer otro apoyo razonable para actividades que requieren la participación de las familias según la sección 1118 de acuerdo a lo que puedan solicitar las familias.

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PARTE V: ADOPCIÓN

Esta Guía de Participación de la Escuela Bret Harte para las Familias se han desarrollado conjuntamente y de acuerdo con, las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela el 10/18/2023 y estarán vigentes por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el 11/2/2023 o antes. La Escuela, Bret Harte al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.


Firma del Director(a)

10/18/2023

Fecha