

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Harte Elementary

School Plan for Student Achievement
2024-2025

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-risk 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: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

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. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

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

ELA Findings
<p>Foundational Reading Skills Assessment (Grades K-2). Based on the end of year data from 2023-2024, there was a 5% increase (48% to 53%) 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 10% in students meeting and exceeding on the FRSA while English Learners saw a 2% gain.</p> <p>In terms of the i-Ready Reading Assessment, during the 2023-24 school year, in grades 1-5, we saw an overall increase from 46% on Diagnostic 1 of students reading early on/mid above grade level to 47% of Harte students being early on/mid above grade level by Diagnostic 3.</p> <p>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 - 51%; Grade 2 - 35%; Grade 3 - 61%; Grade 4 - 33%; Grade 5 - 38%.</p> <p>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 - 44%; English Language Learners - 35%.</p> <p>While our students are making considerable progress, efforts need to be made to continue to meet the needs of all students.</p> <p>SBAC ELA (Grades 3-5) Based on end of year data from Spring 2024, Grades 3-5 students showed a 4% increase from the previous school year. During the Spring 2023 assessment, students meeting or exceeding the reading standard was 36%. The overall percentage of students meeting or exceeding the reading standard was 40%.</p> <p>However, Harte's ELL + RFEP group experienced a 1% growth in the percentage of students meeting and exceeding the reading standard for a total percentage of 34% meeting the standard. Our AA students, on the other hand, saw a 4% growth in the percentage of students meeting or exceeding grade level reading standards for a total of 21% of the group meeting the standard.</p>

ELA Goals

Harte's English-Language Arts data shows an increase in the SBAC assessment in spring of 2024. However, there are still groups of students, and all students overall who are not meeting grade level standards as demonstrated by these results.

Goal

All Harte students will achieve at least one year of academic growth in literacy and math by June 2025.

ELA 48% of 3-5 students will score Met/Exceeded on SBAC, up from 40%.31% of 3-5

By Cycle 3 of the FRSA, Black/AA in grades K-2 will show 80% "On Track" of meeting proficiency in all grades.

All AA students in Grades 1-5 will demonstrate an overall increase of 10% of the i-Ready Reading Assessment

26% of Black/AA students will score Met/Exceeded on SBAC, up from 21%; 44% of 3-5 ELs/RFEP students will score Met/Exceeded on SBAC, up from 34%.

50% (115 students) of 4-5 students who were Not Met or Nearly Met on the prior years SBAC ELA and Math will meet their accelerated growth target in June 2025, up from 71 in June 2025.

79% of K-2nd grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 69% in June 2024.

32% of Grade 1-2 students will be Early On or Mid-Above on their i-Ready reading Diagnostic 3 assessment in March 2025, up from 22% in March 2024.

Action Plan

In K-2, we will continue to implement Quality Core Instruction (QCI), using the Daily Decoding Routine (DDR), including a strong focus on Fluency in second grade.

The Literacy Lead and Instruction and Intervention Coordinator will continue to support the primary classrooms with daily Tier 1 support.

Teachers will continue to attend district QCI professional learning and will collaborate during grade level as well as whole staff meetings.

Newcomers and students performing below grade level standards as indicated by i-Ready assessments and Pear assessments will receive reading intervention from Harte's Literacy Teachers.

Progress Monitoring

FRSA Assessments (dates determined by the ELA pacing guides)

i-Ready Diagnostic Assessments 2 & 3

Comprehensive Needs Assessment: Mathematics

Math Findings

Based on end of year data from the Spring of 2024, the Harte SBAC Math (Grades 3-5) results include the following:

Thirty-four percent (34%) of Harte students met or exceeded the math standards, which means that 48% of our students landed in the Not Met or Nearly Met 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 44% met or exceeded, which is a 10% difference (lower) in Harte's students' achievement.

The African American and ELL+RFEP groups met and exceeded the math standards at 14% and 29% respectively. More efforts need to be made to meet the needs of the African American and English Learner groups (20%), 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 2023-24 school year, in grades 1-5, we saw an overall increase from 8% on Diagnostic 1 of students reading early on/mid above grade level to 29% 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 - 28% (7% to 28%); Grade 2 - 16% (4% to 16%); Grade 3 - 35% (5% to 34%); Grade 4 - 34% (10% to 35%); Grade 5 - 32% (12% to 32%)

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%)

Math Goals

In grades 3-5, with a focus on Quality Core Instruction in math and the consistent support of Harte's Math Lead, we saw great gains in the SBAC summative assessment. It is important to implement the inquiry lesson structure: Launch - Collaborate - Consolidate

Goal

Forty-four percent (44%) of 3-5 students will score Met/Exceeded on SBAC, up from 34%. With the support of our Math Lead, along with QCI professional learning, and teacher grade level and grade level span collaboration, teachers will institute a PDSA reflect on their teaching practices, and student outcomes.

Twenty-two (22%) of Black/AA students will score Met/Exceeded on SBAC, up from 14%.

Thirty-seven (37%) of ELs/RFEP students will score Met/Exceeded on SBAC, up from 29%.

Fifty-percent (50%) (115 students) of 4-5 students who were Not Met or Nearly Met on the prior years SBAC ELA and Math will meet their accelerated growth target in June 2025, up from 57 in June 2025.

Thirty-two (32%) of Grade 1-2 students will be Early On or Mid-Above on their i-Ready math Diagnostic 3 assessment in March 2025, up from 22% in March 2024.

Action Plan

In grades 3-5, we will implement the inquiry lesson structure

The Math Lead and Instruction and Intervention Coordinator will continue to support the intermediate classrooms with daily Tier 1 support.

Teachers will continue to attend district QCI professional learning and will collaborate during grade level as well as whole staff meetings.

Each grade level, 3-5 will make and adhere to Teacher Commitments (the what and how) and those commitments drive their instruction.

Progress Monitoring

Math Unit Assessments

i-Ready Diagnostic Assessments 2 & 3

Comprehensive Needs Assessment: English Learners

English Learner Findings

Harte serves approximately 156 English Language Learners (Multilingual Learners), approximately 20% of the total population).

In addition to the academic findings noted in the ELA and math sections, According to the ELLEVATION dashboard, of our 156 English Language Learners, 41 students are classified as Redesignated Fluent English Proficient (RFEP) students whom we continue to monitor. We have 13 identified as newcomers, 4 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 51% to 59% from 2022-23 - 2023-24. When disaggregating ELL data from the SBAC, FRSA, and i-Ready Assessments from 2024, 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.

English Learner Goals

Fifty percent (50%) or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 52% as of June 2024. We will continue to incorporate consistent designated English Language Development into our instructional program.

Action Plan

Teachers will provide d-English Language Development daily for a minimum of 30 minutes

Develop opportunities to build teacher efficacy during grade level and vertical team planning

Teachers will use a variety of diagnostic data to inform instructional next steps.

Ellevation will be used to determine specific students in need of additional supports based on ELPAC results.

Progress Monitoring

FRSA Assessments (dates determined by ELA Pacing Guide)

iReady Diagnostic Assessments 2 and 3 all grades

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

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 from the 2023-2024 data went down an additional 1% from the previous year 9% decrease.

The favorable responses to the question about knowledge and fairness of discipline, rules and norms went up by 9%, and the favorable responses to the questions regarding sense of belonging increased by 2%.

According to our Pulse Survey data from Winter 2023 to the Spring 2024 administration we have decreased in the area of Agency by 3%. In the area of Identity, we have increased by 2% and our data aligns with other elementary schools. In the area of belonging, we decreased by 3%.

Discipline

For the 2022-23 academic year, the rate of suspensions involving students who belonged to two or more races measured at 6%. In other words, 6% of that population was suspended during the 2022-23 school year (Note: Bret Harte has less than 40 students who belong to this ethnic group). However, for the 2023-24 school year, less than 1% of the same group was suspended. Going forward, we will continue to monitor this subgroup. If we notice any increase, we will conduct check-in checkout with specific students and address the root cause of the incidents. We will also: 1) communicate school expectations (January and April 2025) 2) Ensure PAWS procedures are implemented school-wide 3). Use an assets-based lens to increase a sense of agency among identified students within this subgroup (those with discipline infractions)

Additionally, the California School Dashboard, currently updated to reflect achievement over the course of the 2023-24 school year, now shows that Harte's African American (AA) student population's suspension rate of 6.7%, an increase of 3.5% from the previous school year. Harte's AA student population is approximately 12% of the total population.

Culture/Climate Goals

Core/Pulse Survey

By June 2025, there will be an increase of 10% in the area of Safety on the Spring 2025 Core Survey as compared to the Spring 2024 CORE Survey. During the Spring 2024 administration, we saw a 7% drop in this same area.

Based on the analysis it has been determined that Harte will focus on the following:

- 1) Quarterly incident data analysis to identify cause and frequency of incidents, as well as reflect on current adult supervision and classroom management practices and their impact on such.
- 2) PBIS: The continued implementation of school-wide structured procedures and systems for the classroom, playground and school activities or events.

Furthermore, the site will continue to partner with parents and families, as they also have a role in implementing PBIS.

3) Conflict resolution and restorative practices (Counselor and AP)

4) In addition, a system for teachers to request support for behavior interventions will be utilized for Minor (Tiers 2) & Major (Tier 3) incidents. Google Form will be used for Tier 2 incidents and Office Data Referral Form will be used for Tier 3 incidents (See Next Slide)

5) Age-appropriate lessons on bullying prevention, sexual harassment prevention, and suicide prevention, to be delivered by counselor.

6) PBIS P.A.W.S. Handbook review, training, and implementation for all staff.

Discipline/Infractions

For the academic year 2023-24, there were approximately 156 incidents and 23 suspensions. Seventy-eight incidents were entered into Synergy and, overall, the majority of incidents involved students in the 4th and 5th grades. Of the 23 suspensions, 47.8% (or 11 suspensions), involved black students, 43.5% (or 10 suspensions) involved Hispanic students, and 0% involved multi-ethnic students. The majority of these suspensions involved fighting.

An analysis of all incident data revealed that 50% took place on the playground and 41% took place in classrooms. Only about 3% took place in the cafeteria, with the remainder taking place either in the library, hallway or other area. Lastly, the majority of these incidents (78) involved student hitting and slapping or fighting (Note there were 19 fights; and 59 hit/slap/push incidents).

Goals:

By June 2025, the overall suspension rate for Harte's student population will decrease from 2.2% to 1.2%.

By June 2025, the suspension rate for the Harte African American students will match the suspension rate for the overall Harte student population (goal being 1.2%)

For the 2024-25 academic year, the suspension rate of Harte's multi-ethnic population will remain at 0% (down from 6% in the 2022-23 year).

Based on the discipline incident analysis, it was determined Harte would focus on and implement the following under the umbrella of our Harte Positive Behavioral Interventions and Supports:

1) quarterly incident data analysis to identify location, cause and frequency of incidents, as well as reflect on current adult supervision and classroom management practices and their impact on such,

2) the continued implementation of school-wide structured procedures and systems for the classroom, playground and school activities or events,

3) implicit biases,

4) trauma informed practices training, which focuses on how past trauma may impact student behavior and how to create a safe and supportive environment by meeting the physical and emotional needs of students (knowledge of student triggers, communication skills & relationship building, executive functioning, creating a safe space, deep breathing, etc.) and ,

5) conflict resolution and restorative practices.

Furthermore, the site will continue to partner with parents and families, as they also have a role in implementing PBIS.

Progress Monitoring

The PBIS team will analyze student discipline data on a monthly basis to determine next steps (e.g. Check in-Check out implementation, expectations assemblies, classroom lessons)

Counselor response to Pulse Survey results (small group sessions after each administration)

Schedule SSTs as needed

Spring Family Information Night

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
ELA	<p>1) 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.</p> <p>i-Ready: i-Ready reading will increase by 10% from 46% to 56% for all students, by 10% from</p>	Goal Partially or Not Met	<p>Foundational Reading Skills Assessment (Grades K-2). Based on the end of year data from 2023-2024, there was a 5% increase (48% to 53%) in the overall percentage of students meeting and exceeding the Foundational Reading Skills Assessment from the previous year.</p> <p>The African American group saw an increase of 10% in students meeting and exceeding on the</p>	<p>Site Literacy Lead will work with all K-2 teachers and students to provide additional support around the Daily Decoding Routine.</p> <p>Teachers will collaborate, create common grade level goals and plan common lessons.</p> <p>Literacy teacher will work with students within our MTSS model.</p>

	<p>34% to 44% for AA students, and by 10% from 45% to 55% for EL +RFEP students.</p> <p>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.</p> <p>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.</p>		<p>FRSA while English Learners saw a 2% gain.</p> <p>In terms of the i-Ready Reading Assessment, during the 2023-24 school year, in grades 1-5, we saw an overall increase from 1% on Diagnostic 1 of students reading early on/mid above grade level to 47% 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>	
Math	1) SBAC: By June 2024, through	Goal Partially or	Based on end of year data from the	Math Lead will work with all 3rd - 5th grade

<p>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.</p> <p>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.</p> <p>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.</p>	Not Met	<p>Spring of 2024, the Harte SBAC Math (Grades 3-5) results include the following average: 34.3% of Harte students met or exceeded the math standards, which means that 65.7% of our students landed in the Not Met or Nearly Met achievement bands.</p> <p>The African American and ELL groups met and exceeded the math standards at 2% and 4% 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>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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	<p>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</p>			
English Learner	<p>1) In addition to English Language Learner Goals being embedded in academic and attendance goals, Harte's Long Term English Learners (LTEs - 8) will move to the moderate and well-developed domains of the English Language Proficiency Assessment for California (ELPAC).</p> <p>At least 5% more ELs from to will score in the Moderate and Well Developed range on the ELPAC assessment in Spring 2024.</p> <p>The attendance percentage/rate of ELs will increase by 5% from</p>	Goal Partially or Not 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</p>	<p>Continue Designated English Development instruction.</p> <p>Heavy recruitment of VIPS to support students learning English.</p>

	<p>91% to 96%.</p> <p>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.</p> <p>Progress Monitoring: Progress will be monitored through formative assessments, digital platforms (Lexia English, ELPAC and related ELA assessments.</p>		<p>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 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</p>	
Culture/Climate	<p>1) 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.</p>	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</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</p>

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

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

to select classes based on teacher request.

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

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.

	<p>belonging and attendance. Also, implementation of a schoolwide Positive Behavioral Interventions and Supports to support the elements in the previous sentence.</p> <p>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.</p>			
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate 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>	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
<p>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)</p>	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive 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

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. (IN 4)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
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. (IN 5)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

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 Writing.</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 through a “cold read” assessment, that includes</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>

<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>citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>ELlevation iReady</p>
<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</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</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>Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in 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 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>language.</p> <p>Students demonstrate their comprehension of text 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>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELlevation</p> <p>iReady</p>
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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>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</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>

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 • ST Math Puzzle Talks 	<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>LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

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
Teachers and staff need working equipment, materials and supplies to effectively do their jobs. Culture-Climate Survey (Student-Staff) 100	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 and schoolwide materials to support the instructional work.	All Staff	LCFF \$2,500 Materials - LCFF 100%	08/29/2024 - 06/13/2025 Other	Office Supervisor/Teacher s	The principal and office supervisor will monitor the use of the materials purchased Culture-Climate Survey (Student-Staff) 100

As a part of Harte's family engagement initiative, the VAPA teacher will host an Art Night for students and families alike. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	Harte's VAPA (Visual and Performing Arts) teacher will host a schoolwide Art Night. The materials and supplies needed to engage the students and families include but are not limited to: pipe cleaners, shower curtain art displays, beads, paint, sidewalk chalk, ink blotter, paint pen, photobooth props, photo backdrop, etc.	All Students, All Parents, All Staff	Par Inv \$1,350 Materials - Par Inv 100%	01/22/2025 - 06/13/2025 Semester	Art teacher and administration	The administration will supervise and monitor the event. They will also survey the parents the effectiveness of the event. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50
Harte students, K-5 who are nearly met/proficient on district assessments will be invited to participate in the after school tutoring session. Elementary Reading - FRSA 20, EL Reclassification 40, Other 40	Harte teachers will provide after school tutoring to address the needs/gaps of our students as identified by the most current assessments: i-Ready Diagnostic 2, PEAR, Fluency and Foundational Reading Skills. In addition to identifying all students at the nearly proficient/nearly met levels, newcomers and LTELs will also be prioritized.	Newcomers, Identified At-Risk Students, Other Targeted Students	LCFF \$42,627 Teacher Hourly Extra Comp (19) for 24 hours annually - LCFF 100%	02/01/2025 - 06/01/2025 Quarterly	IIC will coordinate and organize tutoring support. Up to 16 teachers will be identified to support after school tutoring.	The IIC and Principal will monitor attendance, pre and post data to determine student growth/progress during the session. Elementary Reading - FRSA 20, EL Reclassification 40, Other 40

<p>In order to have a comprehensive schoolwide PBIS program, all components need to be in place to encourage schoolwide positive behavior.</p> <p>Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 20</p>	<p>An important component of Harte's Positive Behavioral Interventions and Supports (PBIS) program is the student store. Students earn points (Bulldog Boasts) for positive behavior and are then able to use those points to purchase items as an award. The impact is great and as a result, we have seen a decrease in the overall suspension and office data referrals.</p>	All Students	<p>LCFF \$2,025 Materials - LCFF 100%</p>	01/01/2025 - 06/13/2025 Weekly	PBIS Team	<p>The Assistant Principal and teachers monitor the organization and supply of the student store.</p> <p>Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 20</p>
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Within our MTSS process, the Student Success Team co-exists. In order to provide site support to students and families, the team needs time to meet to develop interventions. Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 10, Culture-Climate Survey (Parent) 30, Core Curriculum 30	All day substitute teacher to cover teachers to participate in Student Success Team (SST) meetings. The team, which includes the teacher, family members, school counselor, school psychologist, and other interventionists to support students.	Identified At-Risk Students, Targeted Parents	LCFF \$2,165 Substitute teacher full day (1) for 8 days - LCFF 100%	09/01/2024 - 06/01/2025 Monthly	School Counselor and team members	The principal and counselor will meet regularly to evaluate the SST process. The Case Management Team will also regularly discuss how students are progressing. Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 10, Culture-Climate Survey (Parent) 30, Core Curriculum 30
Based on Harte's mathematics data (unit assessments, SBAC), there is a need to improve math progress/achievement. ST Math completion is correlated to students' SBAC achievement. SBAC Math 40, Culture-Climate Survey (Student-Staff) 20, Core Curriculum 40	An important component of Harte's mathematics program is ST Math. Our Math Lead has created an incentive program where students who have completed a certain percentage of puzzles throughout the year will be rewarded with brag tags. These tags serve as an incentive for puzzle completion.	All Students	LCFF \$564 Materials - LCFF 100%	10/01/2024 - 06/13/2025 Weekly	Math Lead	Principal/Assistant Principal will collaborate with Math Lead on the implementation of the reward system as well as determine if the tags allow for increased math puzzle completion in comparison to previous years. SBAC Math 40, Culture-Climate Survey (Student-Staff) 20, Core Curriculum 40

In order for all of Harte's students to fully participate in the comprehensive art program, the site will need to fund the balance of the fte to make it a full-time position. Culture-Climate Survey (Student-Staff) 80, SEL Survey 20	Harte's VAPA teacher will provide all Harte students with a rich and well-rounded arts education program. This program includes the 5 units of study: procedures, innovation, collaboration, ideation and expression.	All Students	LCFF \$21,769 Teacher - Elementary .13 FTE - LCFF 100%	08/28/2024 - 06/12/2025 Daily	VAPA Teacher	Administrators will monitor effectiveness of the arts program. Culture-Climate Survey (Student-Staff) 80, SEL Survey 20
Harte school need to increase and improve students' sense of belonging and connectedness to the school community. Culture-Climate Survey (Student-Staff) 90, Culture-Climate Survey (Parent) 10	Ground Education is a community partner that teaches robust garden lessons in elementary school grades and green spaces that nurture every student's academic, physical and emotional well-being.	All Students, All Staff	LCFF \$6,500 Services - LCFF 100%	09/01/2024 - 06/12/2025 Weekly	The Ground Education staff, teachers, students and administrators	Teachers and administrators will monitor garden lessons by Ground Education staff as well as hear from students experiences of garden education participation. Culture-Climate Survey (Student-Staff) 90, Culture-Climate Survey (Parent) 10

Access to supplemental materials to support the Core Curriculum. SEL Survey 100	The Library Media Assistant will participate in the daily operations of the Harte library; promote student use of the library; and adjust to changing priorities to assure smooth and efficient daily library operations. The library media assistant will be funded .20 and will collaborate with the Teacher Librarian and each grade level to support efficient use of the library.	All Students, All Staff	Title 1 \$19,163 Library Media Assistant .2 FTE - Title 1 100%	08/28/2024 - 06/12/2025 Weekly	Library Media Assistant	Principal will work with Library Media Assistant to monitor the effectiveness of this additional day of library support to students and teachers. SEL Survey 100
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Absenteeism rate is high. Possible factors include health issues presenting in students. Attendance/Chronic Absenteeism Rate 60, Culture-Climate Survey (Student-Staff) 40	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 \$20,938 Senior Health Assistant .33 FTE - Title 1 100%	08/28/2024 - 06/12/2025 Weekly	Principal	Nurse will collaborate with SSTs and Intervention team meetings to monitor student health concerns and their impacts on academics. Attendance/Chronic Absenteeism Rate 60, Culture-Climate Survey (Student-Staff) 40
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
In August of the school year, students/families entering Transitional Kindergarten and Kindergarten are invited to an informational session with the teachers and administrators to learn about each program. Families are able to tour classrooms, purchase uniforms and learn about the overall Harte instructional program.	Students matriculation from 5th grade to middle school is a seamless process. The counselors at each level coordinate to offer an informational session to all 5th grade students. The middle school counselor visits the Harte 5th graders to share the middle school schedule, classes available, and the complete middle school operation. Moving forward it might be helpful if Harte's 5th graders were able to tour the feeder middle school.	

Accountability Measure 2: Organizational Climate

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

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. Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 30, SEL Survey 40	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.	Title 1 \$90,248 Counselor .5 FTE - Title 1 100%	08/12/2024 - 06/26/2025 Daily	School Counselor	Principal will monitor these activities through weekly admin meetings, goal setting, mid-year review and end of the year eval.
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Accountability Measure 3: 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
Harte's PBIS Team and the work it does is an integral part of Harte's Tier I (core) instructional and behavioral supports. As such, the team needs time to plan and prepare for the opening of the school year. Attendance/Chronic Absenteeism Rate 20, Suspension/Expulsion Rate 30, Culture-Climate Survey (Student-Staff) 50	The Positive Behavioral Interventions and Supports (PBIS) Team will use this planning day to: reflect on the 2023-24 school year, data analysis,update the PBIS Staff Handbook, plan student Expectations Assemblies, Student Incentives, Parent Communication, and, etc.	LCFF \$1,870 Teacher Hourly Extra Comp (4) for 5 hours annually - LCFF 100%	08/19/2024 - 08/19/2024 Annually	PBIS team members (teachers, administrators, counselors	The Assistant Principal, who is the lead of the committee will monitor the agenda and outcomes of the meeting

Describe Teacher Involvement
<p>The teachers at Harte Elementary School are involved in a decision making in variety of ways:</p> <ul style="list-style-type: none"> * Three teachers currently serve on School Site Council * One education specialist, one intervention specialist and one teacher per grade level serve on Harte's Bulldog Manager's committee (Site Based Decision Making team) * One teacher per grade level serves on Harte's schoolwide Positive Behavioral Interventions and Supports (PBIS) * Special Education and general education teachers serve on Individual Education Plan Team meetings

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
4th and 5th grade students have the need to acquire organizational skills. Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 70	Student planners help to ensure students are learning and practicing time management skills to assist them in daily classroom tasks and to help prepare them for middle school by writing 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.	Par Inv \$1,272 Materials - Par Inv 100%	08/27/2024 - 06/12/2025 Daily	4th and 5th grade teachers	Teachers will monitor student use; administration will monitor teachers' implementation.
The school's website is one important communication tool for parents to access. Culture-Climate Survey (Parent) 100	The Intermediate Office Assistant will work additional hourly to support school/family communication by building the school's website.	Par Inv \$1,118 Hourly - Intermediate Office Assistant (1) for 30 hours annually - Par Inv 100%	08/30/2024 - 06/13/2025 Monthly	IOA	The principal and office supervisor will monitor the items posted to the school website.

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)	174427
Title I Parent and Family Involvement (3008)	5894

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; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	84280

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

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

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

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

Research/TISB 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.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services**Family Resource Centers**

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

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

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

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.

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.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Kimberly Carpenter	12-31-1999
Staff	Classroom Teacher	Monica Santiesteban	06-01-2026
Staff	Classroom Teacher	Cynthia Anderson	06-01-2025
Staff	Classroom Teacher	Bandaul Chansy	06-01-2025
Staff	Other School Personnel	Ivonne Gaitan	06-01-2025
Community	Parent/Community Member	██████ Baron	06-01-2026
Community	Parent/Community Member	██████ Usher	06-01-2026
Community	Parent/Community Member	██████ Trucios	06-01-2026
Community	Parent/Community Member	██████ Pearson	06-01-2025
Community	Parent/Community Member	██████ Trucios	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)	████████ Rodriguez
DELAC Representative	Parent of EL Student (required)	████████ Salgado
Principal or Designee	Staff Member (required)	Kimberly Carpenter
Secretary	Parent of Non-EL Student (required)	████████ Cedeño

Name	Representing
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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?	11/19/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>ELAC Advisement to School Site Council (SSC) is to fund before or after school tutoring in English Language Dvelopment.</p> <p>Also, to assign chromebooks at home and acquire the Dual Lingo, Rosetta Stone or Reading.com programs provided to English Learners with the expectations they complete work on a weekly basis (teacher assigned homework).</p> <p>Also, another ELAC Recommendation to School Site Council is for the school to provide Parent Workshops that reach more families regarding English Language proficiency Assessments for California (ELPAC) for the Annual Language Census.</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>RFEP Student Grades</p> <p>CELDT/ELPAC Results</p> <p>Reclassification Data</p> <p>Language Census Data</p>

5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	12/18/2024
6. What was SSC's response to ELAC recommendations?	School Site Council (SSC) approved all of the recommendations made by the English Learner Advisory Committee (ELAC).

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): 12/18/2024
2. The SSC approved the **Home-School Compact** on 10/16/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/16/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/10/2024, 09/10/2024
5. SSC Participated in the Annual Evaluation of SPSA: 12/18/2024
6. The SPSA was approved at the following SSC Meeting: 12/18/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

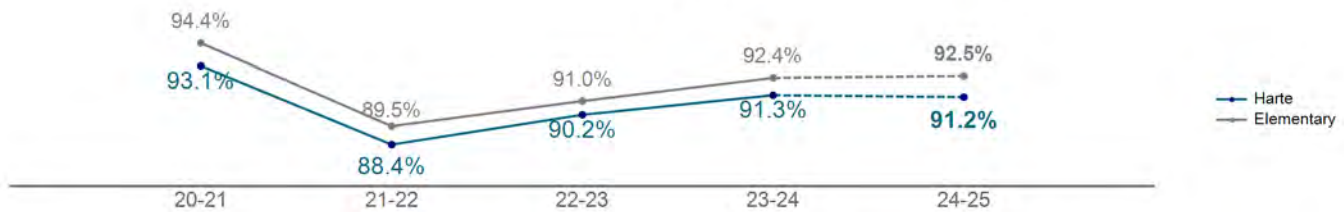
Printed Name: _____ Date: _____

ELAC Chair: _____

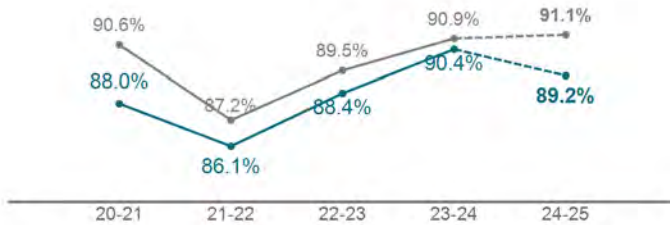
Printed Name: _____ Date: _____

Attendance Rate

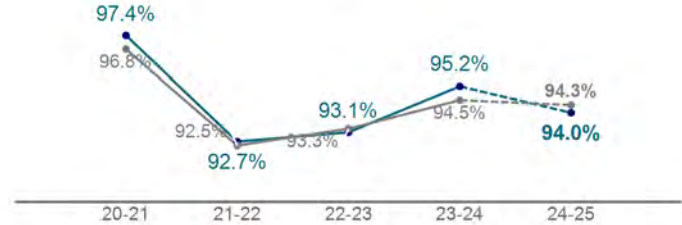
Harte
All Students
N = 773



African American
N = 104



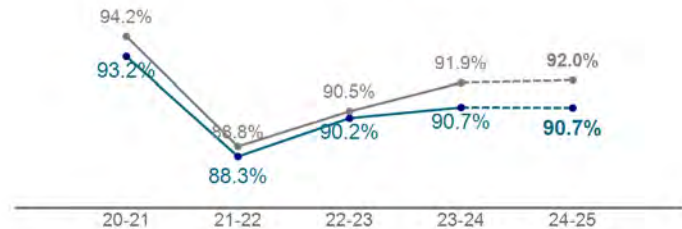
Asian
N = 83



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 505



Pacific Islander

Subgroup with fewer than 20 students.

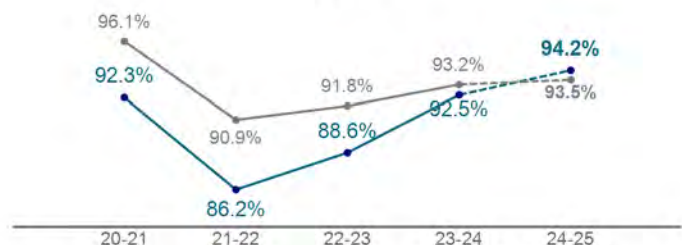
White
N = 25



Native American

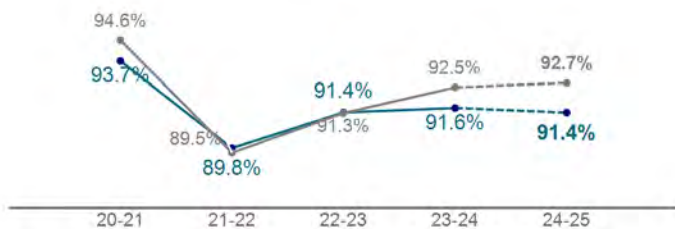
Subgroup with fewer than 20 students.

Other
N = 35

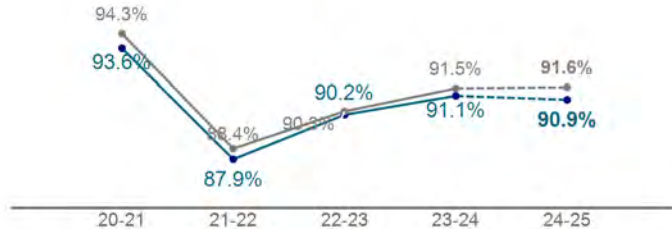


N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

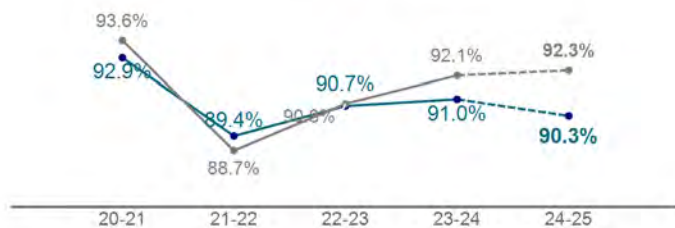
EL + RFEP
N = 201



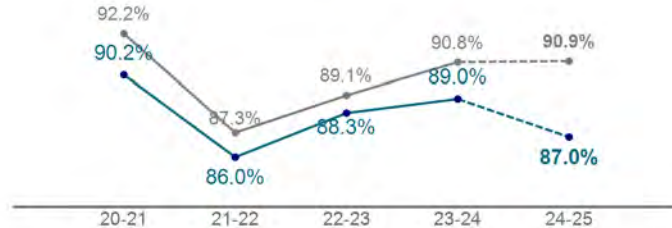
Low SES
N = 589



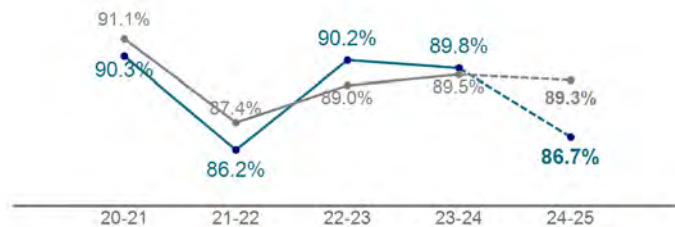
English Learner
N = 160



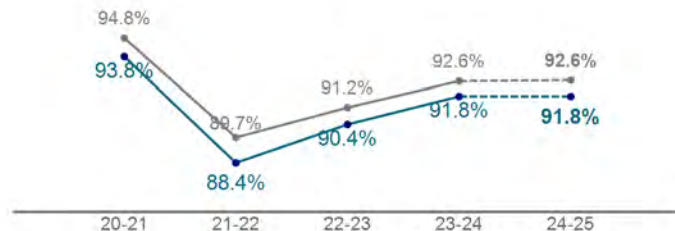
Special Education
N = 105



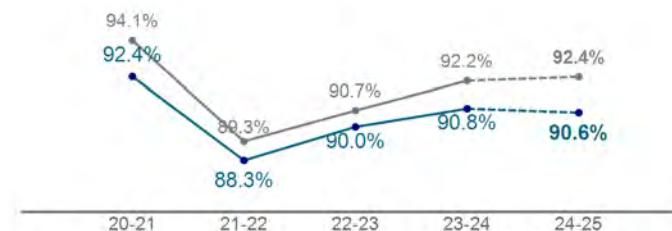
Homeless or Foster Youth
N = 60



Female
N = 383



Male
N = 390



Chronic Absence by Attendance Bands

School Data by Subgroup

Harte 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category	# Students		Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate
All Students	800	800	8	24	17	21	30	32.1%	38.2%	49.5%	24.7%
Grade	Gr. TK	46	17	26	22	17	17	43.5%	76.3%	65.2%	38.0%
	Gr. K	127	17	24	20	21	17	40.9%	49.6%	61.4%	32.3%
	Gr. 01	120	8	23	19	24	27	30.0%	45.6%	49.2%	25.1%
	Gr. 02	131	5	28	20	19	27	33.6%	38.2%	53.4%	24.2%
	Gr. 03	127	5	28	14	20	34	32.3%	31.4%	46.5%	19.6%
	Gr. 04	121	6	23	17	17	38	28.9%	28.8%	45.5%	21.8%
	Gr. 05	128	5	18	13	23	41	22.7%	28.0%	35.2%	21.3%
Ethnicity	African American	111	10	27	19	14	31	36.9%	50.0%	55.9%	32.5%
	American Indian	1				100		0.0%	0.0%	0.0%	33.3%
	Asian	79	3	9	9	23	57	11.4%	18.7%	20.3%	14.2%
	Cambodian	97	4	16	8	16	55	20.6%	22.0%	28.9%	18.1%
	Filipino	10			10	40	50	10.0%	20.0%	10.0%	14.4%
	Hispanic	521	9	25	19	21	26	34.4%	38.1%	53.4%	27.2%
	Pacific Islander	15	13	40	20	20	7	53.3%	47.1%	73.3%	37.4%
	White	24		21	17	33	29	20.8%	50.0%	37.5%	11.9%
	Other	39	5	31	13	15	36	35.9%	42.6%	48.7%	20.5%
Gender	Female	388	7	21	19	22	31	27.8%	35.5%	46.9%	23.7%
	Male	409	9	28	16	19	29	36.4%	40.8%	52.3%	25.6%
	Nonbinary	3				33	67	0.0%	0.0%	0.0%	25.0%

The percentages may not equal 100% due to rounding.

Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary - ARC Report #1170 | Report Code ATT03-BAND

Run date: 2/25/2025

Chronic Absence by Attendance Bands

School Data by Subgroup

Harte 2023-2024

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Special Populations	Low SES	607	8	25	17	22	28	33.1%	38.0%	50.4%	29.5%
	ELL	209	12	20	18	19	32	31.6%	35.0%	49.8%	27.0%
	RFEP	25			12	8	20	12.0%	21.1%	20.0%	12.1%
	EL + RFEP	234		11	19	17	19	29.5%	32.1%	46.6%	24.8%
	Special Ed.	108	13	31	19	22	14	44.4%	50.4%	63.9%	31.3%
	Spec Ed. Speech/RSP	32	3	25	22	28	22	28.1%	42.6%	50.0%	23.3%
	Homeless/Foster	74	14	32	12	24	18	45.9%	52.6%	58.1%	39.4%
	Foster	11	9	36	18	36		45.5%	53.8%	63.6%	31.7%
	Homeless	63	14	32	11	29	14	46.0%	52.4%	57.1%	40.7%
	GATE/Excel	97		1	14	14	18	15.5%	13.7%	29.9%	10.1%

SBAC ELA 2024 :: School Data by Subgroup

Harte

Category	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded		Chg	Chg	Chg
All Students	351	351	60%	37	23	23	17	40%	↑4		↑6
		All Elementary	51%	31	20	23	26	49%	↑1		↑4
		District	51%	29	22	27	23	49%	↑1		↑2
Grade	Gr. 03	117	61%	38	22	16	23	39%	↑3		-
		All Elementary	53%	30	23	20	27	47%	↑-		-
		District	52%	30	23	20	26	48%	↑-		-
	Gr. 04	113	67%	42	25	20	12	33%	↑4		↓5
		All Elementary	52%	33	19	21	27	48%	↑3		↑2
		District	52%	33	19	20	28	48%	↑2		↑1
	Gr. 05	121	53%	31	22	31	17	47%	↑5		↑16
		All Elementary	49%	30	20	27	24	51%	↓1		↑6
		District	49%	30	20	27	24	51%	↓1		↑5
Ethnicity	Hispanic	223	62%	38	24	22	16	38%	↑4		↑9
		All Elementary	58%	36	23	23	19	42%	↑1		↑5
		District	57%	33	25	27	16	43%	↑1		↑2
	Cambodian	46	46%	24	22	20	35	54%	↓5		-
		All Elementary	39%	19	20	24	37	61%	↑1		↑5
		District	37%	18	20	30	33	63%	↑2		↑3
	African American	43	79%	56	23	19	2	21%	↑4		↑4
		All Elementary	67%	46	21	19	14	33%	↓-		↑3
		District	66%	42	24	22	12	34%	↑2		↑3
	Asian	39	41%	15	26	21	38	59%	↓1		-
		All Elementary	35%	17	18	23	42	65%	↑3		↑6
		District	32%	15	18	29	38	68%	↑2		↑4

The percentages in each Claim may not equal 100% due to rounding.

Students without scores are not included in the graphical comparison of these results.

*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2024 :: School Data by Subgroup

Harte

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Ethnicity	Other	21	52%	33	19	24	24	48%	↓10		-
		All Elementary	32%	18	13	22	46	68%	↓2		↑1
		District	32%	16	15	28	41	68%	↑1		↑-
	White	10*	60%	50	10	20	20	40%	↑7		-
		All Elementary	24%	11	13	25	51	76%	↑1		↑2
		District	26%	12	14	30	44	74%	↑-		↓-
	Pacific Islander	8*	75%	50	25	25		25%	↑11		-
		All Elementary	66%	37	29	25	9	34%	↑3		↓2
		District	57%	28	29	31	11	43%	↑5		↑2
	Filipino	6*	0%			67	33	100%	↑20		-
		All Elementary	27%	16	12	25	48	73%	↓4		↑1
		District	27%	13	14	32	42	73%	↑1		↑4
	American Indian	1*	0%			100		100%	-		-
		All Elementary	55%	41	14	41	5	45%	↓18		↓6
		District	46%	31	15	44	10	54%	↓5		↓5
Gender	Female	173	56%	33	23	25	18	44%	↑3		↑9
		All Elementary	48%	27	20	24	28	52%	↑1		↑4
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	178	64%	41	23	20	16	36%	↑4		↑4
		All Elementary	55%	35	20	21	24	45%	↑-		↑4
		District	55%	33	22	25	20	45%	↑1		↑1
	Nonbinary	All Elementary*	100%	100				0%	↓50		-
		District	46%	24	22	34	20	54%	↓6		↑3
Special Populations	EL + RFEP	99	66%	35	30	18	16	34%	↑1		↑12

The percentages in each Claim may not equal 100% due to rounding.

Students without scores are not included in the graphical comparison of these results.

*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2024 :: School Data by Subgroup

Harte

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	EL + RFEP	All Elementary	67%	44	23	20	13	33%	↑-		↑5
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	78	76%	45	31	17	8	24%	↑7		↑14
		All Elementary	81%	56	24	15	5	19%	↓1		↑5
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	21	29%	29	24	48	71%	↓12		-	
		All Elementary	24%	7	17	36	40	76%	↑6		↑6
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	2*	50%	50	50	50%	↑38		-		
		All Elementary	80%	63	18	14	5	20%	↓5		-
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	71	15%	1	14	25	59	85%	↓1		↓8
		All Elementary	9%	2	7	22	69	91%	↑1		↓2
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	27	81%	52	30	7	11	19%	↓20		-
		All Elementary	69%	48	22	19	11	31%	↓6		↑5
		District	69%	45	24	22	9	31%	↓5		↑2
	Homeless/Foster	29	79%	52	28	10	10	21%	↓14		-
		All Elementary	71%	50	21	19	11	29%	↓6		↑4
		District	70%	46	24	21	9	30%	↓5		↑1
	Low SES	273	66%	41	25	21	14	34%	↓2		↑5
		All Elementary	61%	38	23	22	18	39%	↓1		↑4
		District	60%	35	25	25	15	40%	↓1		↑2
	Special Ed.	45	96%	91	4	4	4%	↓2		-	

The percentages in each Claim may not equal 100% due to rounding.

Students without scores are not included in the graphical comparison of these results.

*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2024 :: School Data by Subgroup

Harte

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	Special Ed.	All Elementary	82%	64	17	11	8	18%	↓-		↑3
		District	83%	64	19	11	6	17%	↑-		↑2
	Spec Ed. Speech/RSP	27	93%	89	4	7		7%	↓5		-
		All Elementary	77%	58	20	13	10	23%	↓-		↑4
		District	79%	57	22	14	7	21%	↑-		↑2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2024 :: School Data by Subgroup

Harte

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	357	357	66%	38	27	24	10	34%	↑9	<div><div></div><div></div><div></div></div>	↑-
		All Elementary	56%	30	26	23	21	44%	↑4	<div><div></div><div></div><div></div></div>	↓1
		District	64%	38	25	19	17	36%	↑2	<div><div></div><div></div><div></div></div>	↓2
Grade	Gr. 03	119	60%	38	22	26	14	40%	↑3	<div><div></div><div></div><div></div></div>	-
		All Elementary	51%	28	24	27	22	49%	↑3	<div><div></div><div></div><div></div></div>	-
		District	51%	27	23	27	23	49%	↑2	<div><div></div><div></div><div></div></div>	-
	Gr. 04	116	66%	41	24	27	8	34%	↑11	<div><div></div><div></div><div></div></div>	↓3
		All Elementary	55%	26	29	25	20	45%	↑5	<div><div></div><div></div><div></div></div>	↓-
		District	54%	25	29	25	21	46%	↑5	<div><div></div><div></div><div></div></div>	↓1
	Gr. 05	122	71%	36	35	20	9	29%	↑9	<div><div></div><div></div><div></div></div>	↑3
		All Elementary	62%	37	26	18	20	38%	↑3	<div><div></div><div></div><div></div></div>	↓2
		District	62%	36	26	18	20	38%	↑3	<div><div></div><div></div><div></div></div>	↓3
Ethnicity	Hispanic	229	66%	36	30	24	9	34%	↑10	<div><div></div><div></div><div></div></div>	↑3
		All Elementary	63%	34	29	22	14	37%	↑3	<div><div></div><div></div><div></div></div>	↓2
		District	71%	43	27	18	12	29%	↑2	<div><div></div><div></div><div></div></div>	↓2
	Cambodian	46	50%	30	20	28	22	50%	↑15	<div><div></div><div></div><div></div></div>	-
		All Elementary	43%	19	25	25	32	57%	↑7	<div><div></div><div></div><div></div></div>	↑4
		District	50%	26	24	23	28	50%	↑5	<div><div></div><div></div><div></div></div>	↓2
	African American	43	86%	60	26	12	2	14%	↑3	<div><div></div><div></div><div></div></div>	↓8
		All Elementary	73%	45	29	17	9	27%	↑3	<div><div></div><div></div><div></div></div>	↓1
		District	80%	55	25	13	7	20%	↑2	<div><div></div><div></div><div></div></div>	↓2
	Asian	39	44%	26	18	33	23	56%	↑16	<div><div></div><div></div><div></div></div>	↓4
		All Elementary	38%	16	22	24	38	62%	↑7	<div><div></div><div></div><div></div></div>	↑4
		District	45%	24	22	21	33	55%	↑3	<div><div></div><div></div><div></div></div>	↓2

The percentages in each Claim may not equal 100% due to rounding.

Students without scores are not included in the graphical comparison of these results.

*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2024 :: School Data by Subgroup

Harte

Category	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded		Chg	Chg	Chg
Ethnicity	Other	21	57%	38	19	33	10	43%	↑8		-
		All Elementary	37%	18	19	25	38	63%	↑2		↓2
		District	43%	22	21	23	34	57%	↑2		↓2
	White	10*	70%	70	10	20		30%	↓14		-
		All Elementary	27%	10	17	28	44	73%	↑4		↓3
		District	38%	17	21	25	37	62%	↓-		↓4
	Pacific Islander	8*	88%	38	50	13		13%	↓30		-
		All Elementary	64%	30	34	26	10	36%	↑9		↓6
		District	70%	43	28	21	9	30%	↑5		↓2
	Filipino	6*	17%		17	50	33	83%	↑43		-
		All Elementary	30%	12	18	33	37	70%	↑4		↑4
		District	38%	18	20	27	35	62%	↑6		↑4
Gender	American Indian	1*	100%	100				0%	↓100		-
		All Elementary	73%	41	32	18	9	27%	↓9		↓6
		District	69%	41	29	20	10	31%	↑3		↓3
	Female	177	65%	36	29	28	7	35%	↑10		↑3
		All Elementary	59%	31	28	23	18	41%	↑3		↓2
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	180	66%	41	26	20	14	34%	↑7		↓2
		All Elementary	54%	29	25	23	23	46%	↑4		↓1
		District	62%	38	24	19	19	38%	↑2		↓2
Special Populations	Nonbinary	All Elementary*	100%	100				0%	↓25		-
		District	76%	40	36	14	10	24%	↓14		↑3
Special Populations	EL + RFEP	105	71%	43	29	22	7	29%	↑4		↑3

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2024 :: School Data by Subgroup

Harte

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	EL + RFEP	All Elementary	70%	41	28	19	12	30%	↑3		↑1
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	84	80%	54	26	19		20%	↑10		↑8
		All Elementary	81%	52	30	14	5	19%	↑2		↑2
		District	89%	65	23	9	3	11%	↑1		↑1
	RFEP	21	38%	38		33	29	62%	↓5		-
		All Elementary	32%	8	24	35	33	68%	↑11		↓-
		District	64%	35	29	21	15	36%	↑2		↓4
	Foster	2*	50%	50		50		50%	↑36		-
		All Elementary	77%	51	27	17	5	23%	↑2		↓2
		District	84%	62	23	12	4	16%	↑-		↓3
	GATE/Excel	71	18%	18		41	41	82%	↑11		↓10
		All Elementary	10%	1	9	29	61	90%	↑6		↓4
		District	21%	6	16	28	51	79%	↑5		↓4
	Homeless	30	93%	60	33	33		7%	↓9		-
		All Elementary	76%	46	30	15	9	24%	↓4		↑3
		District	82%	56	25	11	7	18%	↓4		↓1
	Homeless/Foster	32	91%	59	31	6	3	9%	↓6		-
		All Elementary	76%	47	30	15	9	24%	↓4		↑3
		District	82%	57	25	11	7	18%	↓4		↓2
	Low SES	275	68%	40	28	23	9	32%	↑6		↑1
		All Elementary	65%	36	29	21	13	35%	↑2		↓1
		District	72%	45	27	17	11	28%	↑-		↓2
	Special Ed.	45	100%	82	18			0%	↓7		↓8

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SBAC Math 2024 :: School Data by Subgroup

Harte

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	Special Ed.	All Elementary	80%	58	22	12	9	20%	↑2		↑-
		District	86%	70	17	8	6	14%	↑1		↓-
	Spec Ed. Speech/RSP	27	100%	81	19			0%	↓13		-
		All Elementary	76%	51	25	13	11	24%	↑2		↓-
		District	83%	63	20	10	7	17%	↑1		↓-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2024 :: School Data by Subgroup

Harte

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	121	121	80%	17	64	18	2	20%	↑2	-
		All Elementary	70%	17	53	20	10	30%	↓-	-
		District	73%	17	57	19	7	27%	↑1	-
Grade	Gr. 05	121	80%	17	64	18	2	20%	↑2	-
		All Elementary	70%	17	53	20	10	30%	↓-	-
		District	69%	17	52	21	10	31%	↑1	-
Ethnicity	Hispanic	78	82%	17	65	18		18%	↑-	-
		All Elementary	77%	19	58	17	6	23%	↓1	-
		District	80%	20	60	16	4	20%	↑1	-
	Cambodian	19*	68%	16	53	21	11	32%	↑7	-
		All Elementary	60%	5	55	27	13	40%	↑1	-
		District	63%	8	55	26	11	37%	↑3	-
	Asian	15*	67%	20	47	27	7	33%	↑12	-
		All Elementary	51%	6	44	27	22	49%	↑6	-
		District	55%	7	48	30	15	45%	↑2	-
	African American	15*	93%	20	73	7		7%	↓4	-
		All Elementary	81%	26	55	16	3	19%	↓-	-
		District	86%	24	62	12	2	14%	↑1	-
	Other	7*	71%		71	14	14	29%	↑14	-
		All Elementary	50%	10	41	30	20	50%	↑1	-
		District	56%	10	46	28	16	44%	↑1	-
	Pacific Islander	2*	50%		50		50	50%	↑17	-
		All Elementary	83%	10	72	10	7	17%	↓-	-
		District	91%	14	76	6	4	9%	↓2	-

The percentages in each Claim may not equal 100% due to rounding.
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*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2024 :: School Data by Subgroup

Harte

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Ethnicity	Filipino	2*	50%	50		50		50%	↑50	<div></div>	-
		All Elementary	52%	4	47	24	24	48%	↓3	<div></div>	-
		District	55%	6	49	32	13	45%	↓1	<div></div>	-
	White	1*	100%	100				0%	↓33	<div></div>	-
		All Elementary	41%	5	36	32	26	59%	↑-	<div></div>	-
		District	50%	6	44	30	19	50%	↑1	<div></div>	-
	American Indian	1*	100%	100				0%	-	<div></div>	-
		All Elementary*	89%	33	56	11		11%	↓49	<div></div>	-
		District	81%	23	58	15	4	19%	↓8	<div></div>	-
Gender	Female	57	81%	12	68	19		19%	↑5	<div></div>	-
		All Elementary	70%	16	55	20	10	30%	↑1	<div></div>	-
		District	73%	15	58	20	7	27%	↑1	<div></div>	-
	Male	64	80%	20	59	17	3	20%	↑1	<div></div>	-
		All Elementary	70%	18	52	20	11	30%	↓1	<div></div>	-
		District	73%	18	55	19	8	27%	↑-	<div></div>	-
	Nonbinary	District	61%	9	52	26	13	39%	↑7	<div></div>	-
Special Populations	EL + RFEP	37	89%	24	65	8	3	11%	↓7	<div></div>	-
		All Elementary	84%	25	58	12	4	16%	↓2	<div></div>	-
		District	84%	22	62	13	3	16%	↓-	<div></div>	-
	ELL	29	97%	28	69	3		3%	↑3	<div></div>	-
		All Elementary	97%	35	62	3		3%	↑-	<div></div>	-
		District	98%	40	58	2		2%	↑-	<div></div>	-
	RFEP	8*	63%	13	50	25	13	38%	↓23	<div></div>	-
		All Elementary	55%	3	51	32	13	45%	↑7	<div></div>	-

The percentages in each Claim may not equal 100% due to rounding.

Students without scores are not included in the graphical comparison of these results.

*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2024 :: School Data by Subgroup

Harte

Category		Tested		Percent by Achievement Level						2 yr	3 yr	% Cohort
				Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	RFEP	District	76%	12	64	20	5		24%	↓-		-
	Foster	All Elementary	84%	39	45	13	3		16%	↓3		-
		District	89%	32	57	8	2		11%	↓1		-
	GATE/Excel	20	50%	10	40	40	10		50%	↑7		-
		All Elementary	21%		20	40	39		79%	↑11		-
		District	35%	3	33	39	25		65%	↑8		-
	Homeless	9*	89%	56	33	11			11%	↓7		-
		All Elementary	85%	30	56	13	2		15%	↓2		-
		District	86%	28	59	12	1		14%	↑-		-
	Homeless/Foster	9*	89%	56	33	11			11%	↓6		-
		All Elementary	85%	30	54	13	2		15%	↓2		-
		District	87%	28	59	12	1		13%	↓-		-
	Low SES	85	81%	19	62	18	1		19%	↑1		-
		All Elementary	79%	20	58	16	6		21%	↓2		-
		District	82%	20	61	15	4		18%	↓1		-
	Special Ed.	9*	89%	44	44	11			11%	↑7		-
		All Elementary	89%	44	45	8	3		11%	↓-		-
		District	92%	41	51	6	2		8%	↑1		-
	Spec Ed. Speech/RSP	9*	89%	44	44	11			11%	↑2		-
		All Elementary	86%	35	51	10	4		14%	↓-		-
		District	89%	34	55	8	3		11%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.

Students without scores are not included in the graphical comparison of these results.

*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Harte

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
			N		Growth Target				
					Declined	Below Target	Above Target	Accelerated*	
All Students	229		229	45		27	22	20	31
			All ES	44		25	22	25	29
			District	30		33	15	16	36
Grade	Gr. 04 (Minimum Growth Target: 44)		110	31		33	25	23	20
			All ES	43		25	24	27	24
			District	42		26	24	27	24
	Gr. 05 (Minimum Growth Target: 35)		119	56		21	20	18	41
			All ES	44		24	19	23	34
			District	42		25	20	22	33
Ethnicity	Hispanic		151	44		27	25	16	32
			All ES	44		25	22	24	29
			District	29		34	15	16	36
	African American		27	48		26	19	26	30
			All ES	42		25	21	23	31
			District	28		34	15	15	37
	Cambodian		27	44		26	15	30	30
			All ES	53		20	22	25	34
			District	34		30	16	16	38
	Asian		24	50		25	13	29	33
			All ES	52		23	20	23	34
			District	35		31	14	15	40

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Harte

2/25/25

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
			N		Growth Target			
					Declined	Below Target	Above Target	Accelerated*
E L A	Ethnicity	Other	14^	-		29	21	2921
			All ES	45		22	21	2928
			District	32		30	16	1935
		White	5^	-		40		60
			All ES	41		26	22	2627
			District	28		33	15	1834
		Pacific Islander	4^	-			25	5025
			All ES	34		29	16	3916
			District	30		34	13	1737
		Filipino	3^	-		33	33	330
			All ES	40		24	24	2527
			District	35		29	16	1738
	American Indian		1^	-				1000
			All ES^	32		29	35	1818
			District	26		32	21	1334
	Gender	Female	115	47		27	21	2032
			All ES	45		24	22	2529
			District	32		31	15	1736
		Male	114	43		26	24	2030
			All ES	43		25	21	2429
			District	27		35	15	1535

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Harte

2/25/25

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
			N		Growth Target			
					Declined	Below Target	Above Target	Accelerated*
E L A	Gender	Nonbinary	All ES^	-23	100 0			
			District	5	53	6	12	29
	Special Populations	EL + RFEP	65	52	26	23	11	40
			All ES	43	25	22	23	30
			District	29	34	14	14	38
		ELL	50	44	30	26	10	34
			All ES	43	25	22	23	30
			District	33	32	17	16	35
		RFEP	15^	-	13	13	13	60
			All ES	44	25	24	22	29
			District	26	35	12	13	40
		Foster	1^	-	100 0			
			All ES	32	32	31	15	22
			District	9	40	19	13	28
		GATE/Excel	52	45	33	17	15	35
			All ES	41	26	21	28	25
			District	31	31	16	18	35
		Homeless	16^	-	38	25	13	25
			All ES	47	25	20	21	33
			District	27	35	14	14	37
		Homeless/Foster	17^	-	41	24	12	24

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Harte

2/25/25

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
			N		Growth Target				
					Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	Homeless/Foster	All ES	45	<div><div></div><div>26</div><div>22</div><div>20</div><div>32</div></div>				
			District	25	<div><div></div><div>35</div><div>15</div><div>14</div><div>36</div></div>				
		Low SES	178	42	<div><div></div><div>28</div><div>24</div><div>21</div><div>28</div></div>				
			All ES	44	<div><div></div><div>25</div><div>22</div><div>24</div><div>30</div></div>				
			District	29	<div><div></div><div>33</div><div>15</div><div>16</div><div>35</div></div>				
		Special Ed.	24	20	<div><div></div><div>42</div><div>21</div><div>13</div><div>25</div></div>				
			All ES	38	<div><div></div><div>30</div><div>18</div><div>21</div><div>30</div></div>				
			District	28	<div><div></div><div>35</div><div>15</div><div>15</div><div>35</div></div>				
		Spec Ed. Speech/RSP	19^	-	<div><div></div><div>37</div><div>16</div><div>16</div><div>32</div></div>				
			All ES	43	<div><div></div><div>28</div><div>19</div><div>20</div><div>32</div></div>				
			District	31	<div><div></div><div>34</div><div>15</div><div>15</div><div>36</div></div>				

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Harte

2/25/25

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
			N		Growth Target					
					Declined	Below Target	Above Target	Accelerated*		
All Students	230		230	42			21	27	27	25
			All ES	39			22	28	29	21
			District	22			35	19	19	27
Grade	Gr. 04 (Minimum Growth Target: 42)		111	36			22	31	32	15
			All ES	48			17	28	32	23
			District	47			17	29	32	23
	Gr. 05 (Minimum Growth Target: 39)		119	48			21	24	21	34
			All ES	31			28	28	25	19
			District	30			29	28	25	18
Math Ethnicity	Hispanic		152	45			20	27	28	24
			All ES	38			23	28	28	20
			District	20			36	20	18	26
	Cambodian		27	36			19	37	11	33
			All ES	42			20	27	30	24
			District	24			33	19	21	27
	African American		27	38			30	19	22	30
			All ES	38			25	26	26	23
			District	18			38	18	17	26
	Asian		24	28			21	46	8	25
			All ES	46			18	25	31	25
			District	25			32	18	21	28

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Harte

2/25/25

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
					Growth Target				
			N		Declined	Below Target	Above Target	Accelerated*	
Math	Ethnicity	Other	14^	-		14	29	29	29
			All ES	40		22	27	29	22
			District	27		32	18	20	30
		White	5^	-		20	20	60	0
			All ES	43		20	28	33	20
			District	27		31	20	21	28
		Pacific Islander	4^	-		25	25	25	25
			All ES	49		20	35	24	22
			District	24		34	19	20	26
		Filipino	3^	-			67		33
			All ES	45		14	32	32	21
			District	37		25	19	22	35
		American Indian	1^	-	100	0			
			All ES^	32		29	29	29	12
			District	24		35	16	30	19
Gender	Female	116	47		19	26	30	25	
		All ES	38		23	28	29	20	
		District	21		35	19	19	26	
	Male	114	38		24	29	23	25	
		All ES	40		22	28	28	22	
		District	23		34	19	19	28	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Harte

2/25/25

Category				Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
				N	Growth Target			
					Declined	Below Target	Above Target	Accelerated*
Gender	Nonbinary	All ES^	30		100 0			
		District	11		45	15	6	33
Math Special Populations	EL + RFEP	66	38		21	30	21	27
		All ES	40		21	29	27	22
		District	20		37	19	16	27
	ELL	51	41		22	29	24	25
		All ES	40		23	27	26	23
		District	24		34	20	18	27
	RFEP	15^	-		20	33	13	33
		All ES	40		18	33	30	20
		District	15		40	18	15	28
	Foster	1^	-		100 0			
		All ES	32		31	21	21	28
		District	11		39	20	14	27
	GATE/Excel	52	24		27	35	31	8
		All ES	41		19	30	32	19
		District	28		29	21	22	29
	Homeless	16^	-		31	6	31	31
		All ES	42		22	30	26	23
		District	20		37	19	17	27
	Homeless/Foster	17^	-		29	6	35	29

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Harte

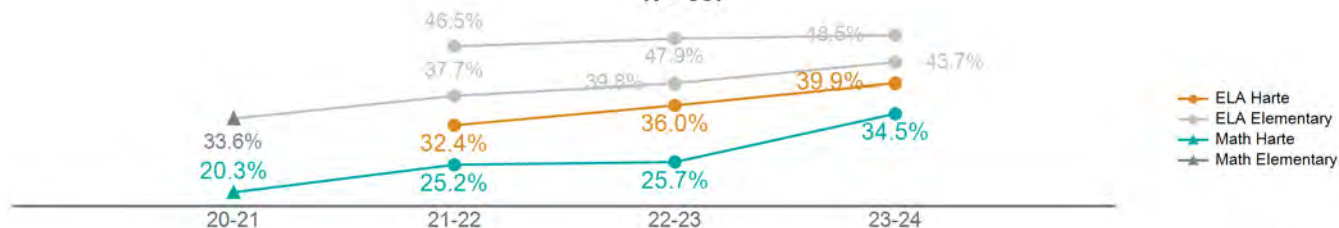
2/25/25

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
			N		Growth Target				
					Declined	Below Target	Above Target	Accelerated*	
Math at Special Populations	Homeless/Foster	All ES	41			23	29	25	23
		District	19			37	19	16	27
	Low SES	179	46			21	26	28	26
		All ES	39			23	28	28	21
		District	21			36	19	18	27
	Special Ed.	24	8			42	29	8	21
		All ES	39			26	25	23	27
		District	20			38	18	17	26
	Spec Ed. Speech/RSP	19^	-			42	32	5	21
		All ES	40			25	26	24	26
		District	20			37	18	17	28

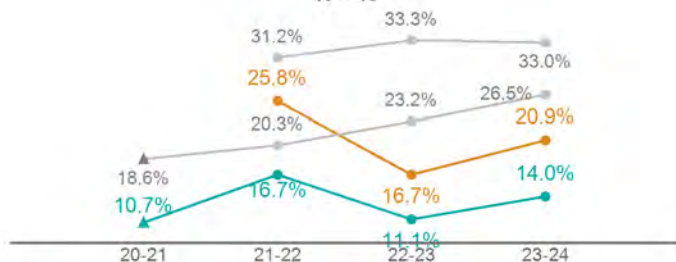
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

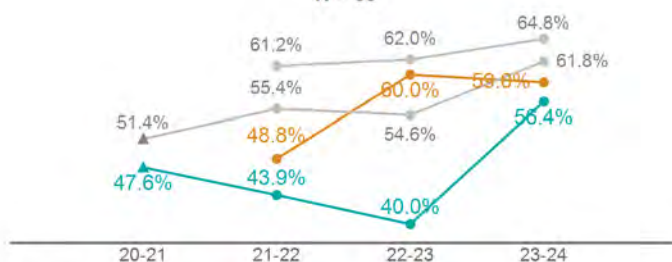
**Harte
All Students
N = 357**



**African American
N = 43**



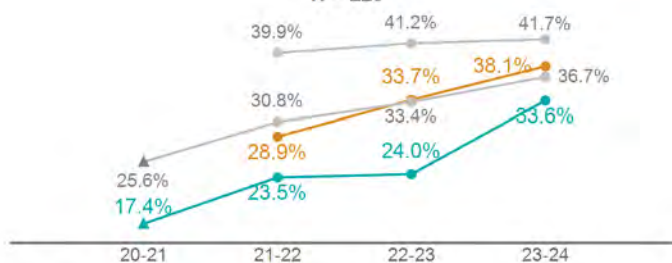
**Asian
N = 39**



Filipino

Subgroup with fewer than 20 students.

**Hispanic
N = 229**



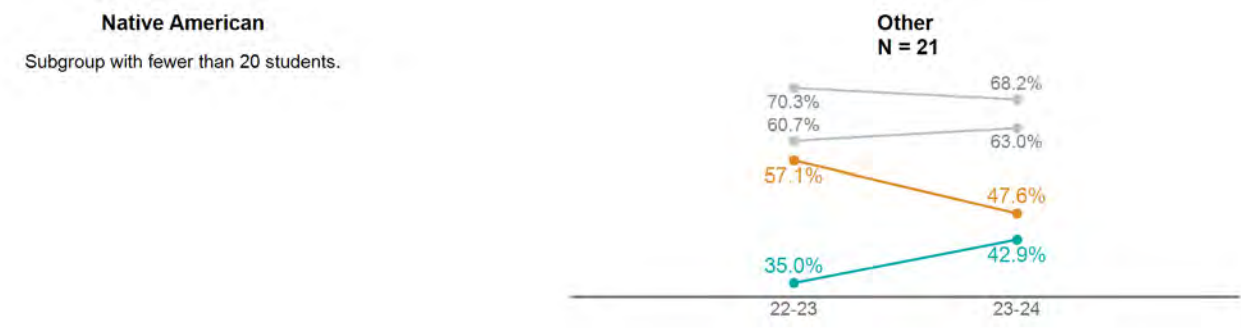
Pacific Islander

Subgroup with fewer than 20 students.

White

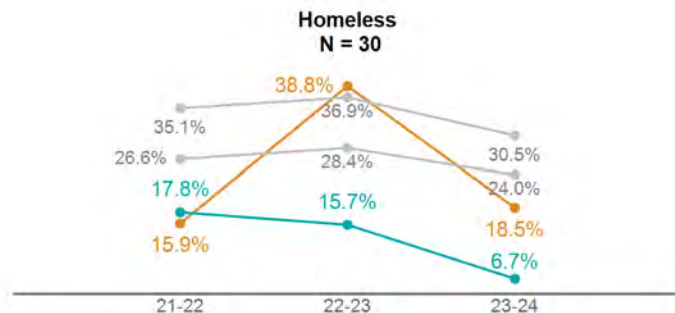
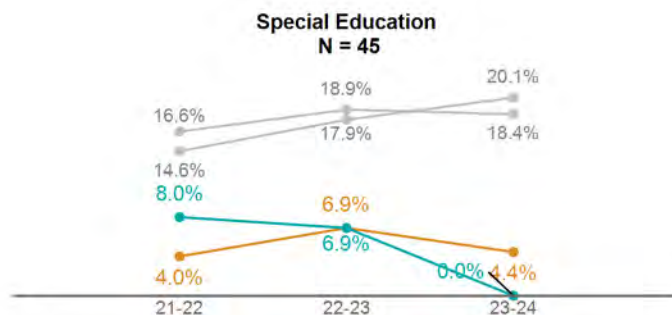
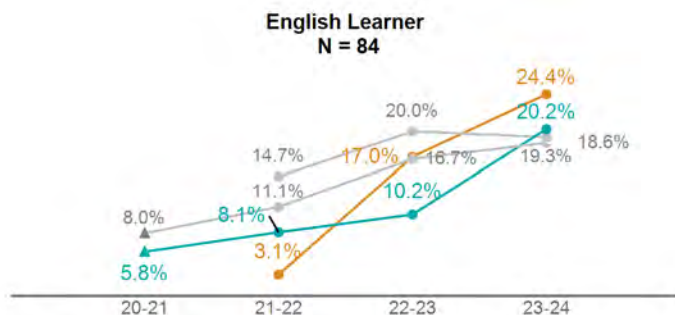
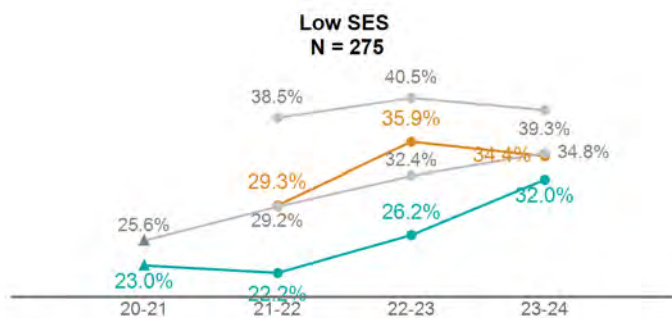
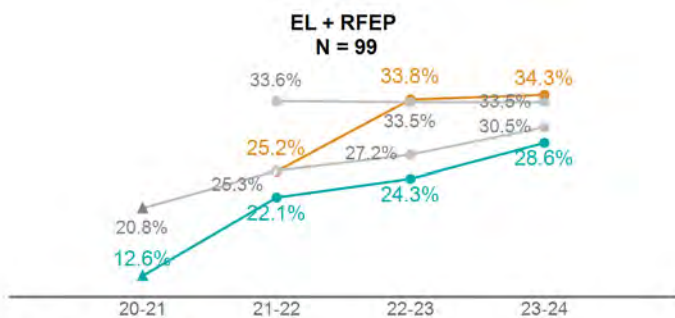
Subgroup with fewer than 20 students.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

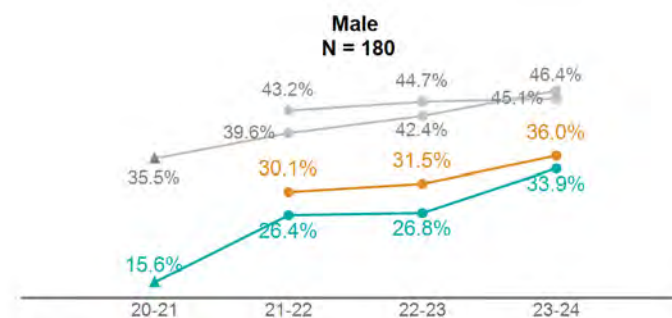
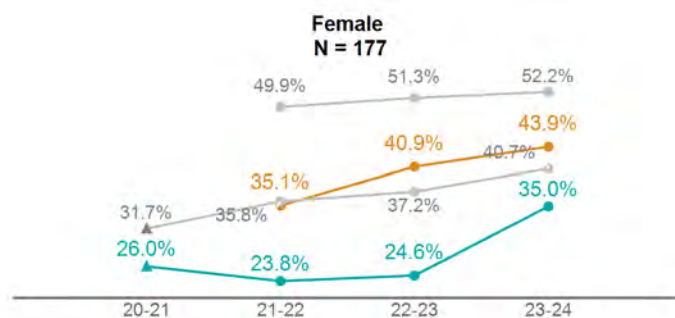


N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

Percent of Students with Achievement Level of Met or Exceeded in SBAC



Foster Youth
Subgroup with fewer than 20 students.



SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

2/25/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Elementary	11,840	51%	31	20	23	26	49%	↑1		↑4
Addams	377	69%	46	23	18	13	31%	↓5		↑8
Alvarado	161	36%	14	22	29	35	64%	↑7		↑17
Barton	201	72%	47	25	16	11	28%	↑5		↑3
Birney	250	59%	39	20	20	22	41%	↓7		↓1
Bixby	253	36%	15	20	22	42	64%	↓1		↑10
Bryant	154	53%	34	19	29	19	47%	↑4		↑9
Burbank	269	52%	30	22	29	18	48%	↑10		↑11
Burcham	165	39%	19	19	21	40	61%	↓11		↓3
Carver	239	32%	13	19	25	43	68%	↓3		↑2
Chavez	141	67%	46	21	20	13	33%	↑1		↑5
Cleveland	202	19%	6	12	32	49	81%	↑4		↓4
Dooley	366	57%	35	22	27	15	43%	↑1		↑2
Edison	210	76%	56	20	18	6	24%	↓11		↑4
Emerson	160	26%	12	14	23	52	74%	↑3		↑5
Fremont	216	19%	8	11	28	53	81%	↑-		↑2
Gant	294	19%	3	16	26	55	81%	↑2		↑5
Garfield	269	62%	39	23	17	21	38%	↓6		↓2
Gompers	179	51%	33	18	24	25	49%	↓11		-
Grant	432	68%	42	26	21	12	32%	↓5		↓1
Harte	351	60%	37	23	23	17	40%	↑4		↑6
Henry	379	31%	14	17	30	39	69%	↑3		↑8
Herrera	335	67%	39	27	21	13	33%	↓7		↑7
Holmes	172	36%	21	15	23	41	64%	↑6		↑4

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

2/25/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	167	71%	53	18	12	17	29%	↓8		↓3
Kettering	136	30%	13	18	26	43	70%	↓-		↓1
King	276	70%	50	20	17	13	30%	↓3		↑4
Lafayette	411	62%	38	24	22	16	38%	↑3		↑4
Lincoln	406	58%	36	22	23	19	42%	↑2		↑6
Longfellow	450	37%	19	19	22	41	63%	↑2		↑6
Los Cerritos	226	37%	20	17	24	39	63%	↓9		↓4
Lowell	257	19%	12	6	27	54	81%	↑6		↑7
Macarthur	144	40%	19	21	26	34	60%	↓-		↓5
Madison	174	44%	21	24	26	30	56%	↓1		↓4
Mann	147	61%	44	17	21	18	39%	↑3		↑6
McKinley	238	61%	34	27	24	16	39%	↑2		↑9
Naples	138	16%	7	9	25	59	84%	↓2		↑3
Oropeza	250	58%	42	16	18	23	42%	↑9		↑6
Prisk	239	23%	8	14	22	56	77%	↓1		↑2
Riley	159	39%	20	19	28	33	61%	↑16		↑11
Roosevelt	434	68%	42	26	21	11	32%	↑2		↑7
Signal Hill	319	47%	28	19	25	29	53%	↑1		↑8
Smith	328	69%	47	22	20	11	31%	↓4		↑2
Stevenson	243	62%	38	24	21	17	38%	↑6		↑4
Twain	192	48%	25	23	26	27	52%	↓4		↓2
Webster	197	69%	46	23	17	14	31%	↑2		↑1
Whittier	281	75%	57	18	17	8	25%	↑2		↑6
Willard	253	66%	39	27	19	14	34%	↑1		↓2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

2/25/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Elementary	11,940	56%	30	26	23	21	44%	↑4		↓1
Addams	377	71%	42	29	18	11	29%	↓1		↓4
Alvarado	161	48%	18	30	25	26	52%	↑8		↑11
Barton	204	76%	50	26	13	10	24%	↑7		↑1
Birney	254	60%	35	26	23	17	40%	↓1		↓5
Bixby	253	45%	20	25	25	30	55%	↑3		↓3
Bryant	156	65%	35	30	19	17	35%	↓3		↓6
Burbank	275	68%	42	26	22	10	32%	↑2		↑4
Burcham	165	39%	13	27	28	32	61%	↓2		↓6
Carver	241	30%	15	15	30	39	70%	↑2		↓5
Chavez	142	79%	48	31	15	6	21%	↑6		↓1
Cleveland	202	19%	5	14	33	48	81%	↑13		↑4
Dooley	371	67%	39	28	21	12	33%	↑2		↓5
Edison	212	78%	54	24	17	5	22%	↓2		↓6
Emerson	160	33%	13	20	33	35	68%	↑4		↓14
Fremont	218	26%	8	17	35	39	74%	↑7		↓2
Gant	294	19%	5	14	31	51	81%	↑5		↑1
Garfield	266	61%	31	30	25	14	39%	↑8		↑6
Gompers	179	63%	32	31	25	12	37%	↓11		↓8
Grant	436	72%	37	35	18	10	28%	↑1		↓3
Harte	357	66%	38	27	24	10	34%	↑9		↑-
Henry	379	38%	12	26	32	30	62%	↑5		↓7
Herrera	339	72%	39	33	20	8	28%	↑-		↑8
Holmes	172	47%	21	26	26	28	53%	↑8		↑1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

2/25/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	167	69%	49	20	22	9	31%	↑3		↓5
Kettering	135	29%	6	23	34	37	71%	↑8		↑2
King	279	74%	46	28	18	9	26%	↓1		↓3
Lafayette	421	64%	37	27	22	14	36%	↑1		↓5
Lincoln	410	59%	26	32	27	15	41%	↑8		↑6
Longfellow	450	45%	19	26	22	33	55%	↑5		↑4
Los Cerritos	226	38%	17	21	24	38	62%	↑3		↓2
Lowell	257	28%	12	16	22	50	72%	↑5		↓1
Macarthur	143	43%	16	27	30	27	57%	↑7		↓3
Madison	174	53%	24	29	26	21	47%	↓6		↓12
Mann	148	61%	34	27	26	12	39%	↑-		↑2
McKinley	241	66%	42	23	24	10	34%	↑7		↑6
Naples	138	20%	9	11	28	53	80%	↓1		↓2
Oropeza	254	69%	41	28	18	13	31%	↑8		-
Prisk	239	26%	8	18	24	50	74%	↑2		-
Riley	159	50%	19	31	33	18	50%	↑16		↓5
Roosevelt	451	69%	41	28	22	9	31%	↑2		↓3
Signal Hill	324	53%	24	29	24	22	47%	↑5		↑8
Smith	330	71%	41	30	17	12	29%	↑4		↑2
Stevenson	250	69%	38	31	20	11	31%	↑4		↓5
Twain	192	58%	29	29	22	20	42%	↓4		↓10
Webster	198	72%	41	31	12	16	28%	↑2		↓4
Whittier	287	79%	57	22	13	8	21%	↑1		↓2
Willard	254	65%	29	36	19	16	35%	↑8		↓1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

2/25/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Elementary	4,137	70%	17	53	20	10	30%	↓-		-
Addams	127	81%	19	62	15	4	19%	↓5		-
Alvarado	56	61%	5	55	30	9	39%	↑5		-
Barton	75	92%	36	56	5	3	8%	↓5		-
Birney	104	77%	22	55	15	8	23%	↓7		-
Bixby	77	57%	6	51	30	13	43%	↑4		-
Bryant	55	76%	22	55	18	5	24%	↓11		-
Burbank	102	70%	15	55	24	7	30%	↑5		-
Burcham	52	65%	6	60	21	13	35%	↓10		-
Carver	80	29%	3	26	39	33	71%	↑18		-
Chavez	47	94%	34	60	6		6%	↓9		-
Cleveland	82	32%	1	30	44	24	68%	↑20		-
Dooley	129	78%	26	51	18	5	22%	↑8		-
Edison	74	89%	27	62	8	3	11%	↓7		-
Emerson	48	44%	4	40	33	23	56%	↑1		-
Fremont	52	33%	4	29	29	38	67%	↑10		-
Gant	80	41%	4	38	31	28	59%	↓3		-
Garfield	101	81%	21	60	16	3	19%	↓3		-
Gompers	58	62%	12	50	34	3	38%	↓8		-
Grant	145	89%	34	55	10	1	11%	↓4		-
Harte	121	80%	17	64	18	2	20%	↑2		-
Henry	128	58%	4	54	28	14	42%	↑1		-
Herrera	130	75%	14	61	20	5	25%	↓7		-
Holmes	66	70%	12	58	20	11	30%	↑16		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

2/25/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	63	87%	32	56	10	3	13%	↓1		-
Kettering	42	48%	48	40	12		52%	↓7		-
King	96	85%	18	68	10	4	15%	↓9		-
Lafayette	130	85%	26	59	12	2	15%	↑4		-
Lincoln	141	79%	17	62	18	3	21%	↑-		-
Longfellow	165	50%	6	44	25	25	50%	↑7		-
Los Cerritos	88	56%	6	50	32	13	44%	↓11		-
Lowell	85	39%	12	27	38	24	61%	↑12		-
Macarthur	44	64%	9	55	30	7	36%	↓2		-
Madison	61	61%	8	52	23	16	39%	↓5		-
Mann	49	78%	39	39	22		22%	↑2		-
McKinley	85	78%	13	65	18	5	22%	↓2		-
Naples	42	36%	2	33	26	38	64%	↓1		-
Oropeza	95	74%	16	58	22	4	26%	↑15		-
Prisk	89	30%	2	28	25	45	70%	↓2		-
Riley	48	65%	8	56	23	13	35%	↑7		-
Roosevelt	170	89%	28	61	7	4	11%	↓6		-
Signal Hill	104	62%	14	47	23	15	38%	↑10		-
Smith	125	82%	25	57	16	2	18%	↓8		-
Stevenson	94	84%	24	60	12	4	16%	↓6		-
Twain	75	77%	25	52	15	8	23%	↓17		-
Webster	61	84%	20	64	13	3	16%	↓7		-
Whittier	107	88%	31	57	7	6	12%	↓4		-
Willard	89	80%	15	65	16	4	20%	↑7		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

2/25/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	11,803	52%	27	24	31	17	48%	↑3		↑1
Bancroft	801	47%	19	28	35	18	53%	↓2		↓2
Franklin	959	65%	37	28	27	8	35%	↓1		↑1
Hamilton	745	63%	35	29	29	8	37%	↑7		↑3
Hoover	491	55%	26	29	31	14	45%	↑11		↑6
Hughes	1,200	50%	27	23	31	19	50%	↑1		↓1
IVA	1	100%	100				0%	↓100		-
Jefferson	981	49%	25	24	32	19	51%	↑-		↑3
Keller	468	35%	12	23	37	28	65%	↑2		↑-
Lindbergh	388	65%	35	30	26	9	35%	↑4		↑6
Lindsey	688	65%	37	28	27	8	35%	↑3		↓1
Marshall	939	38%	17	21	37	25	62%	↑5		↑2
Nelson	775	67%	41	26	22	10	33%	↓4		↓9
Rogers	763	35%	17	18	31	34	65%	↓6		↓7
Stanford	1,111	32%	14	18	37	31	68%	↑1		↓2
Stephens	653	46%	22	24	39	15	54%	↑17		↑16
Washington	841	71%	44	26	23	6	29%	↑3		↑2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

2/25/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	11,853	68%	42	26	17	15	32%	↑2		↓-
Bancroft	797	64%	36	28	19	17	36%	↓2		↓3
Franklin	980	81%	58	23	12	7	19%	↓1		↓2
Hamilton	761	87%	60	27	9	4	13%	↓3		↓7
Hoover	491	76%	51	26	13	10	24%	↑9		↑1
Hughes	1,197	57%	33	24	22	21	43%	↑6		↑4
IVA	1	100%	100				0%	↓100		-
Jefferson	979	71%	45	26	15	14	29%	↑2		↑1
Keller	468	47%	20	27	25	28	53%	↑6		↑7
Lindbergh	388	81%	50	30	15	5	19%	↑3		↑6
Lindsey	691	85%	57	28	9	6	15%	↑1		↓5
Marshall	939	54%	29	25	23	23	46%	↑2		↑2
Nelson	780	81%	55	26	12	8	19%	↓-		↓7
Rogers	765	50%	24	26	22	27	50%	↓4		↓3
Stanford	1,103	47%	22	25	23	30	53%	↑1		↓1
Stephens	661	68%	39	29	19	13	32%	↑9		↑6
Washington	853	84%	59	25	11	5	16%	↑2		↑1

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

2/25/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	4,011	75%	18	57	19	6	25%	↑3	<div><div></div><div></div><div></div></div>	-
Bancroft	269	73%	13	59	21	6	27%	↑2	<div><div></div><div></div><div></div></div>	-
Franklin	338	85%	29	56	14	1	15%	↑-	<div><div></div><div></div><div></div></div>	-
Hamilton	280	84%	26	58	14	2	16%	↑4	<div><div></div><div></div><div></div></div>	-
Hoover	177	86%	17	69	11	3	14%	↑5	<div><div></div><div></div><div></div></div>	-
Hughes	418	65%	11	54	25	11	35%	↑4	<div><div></div><div></div><div></div></div>	-
Jefferson	324	77%	16	60	17	6	23%	↑5	<div><div></div><div></div><div></div></div>	-
Keller	146	62%	3	58	29	10	38%	↑4	<div><div></div><div></div><div></div></div>	-
Lindbergh	121	87%	23	64	11	2	13%	↑1	<div><div></div><div></div><div></div></div>	-
Lindsey	221	92%	23	69	8		8%	↓3	<div><div></div><div></div><div></div></div>	-
Marshall	305	69%	8	61	26	6	31%	↑6	<div><div></div><div></div><div></div></div>	-
Nelson	257	82%	21	61	14	4	18%	↑11	<div><div></div><div></div><div></div></div>	-
Rogers	269	43%	8	35	38	19	57%	↑3	<div><div></div><div></div><div></div></div>	-
Stanford	350	65%	17	47	23	13	35%	↓3	<div><div></div><div></div><div></div></div>	-
Stephens	237	86%	30	56	11	3	14%	↑-	<div><div></div><div></div><div></div></div>	-
Washington	299	90%	32	59	9		10%	↑1	<div><div></div><div></div><div></div></div>	-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

2/25/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	3,682	48%	27	21	25	27	52%	↑-		↓-
Avalon	224	76%	50	27	18	5	24%	↓2		↓8
Cubberley	646	31%	16	15	29	40	69%	↑1		↑2
Muir	654	59%	34	26	24	17	41%	↓1		↓1
Newcomb	548	21%	8	13	29	51	79%	↓2		↑1
Powell	549	68%	39	29	19	14	32%	↓4		↓4
Robinson	528	71%	47	25	20	9	29%	↓3		-
Tincher	530	28%	13	15	32	40	72%	↑3		↑5

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

2/25/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	3,691	58%	33	25	20	22	42%	↑-	<div><div></div></div>	↓3
Avalon	227	87%	57	30	10	3	13%	↓7	<div><div></div></div>	↓12
Cubberley	647	45%	24	21	22	33	55%	↑-	<div><div></div></div>	↓4
Muir	654	66%	36	30	20	14	34%	↑-	<div><div></div></div>	↓1
Newcomb	549	30%	10	20	27	43	70%	↓4	<div><div></div></div>	↓5
Powell	549	74%	49	26	16	10	26%	↑4	<div><div></div></div>	↑-
Robinson	532	81%	52	29	14	5	19%	↓2	<div><div></div></div>	↓2
Tincher	530	39%	15	24	25	36	61%	↓-	<div><div></div></div>	↓3

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

2/25/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	1,285	68%	17	51	22	10	32%	↑2		-
Avalon	114	89%	27	62	10		11%	↓4		-
Cubberley	218	52%	10	43	28	20	48%	↑3		-
Muir	238	78%	17	61	17	5	22%	↑3		-
Newcomb	177	34%	2	32	40	26	66%	↓5		-
Powell	183	84%	33	51	14	2	16%	↑5		-
Robinson	182	87%	24	64	10	2	13%	↓1		-
Tincher	173	56%	10	46	32	12	44%	↑8		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

2/25/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,652	47%	27	21	28	24	53%	↑1		↑3
Browning	49	80%	51	29	10	10	20%	↓2		↓5
Cabrillo	363	61%	34	27	30	9	39%	↑-		↑12
CAMS	170	2%	2	15	82	98%		↓2		↑5
EPHS	112	79%	57	22	17	4	21%	↓8		↑6
Jordan	494	66%	44	22	26	9	34%	↑5		↑4
Lakewood	580	50%	23	27	36	14	50%	↑6		↑5
McBride	176	22%	7	14	35	43	78%	↑9		↑4
Millikan	783	38%	23	16	29	33	62%	↓4		↑2
Polytechnic	941	48%	27	21	28	24	52%	↑1		↑4
Reid	37	92%	65	27	8		8%	↑6		↑10
Renaissance	83	28%	8	19	35	37	72%	↑20		↑8
Sato	123	6%	6	28	66	94%		↓2		↑5
Wilson	741	52%	28	25	27	21	48%	↓8		↓3

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

2/25/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,629	76%	55	22	14	10	24%	↓2		↓11
Browning	46	87%	76	11	13		13%	↑11		↓10
Cabrillo	334	91%	76	15	8		9%	↑1		↓5
CAMS	170	6%		15	18	76	94%	↓1		↓7
EPHS	106	94%	82	12	5		6%	↑3		↑2
Jordan	495	92%	75	17	6	2	8%	↑1		↓10
Lakewood	576	89%	61	27	9	2	11%	↓3		↓12
McBride	178	55%	26	29	26	19	45%	↑10		↓8
Millikan	788	68%	41	27	21	11	32%	↓3		↓13
Polytechnic	940	74%	55	20	14	11	26%	↓5		↓10
Reid	37	100%	92	8			0%	-		↓5
Renaissance	83	88%	51	37	10	2	12%	↓2		↓20
Sato	123	29%	9	20	33	38	71%	↓6		↓8
Wilson	753	84%	61	23	12	4	16%	↓9		↓15

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

2/25/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,561	76%	15	61	19	5	24%	↓1		-
Browning	64	94%	27	67	6		6%	↓2		-
Cabrillo	383	92%	24	69	8		8%	↓5		-
CAMS	162	16%		15	53	31	84%	↑5		-
EPHS	144	92%	24	68	8		8%	↑4		-
Jordan	413	93%	22	72	6		7%	↓3		-
Lakewood	596	85%	17	68	14	1	15%	↓-		-
McBride	155	72%	13	59	24	4	28%	↓3		-
Millikan	755	67%	9	58	27	6	33%	↑5		-
Polytechnic	873	73%	14	59	19	7	27%	↓3		-
Reid	90	97%	42	54	3		3%	↑2		-
Renaissance	73	88%	12	75	11	1	12%	↓2		-
Sato	96	55%	4	51	32	13	45%	↓35		-
Wilson	757	75%	13	62	21	5	25%	↑2		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

2/25/25

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District (998)	3	33%	33	33	33		67%	↑33		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

2/25/25

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District (998)	3	67%	33	33	33		33%	-		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

2/25/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	31,977	51%	29	22	27	23	49%	↑1		↑2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

2/25/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	32,113	64%	38	25	19	17	36%	↑2	<div><div></div></div>	↓2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

2/25/25

School	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded		Chg	Chg	Chg
District	13,994	73%	17	57	19	7	27%		↑ 1		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

Harte

2023-2024

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2023-2024	YR	All	All	9	27	67	
		Grade	Gr. 01			4	
			Gr. 02		2	8	
			Gr. 03			8	
			Gr. 04	6	11	27	
			Gr. 05	2	12	15	
			Gr. K	1	2	5	
		Ethnicity	African American	5	15	26	
			American Indian			1	
			Asian			1	
			Filipino			1	
			Hispanic	2	9	29	
			Other			1	
			White	2	3	8	
		Gender	Female	5	6	9	
			Male	4	21	58	

Harte

2023-2024

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome of the incident.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2023-2024	YR	Fluency	EL + RFEP		1	10	
			ELL		1	10	
		Foster	Foster	1	2	1	
		GATE/Excel	GATE/Excel			6	
		Homeless	Homeless		5	6	
		LowSES	Low SES	7	19	50	
		SPED	Special Ed.	1	11	23	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	1	4	15	

Harte

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome of the incident.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2022-2023	YR	All	All	10	28	358	
		Grade	Gr. 01			23	
			Gr. 02	4	1	31	
			Gr. 03	3	1	58	
			Gr. 04	1	15	117	
			Gr. 05	2	7	77	
			Gr. K		1	9	
			Gr. TK		3	43	
		Ethnicity	African American	7	11	170	
			Asian		1	7	
			Filipino			1	
			Hispanic	2	12	141	
			Other	1	3	33	
			Pacific Islander			1	
			White		1	5	
		Gender	Female	7	2	56	
			Male	3	26	302	
		Fluency	EL + RFEP	1	3	59	
			ELL	1	3	56	
			RFEP			3	
		Foster	Foster	2	4	17	
		GATE/Excel	GATE/Excel	2	2	17	
		Homeless	Homeless	3	7	62	

Harte

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2022-2023	YR	LowSES	Low SES	9	27	341	
		SPED	Special Ed.	2	5	93	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	2	2	52	

Harte

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome of the incident.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All	1	30		5
		Grade	Gr. 02		1		
			Gr. 03		8		1
			Gr. 04	1	10		2
			Gr. 05		11		2
		Ethnicity	African American	1	14		2
			Asian		2		
			Hispanic		14		3
		Gender	Female		1		
			Male	1	29		5
		Fluency	EL + RFEP		6		
			ELL		5		
			RFEP		1		
		GATE/Excel	GATE/Excel		1		
		Homeless	Homeless		5		3
		LowSES	Low SES	1	26		4
		SPED	Special Ed.		13		3
		SPED-Speech/RSP	Spec Ed. Speech/RSP		7		2

Harte

2020-2021

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2020-2021	YR	All	All			1	
		Grade	Gr. 03			1	
		Ethnicity	Hispanic			1	
		Gender	Male			1	
		Fluency	EL + RFEP			1	
			ELL			1	
		LowSES	Low SES			1	

Harte

2019-2020

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All		17	4	
		Grade	Gr. 01		4	3	
			Gr. 02		4	1	
			Gr. 03		3		
			Gr. 04		1		
			Gr. 05		5		
		Ethnicity	African American		5	4	
			Asian		1		
			Hispanic		11		
		Gender	Male		17	4	
		Fluency	EL + RFEP		3		
			ELL		3		
		GATE/Excel	GATE/Excel		2		
		Homeless	Homeless		2	1	
		LowSES	Low SES		16	4	
		SPED	Special Ed.		8		
		SPED-Speech/RSP	Spec Ed. Speech/RSP		3		

Harte

2018-2019

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2018-2019	YR	All	All		<div><div></div></div> 40		
		Grade	Gr. 02		<div><div></div></div> 3		
			Gr. 03		<div><div></div></div> 5		
			Gr. 04		<div><div></div></div> 4		
			Gr. 05		<div><div></div></div> 26		
			Gr. K		<div><div></div></div> 2		
		Ethnicity	African American		<div><div></div></div> 16		
			Asian		<div><div></div></div> 4		
			Hispanic		<div><div></div></div> 15		
			White		<div><div></div></div> 5		
		Gender	Female		<div><div></div></div> 17		
			Male		<div><div></div></div> 23		
		Fluency	EL + RFEP		<div><div></div></div> 6		
			ELL		<div><div></div></div> 5		
			RFEP		<div><div></div></div> 1		
		GATE/Excel	GATE/Excel		<div><div></div></div> 5		
		Homeless	Homeless		<div><div></div></div> 4		
		LowSES	Low SES		<div><div></div></div> 37		
		SPED	Special Ed.		<div><div></div></div> 12		
		SPED-Speech/RSP	Spec Ed. Speech/RSP		<div><div></div></div> 4		

Harte

23-24

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

		YR		
subgroup				
Category		# Records	Percent by Category	
All Students	All	103	26	659
Grade	Gr. 01	4	100	
	Gr. 02	10	20	80
	Gr. 03	8	100	
	Gr. 04	44	25	6114
	Gr. 05	29	41	527
	Gr. K	8	25	6313
Ethnicity	African American	46	33	5711
	American Indian	1	100	
	Asian	1	100	
	Filipino	1	100	
	Hispanic	40	23	735
	Other	1	100	
	White	13	23	6215
Gender	Female	20	30	4525
	Male	83	25	705

Harte

23-24

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

		YR	
subgroup			
Category		# Records	Percent by Category
Special Populations	EL + RFEP	11	<div><div>9</div><div>91</div></div>
	ELL	11	<div><div>9</div><div>91</div></div>
	Foster	4	<div><div>50</div><div>25</div><div>25</div></div>
	GATE/Excel	6	<div><div>100</div></div>
	Homeless	11	<div><div>45</div><div>55</div></div>
	Low SES	76	<div><div>25</div><div>66</div><div>9</div></div>
	Spec Ed. Speech/RSP	20	<div><div>20</div><div>75</div><div>5</div></div>
	Special Ed.	35	<div><div>31</div><div>66</div><div>3</div></div>

Harte

23-24

Students by Subgroup Categorizied by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
All Students	All	54	<div><div>30</div><div>70</div></div>
Grade	Gr. 01	2	<div><div>50</div><div>50</div></div>
	Gr. 02	7	<div><div>14</div><div>86</div></div>
	Gr. 03	8	<div><div>100</div><div></div></div>
	Gr. 04	20	<div><div>45</div><div>55</div></div>
	Gr. 05	16	<div><div>25</div><div>75</div></div>
	Gr. K	1	<div><div>100</div><div></div></div>
Ethnicity	African American	20	<div><div>40</div><div>60</div></div>
	American Indian	1	<div><div>100</div><div></div></div>
	Asian	1	<div><div>100</div><div></div></div>
	Filipino	1	<div><div>100</div><div></div></div>
	Hispanic	26	<div><div>19</div><div>81</div></div>
	Other	1	<div><div>100</div><div></div></div>
	White	4	<div><div>75</div><div>25</div></div>
Gender	Female	14	<div><div>36</div><div>64</div></div>
	Male	40	<div><div>28</div><div>73</div></div>

Harte

23-24

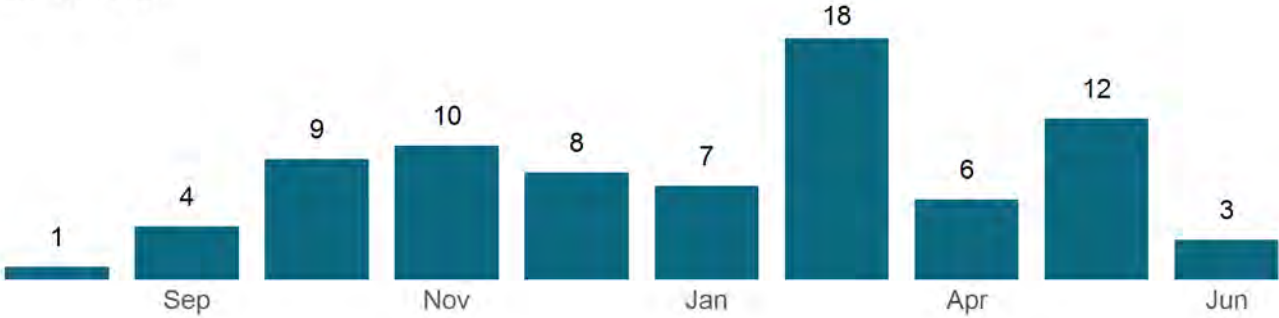
Students by Subgroup Categorizied by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
Special Populations	EL + RFEP	9	<div><div>11</div><div>89</div></div>
	ELL	9	<div><div>11</div><div>89</div></div>
	Foster	3	<div><div>33</div><div>67</div></div>
	GATE/Excel	5	<div><div>20</div><div>80</div></div>
	Homeless	5	<div><div>20</div><div>80</div></div>
	Low SES	43	<div><div>28</div><div>72</div></div>
	Spec Ed. Speech/RSP	10	<div><div>30</div><div>70</div></div>
	Special Ed.	15	<div><div>40</div><div>60</div></div>

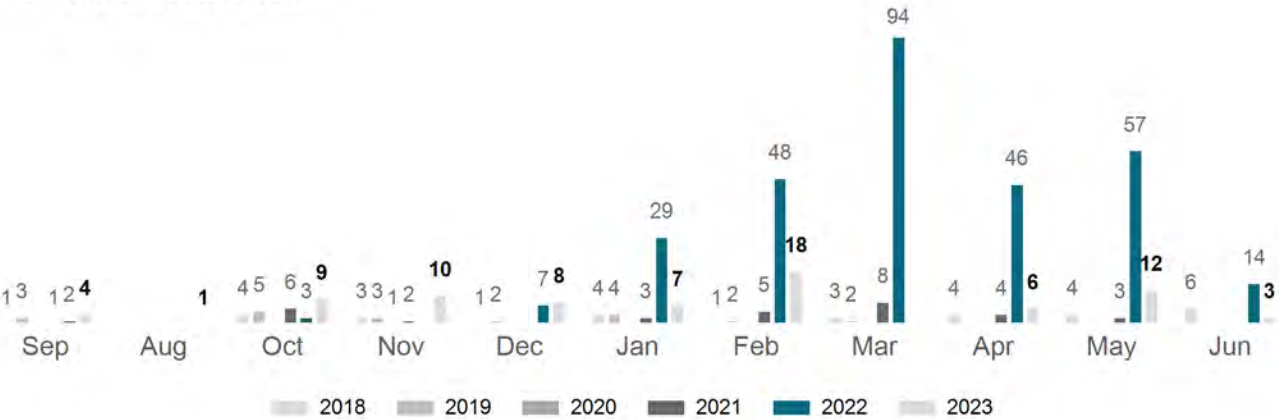
Harte

23-24

By Month for 23-24



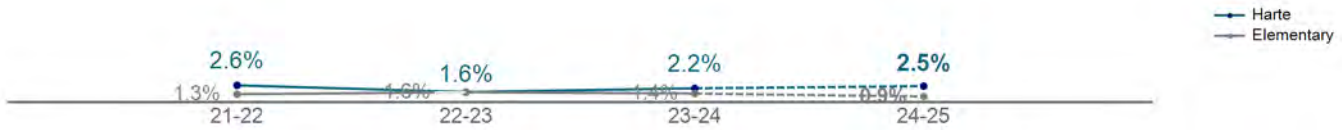
By Month- 5-year comparison



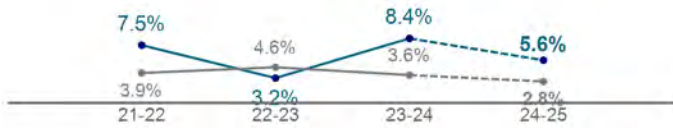
	18-19	19-20	20-21	21-22	22-23	23-24
Sep		1	3		1	2
Aug						1
Oct		4	5		6	3
Nov		3	3	1	2	
Dec		1	2			7
Jan		4	4		3	29
Feb		1	2		5	48
Mar		3	2		8	94
Apr		4			4	46
May		4			3	57
Jun		6				14

Suspension Rate

Harte
All Students
N = 793



African American
N = 108



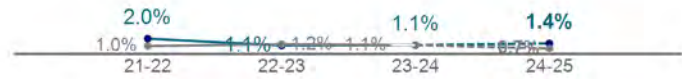
Asian
N = 84



Filipino

Subgroup with fewer than 20 students.

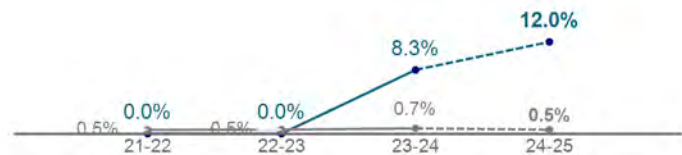
Hispanic
N = 518



Pacific Islander

Subgroup with fewer than 20 students.

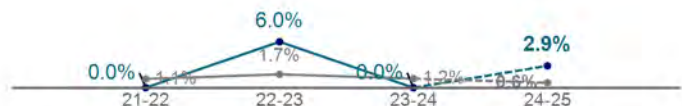
White
N = 25



Native American

Subgroup with fewer than 20 students.

Other
N = 35



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

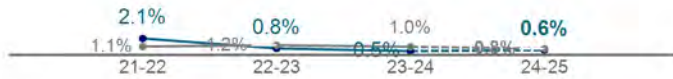
EL + RFEP
N = 208



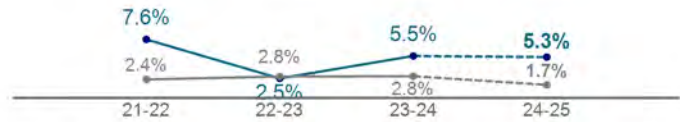
Low SES
N = 606



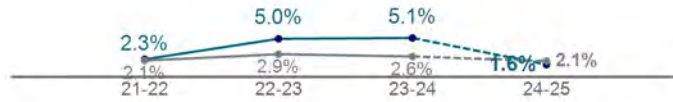
English Learner
N = 167



Special Education
N = 113



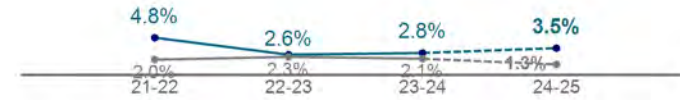
Homeless or Foster Youth
N = 63



Female
N = 390



Male
N = 403

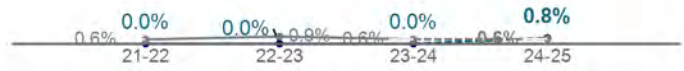


Suspension Rate

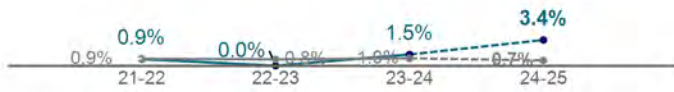
Gr. K
N = 106



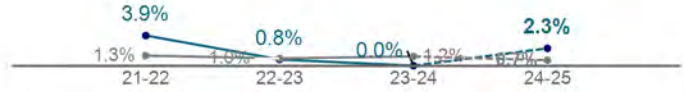
Gr. 01
N = 132



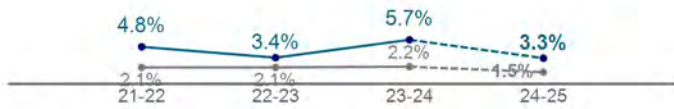
Gr. 02
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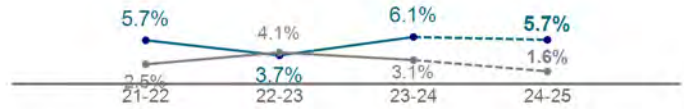
Gr. 03
N = 132



Gr. 04
N = 120



Gr. 05
N = 122



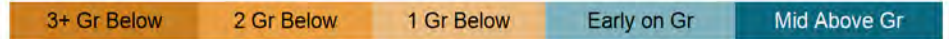
i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	All Students	All	1	109	23	71	43		
			2	108	9	78	8	5	
			3	110	4	70	13	14	
	Teacher	Adams, A	1	26	23	69	44		
			2	24	4	75	17	4	
			3	26	4	54	27	15	
		Espinosa, N	1	25	8	88	4		
			2	22		82	9	9	
			3	27	7	63	19	11	
		Gil, B	1	24	17	75	8		
			2	24	8	71	13	8	
			3	26	4	65	12	19	
		MUNGUIA, M	1	23	39	61			
			2	24	8	92			
			3	25	4	84	12		
		Patino-Lee, D	1	6		33	33	17	17
			2	6	17	83			
			3	6		100			
	Ethnicity	African American	1	9	11	89			
			2	9		100			
			3	9		100			
		Asian	1	14	29	64	7		
			2	14	7	79	14		
			3	14	7	50	29	14	
		Filipino	1	1					100
			2	2		100			
			3	2		100			
		Hispanic	1	75	27	68	3		
			2	71	11	75	10	4	
			3	73	4	70	14	12	
		Pacific Islander	1	3		100			
			2	3		100			
			3	3		67		33	

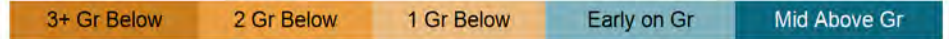
i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Ethnicity	White	1	3	100				
			2	5	20	60	20		
			3	5	80	20			
		Other	1	4	75	25			
			2	4	75	25			
			3	4	50	50			
	Gender	Female	1	53	19	75	24		
			2	51	6	76	12	6	
			3	52	2	71	15	12	
		Male	1	56	27	66	5	2	
			2	57	12	79	5	4	
			3	58	5	69	10	16	

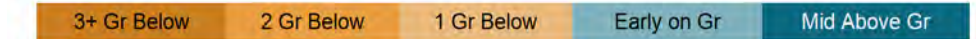
i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Special Populations	Low SES	1	84	19	75	42		
			2	82	7	83	6	4	
			3	82	4	72	12	12	
		ELL	1	26	54	42	4		
			2	26	27	69	4		
			3	25	12	84	4		
		RFEP	1	5		80	20		
			2	6		67	33		
			3	6		67	17	17	
		EL + RFEP	1	31	45	48	6		
			2	32	22	69	9		
			3	31	10	81	3	6	
		Special Ed.	1	14		43	43	7	7
			2	13		23	62	8	8
			3	13	8	85	8		
		Spec Ed. Speech/RSP	1	3		67	33		
			2	3		33	33	33	
			3	3		100			
		Foster	1	2		100			
			2	2		100			
		Homeless	1	4		100			
			2	5		100			
			3	7		100			

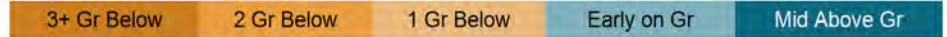
i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	All Students	All	1	122	50	45	4		
			2	119	39	51	6	3	
			3	122	30	54	11	5	
	Teacher	Alvarez, P	1	24	46	46	8		
			2	24	38	50	8	4	
			3	26	19	69	12		
		Azpeitia, A	1	30	37	63			
			2	29	28	62	10		
			3	30	10	70	20		
		Buda, V	1	25	56	36	4	4	
			2	26	46	42	4	8	
			3	27	41	41	15	4	
		Patino-Lee, D	1	11	100				
			2	11	91		9		
			3	11	91		9		
		Rivera, A	1	28	43	54	4		
			2	28	29	64	4	4	
			3	29	28	52	14	7	
	Ethnicity	African American	1	17	71	29			
			2	17	53	41	6		
			3	17	47	35	12	6	
		Asian	1	9	11	78	11		
			2	9	11	67	11	11	
			3	9		56		44	
		Filipino	1	2		50		50	
			2	2	100				
			3	1	100				
		Hispanic	1	79	52	44	3		
			2	77	42	51	4	4	
			3	80	28	60	9	4	
		Pacific Islander	1	3	33	67			
			2	3		33		33	
			3	3		33		33	

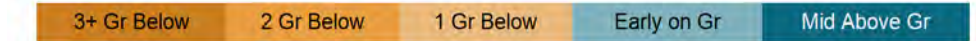
i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Ethnicity	White	1	5	40	40	20		
			2	5	40	40	20		
			3	5	40	40	20		
		Other	1	7	57	43			
			2	6	33	67			
			3	7	43	43	14		
	Gender	Female	1	54	50	48	2		
			2	51	43	51	42		
			3	53	26	64	9		
		Male	1	68	50	43	61		
			2	68	37	51	74		
			3	69	32	46	139		

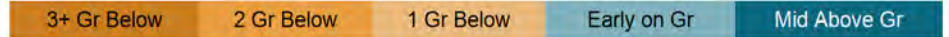
i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Special Populations	Low SES	1	98	54	42	3		
			2	94	38	53	6	2	
			3	94	33	54	9	4	
		ELL	1	28	50	50			
			2	27	41	59			
			3	29	21	69	10		
		RFEP	1	8	13	75	13		
			2	8	25	50	13	13	
			3	8		63		38	
		EL + RFEP	1	36	42	56	3		
			2	35	37	57	3		
			3	37	16	68	16		
		Special Ed.	1	22	91		9		
			2	21	81		19		
			3	21	76		24		
		Spec Ed. Speech/RSP	1	8	100				
			2	8	88		13		
			3	8	75		25		
		Homeless	1	11	73	18	9		
			2	11	55	36	9		
			3	12	42	50	8		
		GATE/Excel	1	13		62	31	8	
			2	13		38	31	31	
			3	14		21	36	43	

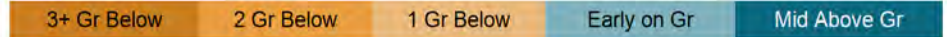
i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	All Students	All	1	120	25	27	43	5	
			2	122	16	14	52	11	7
			3	120	13	11	43	22	13
	Teacher	Coleman, A	1	13	85		15		
			2	13	69	8	23		
			3	13	62	31	8		
		Karkanen, S	1	28	36	46	14	4	
			2	28	14	43	36	7	
			3	28	7	18	61	11	4
		Kenmuir, W	1	30	3	87		10	
			2	30		50		20	30
			3	30		17		43	40
		Prach, S	1	26	27	19	54		
			2	26	12	15	62	12	
			3	26	4	15	50	27	4
		Williams, A	1	19	16	47	26	11	
			2	21	14	76		10	
			3	22	14	68		14	5
	Ethnicity	African American	1	15	20	40	40		
			2	15	13	13	67	7	
			3	16	19	13	44	13	13
		Asian	1	14	7	29	50	14	
			2	14	7	14	43	14	21
			3	14		7	21	36	36
		Filipino	1	2		50		50	
			2	3		67		33	
			3	3				67	33
		Hispanic	1	75	29	25	41	4	
			2	75	17	12	53	15	3
			3	73	14	12	45	19	10
		Pacific Islander	1	4	50	25	25		
			2	4	50	25	25		
			3	3	33	67			

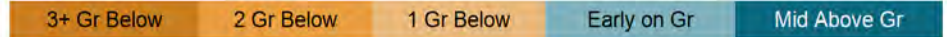
i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Ethnicity	White	1	4	25	25	50		
			2	5	20	20	40	20	
			3	5	20	60	20		
		Other	1	6	17	17	67		
			2	6	33	50	17		
			3	6	17	50	33		
	Gender	Female	1	63	17	27	52	3	
			2	62	8	19	56	10	6
			3	61	7	13	44	28	8
		Male	1	57	33	26	33	7	
			2	60	23	8	48	12	8
			3	59	19	8	41	15	17
	Special Populations	Low SES	1	101	24	29	43	5	
			2	100	17	12	53	11	7
			3	97	13	9	43	23	11
		ELL	1	28	46	32	21		
			2	28	32	18	46	4	
			3	28	29	18	39	14	
		RFEP	1	8	25	63	13		
			2	8		50	25	25	
			3	8		13	38	50	
		EL + RFEP	1	36	36	31	31	3	
			2	36	25	14	47	8	6
			3	36	22	14	33	19	11
		Special Ed.	1	19	89		11		
			2	21	62	19	19		
			3	20	50	30	15	5	
		Spec Ed. Speech/RSP	1	3	100				
			2	5	40	40	20		
			3	4	25	25	50		
		Foster	1	2	50	50			
			2	2	100				
			3	1				100	

i-Ready Math Overall Relative Placement
School Data by Subgroup
Harte 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Special Populations	Homeless	1	13	46	31	23		
			2	13	38	8	46	8	
			3	13	38	23	31	8	
		GATE/Excel	1	19	5	63	32		
			2	19		26	37	37	
			3	19		11	37	53	

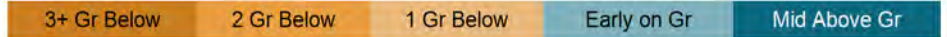
i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	All Students	All	1	112	26	22	42	8	2
			2	113	16	22	41	18	4
			3	113	11	19	35	19	17
	Teacher	Camer, C	1	31	16	39	39	6	
			2	31	16	23	42	19	
			3	32	6	22	44	9	19
		Coleman, A	1	5	80		20		
			2	5	80		20		
			3	5	80		20		
		Hok, P	1	31	32	13	52	3	
			2	32	19	22	50	9	
			3	33	12	21	39	18	9
		James, B	1	32	31	25	38	6	
			2	31	10	32	45	13	
			3	32	6	19	44	28	3
		Ramos, S	1	13			54	31	15
			2	13			15	54	31
			3	13			8	23	69
	Ethnicity	African American	1	14	43	21	36		
			2	12	33	25	42		
			3	13	31	15	38	8	8
		Asian	1	10	30		60	10	
			2	10	20		60	10	10
			3	9			44	44	11
		Filipino	1	1	100				
			2	1				100	
			3	1				100	
		Hispanic	1	75	27	23	39	11	
			2	76	16	21	42	17	4
			3	76	8	22	37	16	17
		Pacific Islander	1	2	100				
			2	2				100	
			3	2			50	50	

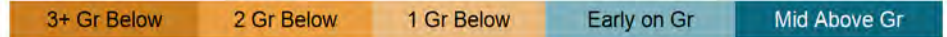
i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 4



Legend

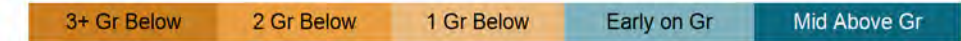


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Ethnicity	White	1	3	33	67			
			2	4	25	25	50		
			3	4		25	25	50	
		Other	1	7	29	29	29	14	
			2	8		13	38	13	38
			3	8		13	13	25	13 38
	Gender	Female	1	58	26	22	43	9	
			2	58	19	31	33	16	2
			3	59	12	20	39	15	14
		Male	1	54	26	22	41	7	4
			2	55	13	13	49	20	5
			3	54		9	17	31	22 20
	Special Populations	Low SES	1	95	27	24	41	7	
			2	95	16	25	41	18	
			3	92	13	18	37	18	13
		ELL	1	19	47	32	21		
			2	19	26	42	32		
			3	19	16	37	47		
		RFEP	1	12		8	58	25	8
			2	12			42	42	17
			3	12			17	33	50
		EL + RFEP	1	31	29	23	35	10	3
			2	31	16	26	35	16	6
			3	31	10	23	35	13	19
		Special Ed.	1	13	77	23			
			2	13	46	46	8		
			3	13	46	31	23		
		Spec Ed. Speech/RSP	1	5	80	20			
			2	5	40	60			
			3	5	40	20	40		
		Homeless	1	6	17	17	50	17	
			2	6	17	17	67		
			3	6	17	33	33	17	

i-Ready Math Overall Relative Placement
School Data by Subgroup
Harte 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Special Populations	GATE/Excel	1	30		70	23	7	
			2	31	3	32	52	13	
			3	31		13	39	48	
		Foster	2	1	100				
			3	1	100				

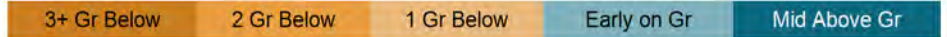
i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	All Students	All	1	122	27	19	41	9	4
			2	120	23	12	45	17	4
			3	120	13	14	40	19	13
	Teacher	Evans, C	1	32	44	22	31	3	
			2	32	38	9	44	9	
			3	32	19	19	44	13	6
		Green, M	1	32	28	22	50		
			2	32	22	25	47	6	
			3	32	16	19	50	16	
		Negrete, T	1	35	26	26	40	6	3
			2	34	24	9	62	6	
			3	35	14	11	43	20	11
		Ramos, S	1	20			45	35	20
			2	20			20	55	25
			3	20			15	35	50
	Ethnicity	African American	1	16	38	31	25	6	
			2	15	53	13	27	7	
			3	14	29	29	36	7	
		American Indian	1	1	100				
			2	1				100	
			3	1				100	
		Asian	1	15	27	13	33	13	13
			2	15	20		40	27	13
			3	14	14	7	29	21	29
		Filipino	1	2			50	50	
			2	2				100	
			3	2				50	50
		Hispanic	1	78	27	17	46	6	4
			2	77	21	12	49	14	4
			3	79	11	14	42	24	9
		Pacific Islander	1	2	50		50		
			2	2	100				
			3	2	100				

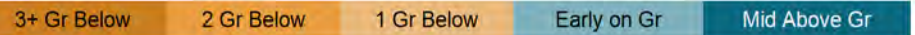
i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 5



Legend

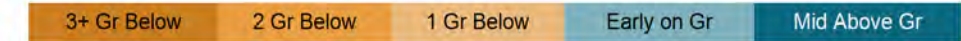


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	Ethnicity	White	1	1	100
			2	1	100
			3	1	100
		Other	1	7	29 29 14 29
			2	7	43 43 14
			3	7	14 14 43 29
	Gender	Female	1	60	23 20 47 8 2
			2	58	21 7 52 19 2
			3	57	12 11 46 25 7
		Male	1	61	31 16 36 10 7
			2	61	25 16 38 15 7
			3	62	15 16 35 15 19
		Nonbinary	1	1	100
			2	1	100
			3	1	100
	Special Populations	Low SES	1	88	28 20 42 6 3
			2	87	25 11 48 11 3
			3	86	14 16 43 15 12
		ELL	1	23	48 17 35
			2	23	39 13 39 9
			3	24	29 17 42 13
		RFEP	1	14	7 14 64 7 7
			2	14	7 57 29 7
			3	14	7 43 43 7
		EL + RFEP	1	37	32 16 46 33
			2	37	24 11 46 16 3
			3	38	18 13 42 24 3
		Special Ed.	1	11	91 9
			2	10	70 10 20
			3	11	27 18 45 9
		Spec Ed. Speech/RSP	1	10	100
			2	9	78 11 11
			3	10	30 20 40 10

i-Ready Math Overall Relative Placement
School Data by Subgroup
Harte 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Special Populations	Foster	1	1	100				
			2	1	100				
		Homeless	1	6	33	17	33	17	
			2	5	20	20	20	40	
			3	5	20	40	20	20	
		GATE/Excel	1	32	3	53	28	16	
			2	32		34	50	16	
			3	32		16	41	44	

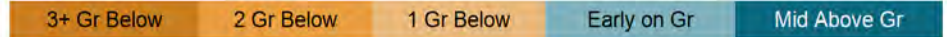
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	All Students	All	1	112	15	76	3	6	
			2	110	5	63	13	20	
			3	112	3	48	19	30	
	Teacher	Adams, A	1	26	4	85	4	8	
			2	26		73	12	15	
			3	26		46	35	19	
		Espinosa, N	1	25	8	72	8	12	
			2	24		50	21	29	
			3	27	7	26	7	59	
		Gil, B	1	24	21	71	8		
			2	24		54	13	33	
			3	26	4	42	19	35	
		MUNGUIA, M	1	23	17	83			
			2	24		75	13	13	
			3	25		60	28	12	
		Patino-Lee, D	1	6	17	83			
			2	6	17	83			
			3	6		100			
	Ethnicity	African American	1	9	22	67	11		
			2	9		67	22	11	
			3	9		56	11	33	
		Asian	1	14	21	64	14		
			2	14		64	7	29	
			3	13		46	23	31	
		Filipino	1	2		100			
			2	2		50		50	
			3	2		50		50	
		Hispanic	1	77	14	78	3	5	
			2	74	5	65	14	16	
			3	76	4	49	20	28	
		Pacific Islander	1	3		100			
			2	3			33	67	
			3	3			33	67	

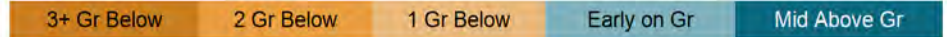
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Ethnicity	White	1	4	25	75			
			2	5	20	60	20		
			3	5		60	40		
		Other	1	3		67	33		
			2	3		67	33		
			3	4		50	25	25	
	Gender	Female	1	54	11	81	4	4	
			2	54		4	56	19	22
			3	52			38	27	35
		Male	1	58	19	71	2	9	
			2	56		5	70	7	18
			3	60		5	57	12	27

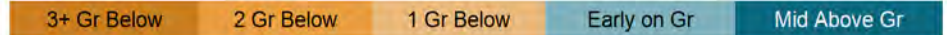
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Special Populations	Low SES	1	85	18	74	4	5	
			2	83	2	67	14	16	
			3	83	2	47	23	28	
		ELL	1	27	26	70	4		
			2	26	12	77	4	8	
			3	28	11	61	14	14	
		RFEP	1	6	17	67	17		
			2	6			67	33	
			3	6			17	83	
		EL + RFEP	1	33	24	70	6		
			2	32	9	63	16	13	
			3	34	9	50	15	26	
		Special Ed.	1	14	29	71			
			2	13	8	85	8		
			3	14	7	86	7		
		Spec Ed. Speech/RSP	1	3	33	67			
			2	3		100			
			3	4	25	75			
		Foster	1	2	50	50			
			2	2		100			
		Homeless	1	4	75	25			
			2	5		100			
			3	7		86	14		

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	All Students	All	1	120	37	44	12	8	
			2	118	30	41	13	17	
			3	124	25	40	13	22	
	Teacher	Alvarez, P	1	24	42	46	8	4	
			2	25	28	44	12	16	
			3	26	15	46	19	19	
		Azpeitia, A	1	30	23	47	23	7	
			2	29	17	48	14	21	
			3	30	17	40	13	30	
		Buda, V	1	25	24	56	8	12	
			2	26	27	42	19	12	
			3	27	22	44	7	26	
		Patino-Lee, D	1	11	73	27			
			2	11	82	18			
			3	11	91	9			
		Rivera, A	1	28	36	46	7	11	
			2	28	25	39	14	21	
			3	29	21	41	17	21	
	Ethnicity	African American	1	16	38	56	6		
			2	14	50	21	21	7	
			3	17	47	18	12	24	
		Asian	1	9	22	22	22	33	
			2	9	11	33	22	33	
			3	9	11	33		56	
		Filipino	1	2	50		50		
			2	2	50		50		
			3	1				100	
		Hispanic	1	78	40	45	12	4	
			2	79	30	43	13	14	
			3	82	23	45	15	17	
		Pacific Islander	1	3	33	33	33		
			2	3	67		33		
			3	3	67		33		

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Ethnicity	White	1	5	20	40	40		
			2	5	20	40	40		
			3	5	20	40	40		
		Other	1	7	43	43	14		
			2	6	33	50	17		
			3	7	29	43	14	14	
	Gender	Female	1	53	30	53	13	4	
			2	51	22	49	18	12	
			3	54	13	52	17	19	
		Male	1	67	42	37	10	10	
			2	67	36	34	9	21	
			3	70	34	31	10	24	

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Special Populations	Low SES	1	96	38	48	9	5	
			2	91	27	45	13	14	
			3	95	22	44	16	18	
		ELL	1	27	41	48	4	7	
			2	26	27	46	19	8	
			3	30	20	47	20	13	
		RFEP	1	7			86	14	
			2	8	38		13	50	
			3	8		13	13	75	
		EL + RFEP	1	34	32	38	21	9	
			2	34	21	44	18	18	
			3	38	16	39	18	26	
		Special Ed.	1	22	82	18			
			2	23	83	13	4		
			3	23	78	17	4		
		Spec Ed. Speech/RSP	1	8	100				
			2	8	100				
			3	8	100				
		Homeless	1	10	40	50	10		
			2	11	45	45	9		
			3	12	50	25	17	8	
		GATE/Excel	1	13			8	31	62
			2	13			15	85	
			3	14				100	

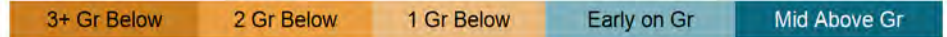
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	All Students	All	1	119	18	26	21	24	12
			2	119	10	21	21	24	24
			3	119	8	16	13	32	30
	Teacher	Coleman, A	1	13	85	15			
			2	12	58	17	8	8	8
			3	13	54	31	8	8	
		Karkanen, S	1	28	18	39	29	7	7
			2	28	4	43	18	25	11
			3	28	4	32	32	21	11
		Kenmuir, W	1	30			7	60	33
			2	30				30	70
			3	30				23	77
		Prach, S	1	26	8	46	35	12	
			2	26	8	19	35	27	12
			3	26		4	8	15	50
		Williams, A	1	19	21	26	16	26	11
			2	21	10	19	38	29	5
			3	22		5	18	14	45
	Ethnicity	African American	1	14	21	36	14	21	7
			2	15	13	27	13	33	13
			3	16	13	19	19	38	13
		Asian	1	14		7	29	36	29
			2	13		8	15	38	38
			3	13			8	31	62
		Filipino	1	2		50		50	
			2	3				33	67
			3	3				33	67
		Hispanic	1	75	20	28	21	20	11
			2	73	11	19	27	21	22
			3	72		10	15	14	32
		Pacific Islander	1	3	33	67			
			2	4	25	25	25	25	
			3	4	25	50		25	

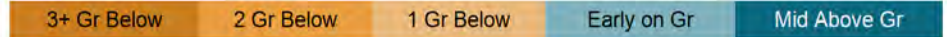
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 3



Legend

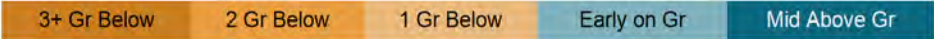


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Ethnicity	White	1	5		20	40	20	20
			2	5		20	40	20	20
			3	5		60		40	
		Other	1	6		50		50	
			2	6		50		50	
			3	6		17	17	50	17
	Gender	Female	1	63		13	24	22	32 10
			2	60		7	18	25	22 28
			3	59		7	15	14	29 36
		Male	1	56		23	29	20	14 14
			2	59		14	24	17	25 20
			3	60		10	17	13	35 25
	Special Populations	Low SES	1	99		18	25	24	20 12
			2	97		10	22	22	24 23
			3	97		10	13	15	31 30
		ELL	1	28		32	25	32	11
			2	28		21	14	46	14 4
			3	27		15	19	15	48 4
		RFEP	1	8		25	25	25	25
			2	8			13	13	75
			3	8			13	25	63
		EL + RFEP	1	36		25	25	31	14 6
			2	36		17	11	39	14 19
			3	35		11	14	14	43 17
		Special Ed.	1	19		79		21	
			2	20		40	45	5 5 5	
			3	20		30	45	10 10 5	
		Spec Ed. Speech/RSP	1	3		67	33		
			2	5		20	80		
			3	5		60	20	20	
		Foster	1	1		100			
			2	2		50		50	
			3	2		50		50	

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Harte 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
3	Special Populations	Homeless	1	13																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		</

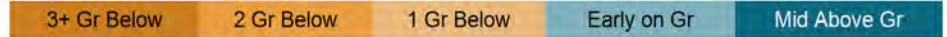
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	All Students	All	1	109	23	12	40	17	7
			2	110	18	8	42	22	10
			3	113	14	7	45	15	19
	Teacher	Camer, C	1	31	13	23	39	13	13
			2	31	13	6	55	16	10
			3	32	6	13	53	13	16
		Coleman, A	1	5	100				
			2	5	60		20	20	
			3	5	60		20	20	
		Hok, P	1	31	32	16	39	10	3
			2	32	25	6	53	9	6
			3	33	24	6	45	9	15
		James, B	1	32	25	13	41	16	6
			2	32	16	13	31	38	3
			3	33	9	3	52	18	18
		Ramos, S	1	13			46	46	8
			2	13			23	38	38
			3	13			31	31	38
	Ethnicity	African American	1	13	31	15	38	8	8
			2	12	50		33	17	
			3	13	31		46	15	8
		Asian	1	9	78				
			2	10			70	20	10
			3	8			38	38	25
		Filipino	1	1	100				
			2	1	100				
			3	1	100				
		Hispanic	1	74	26	12	39	16	7
			2	75	15	11	43	21	11
			3	77	13	9	47	13	18
		Pacific Islander	1	2	100				
			2	2			50	50	
			3	2			50	50	

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 4



Legend

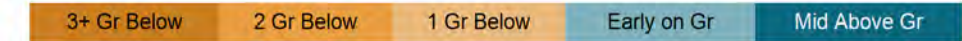


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Ethnicity	White	1	3		33	33	33	
			2	4		50	25	25	
			3	4		25	25	25	
		Other	1	7		14	29	57	
			2	6		17	17	17	33
			3	8		13	50	13	25
	Gender	Female	1	58		24	10	40	19
			2	57		25	7	35	25
			3	58		14	9	48	9
		Male	1	51		22	14	41	16
			2	53		11	9	49	19
			3	55		15	5	42	22
	Special Populations	Low SES	1	91		24	14	38	15
			2	92		18	10	45	18
			3	91		12	9	52	11
		ELL	1	19		32	32	32	5
			2	19		26	11	58	5
			3	20		30	5	65	
		RFEP	1	12			67		25
			2	12			50		42
			3	12			25		50
		EL + RFEP	1	31		19	19	45	13
			2	31		16	6	55	19
			3	32		19	3	50	19
		Special Ed.	1	12		83		17	
			2	13		54	15	31	
			3	13		46	8	46	
		Spec Ed. Speech/RSP	1	4		75		25	
			2	5		80		20	
			3	5		60		40	
		Homeless	1	6		33	17	17	17
			2	6		17	17	50	17
			3	6		17	17	33	17

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Harte 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Special Populations	GATE/Excel	1	30		37	47	17	
			2	30		20	43	37	
			3	30		23	27	50	
		Foster	2	1	100				
			3	1	100				

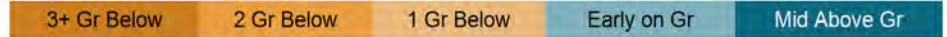
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	All Students	All	1	116	13	38	28	15	7
			2	115	15	31	22	23	10
			3	119	9	29	24	24	14
	Teacher	Evans, C	1	32	16	34	31	13	6
			2	32	19	34	28	19	
			3	33	15	36	24	21	3
		Green, M	1	32	19	50	25	6	
			2	32	25	34	22	16	3
			3	33	6	36	27	21	9
		Negrete, T	1	35	14	49	26	9	3
			2	35	6	51	14	23	6
			3	35	9	29	37	17	9
		Ramos, S	1	20		10	30	40	20
			2	20		5	30	25	40
			3	20			5	45	50
	Ethnicity	African American	1	14	36	21	36	7	
			2	11	27		27	18	27
			3	13	23	31	31	15	
		American Indian	1	1					100
			2	1					100
			3	1					100
		Asian	1	13	8	23	23	38	8
			2	14		29	21	29	21
			3	15		27	27	33	13
		Filipino	1	2		50		50	
			2	2		50		50	
			3	2				50	50
		Hispanic	1	76	11	46	25	12	7
			2	77	17	31	25	19	8
			3	78	9	29	24	22	15
		Pacific Islander	1	2	50		50		
			2	2	50		50		
			3	2		50		50	

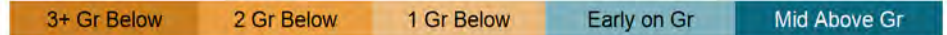
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Harte 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	Ethnicity	White	1	1	100
			2	1	100
			3	1	100
		Other	1	7	14 14 43 14 14
			2	7	14 29 43 14
			3	7	14 29 29 29
	Gender	Female	1	56	13 29 38 18 4
			2	57	16 26 21 32 5
			3	57	12 23 26 25 14
		Male	1	59	14 47 17 12 10
			2	57	14 37 23 12 14
			3	61	7 34 21 23 15
		Nonbinary	1	1	100
			2	1	100
			3	1	100
	Special Populations	Low SES	1	84	17 42 25 8 8
			2	84	18 33 24 15 10
			3	84	11 31 27 18 13
		ELL	1	23	22 43 35
			2	23	26 43 9 22
			3	24	25 42 21 8 4
		RFEP	1	13	46 23 31
			2	13	23 46 15 15
			3	14	7 29 43 21
		EL + RFEP	1	36	14 44 31 11
			2	36	17 36 22 19 6
			3	38	16 29 24 21 11
		Special Ed.	1	11	45 45 9
			2	10	50 40 10
			3	11	45 36 9 9
		Spec Ed. Speech/RSP	1	10	50 50
			2	9	56 44
			3	10	50 40 10

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Harte 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
5	Special Populations	Foster	1	1	100					
			2	1	100					
		Homeless	1	5	20	40	40			
			2	6	50		17	33		
			3	5	40	20	20	20		
		GATE/Excel	1	30	3	33	43	20		
			2	30	3	23	40	33		
			3	32			13	44	44	

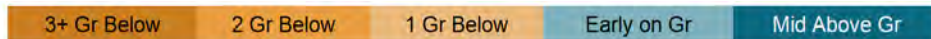
i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2023-2024



Legend



Category		Diagnostic Window	# Students	Percent by Category					
All Students	597	3	597	7	16	48	17	12	
Grade	Gr. 01	3	113	4		69	13	13	
	Gr. 02	3	124	31		53	11	5	
	Gr. 03	3	121	12	12	42	21	12	
	Gr. 04	3	115	10	18	37	18	17	
	Gr. 05	3	120	13	14	40	19	13	
	Ethnicity	African American	3	73	15	23	47	8	7
Asian		3	61		3	5	39	33	20
Hispanic		3	388	6	16	51	16	10	
White		3	20	10	15	50	15	10	
Other		3	31	6	19	39	10	26	
Gender	Female	3	282	6	15	52	19	8	
	Male	3	312	8	17	45	15	15	
Special Populations	Low SES	3	460	8	17	50	15	10	
	ELL	3	151	12	17	55	13	3	
	RFEP	3	25			4	28	32	36
	EL + RFEP	3	176	10	15	51	16	7	
	Special Ed.	3	82	23	37	35	2		
	Spec Ed. Speech/RSP	3	30	17	33	43	3	3	
	Homeless	3	50	20	28	40	10	2	
	GATE/Excel	3	97			15	38	46	

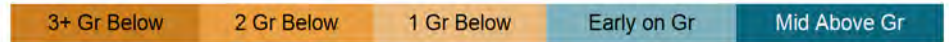
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Harte 2023-2024



Legend



Category		Diagnostic Window	# Students	Percent by Category				
All Students	719	3	719	5	13	35	24	23
	Gr. K	3	120			34	43	23
	Gr. 01	3	114	3	47		20	30
	Gr. 02	3	125	25	41		13	22
	Gr. 03	3	122		9	16	15	31
	Gr. 04	3	116	14	7	47	15	18
	Gr. 05	3	122	9	28	25	24	14
Ethnicity	African American	3	92	10	17	30	25	17
	Asian	3	78		8	29	28	35
	Hispanic	3	466	5	14	37	24	20
	White	3	23	4	26	26	43	
	Other	3	35	6	11	31	23	29
Gender	Female	3	351	5	10	35	27	23
	Male	3	365	5	17	34	22	22
Special Populations	Low SES	3	553	5	13	37	24	21
	ELL	3	185	9	14	39	23	15
	RFEP	3	25			4	8	44
	EL + RFEP	3	210	8	12	36	26	18
	Special Ed.	3	92	17	36	35	4	8
	Spec Ed. Speech/RSP	3	32	19	44	25	3	9
	Homeless	3	56	21	18	32	18	11
	GATE/Excel	3	97			13	25	62



ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Harte

Site Level Overall Performance Level Summary

29%Beginning
Stage**38%**Somewhat
Developed**30%**Moderately
Developed**3%**Well
Developed

Site Level Domain Performance Level Summary

Listening

24%
Beg.**61%**
Some/Mod.**15%**
Well Dev.

Speaking

33%
Beg.**55%**
Some/Mod.**12%**
Well Dev.

Reading

46%
Beg.**48%**
Some/Mod.**7%**
Well Dev.

Writing

26%
Beg.**60%**
Some/Mod.**14%**
Well Dev.

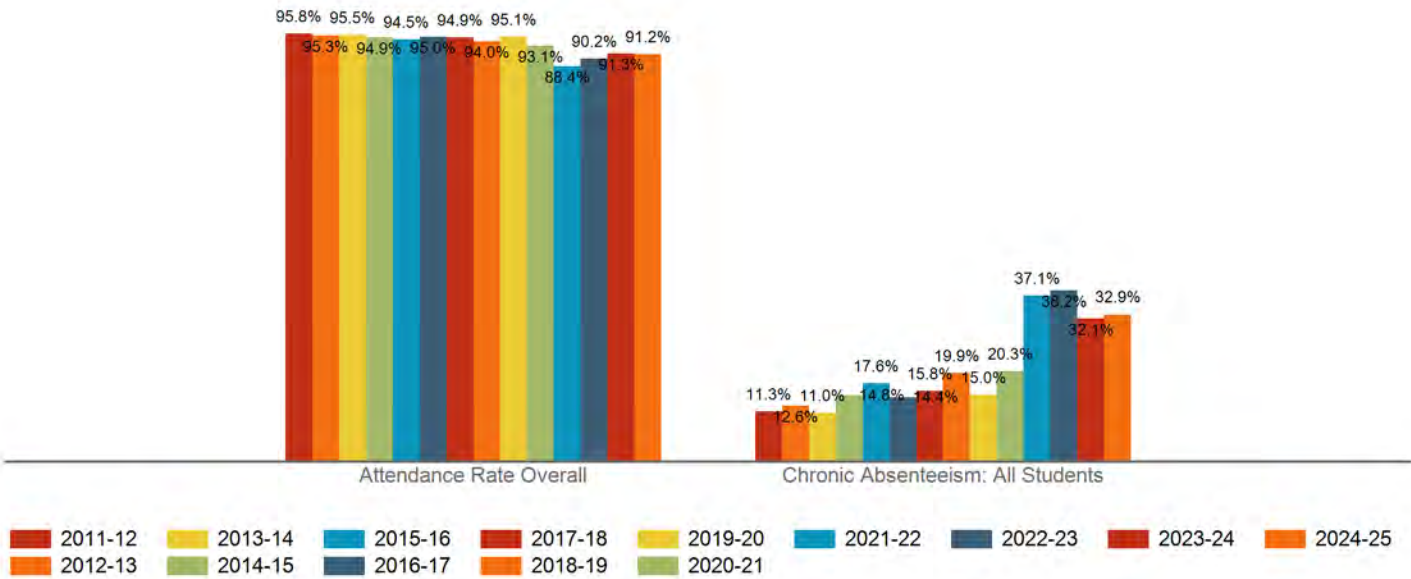
Grade Level Performance Summary (Overall and by Domain)

	Overall Development				Listening			Speaking			Reading			Writing		
Grade	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	80%	20%	0%	0%	70%	30%	0%	50%	50%	0%	80%	20%	0%	100%	0%	0%
01	33%	45%	15%	6%	39%	58%	3%	52%	48%	0%	27%	67%	6%	27%	42%	30%
02	31%	44%	25%	0%	11%	61%	28%	39%	58%	3%	61%	22%	17%	19%	81%	0%
03	21%	42%	36%	0%	9%	79%	9%	15%	70%	12%	39%	48%	9%	21%	58%	18%
04	29%	29%	32%	11%	32%	50%	18%	32%	46%	21%	46%	54%	0%	21%	71%	7%
05	14%	31%	55%	0%	14%	66%	21%	17%	52%	31%	41%	59%	0%	17%	66%	17%

Attendance/Chronic Absenteeism Rate

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	<p>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.</p> <p>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.</p>
Culture/Climate Goals	<p>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.</p> <p>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%).</p> <p>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.</p> <p>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.</p> <p>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.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
4	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.		School Community Worker
Total			

Attendance/Chronic Absenteeism Rate

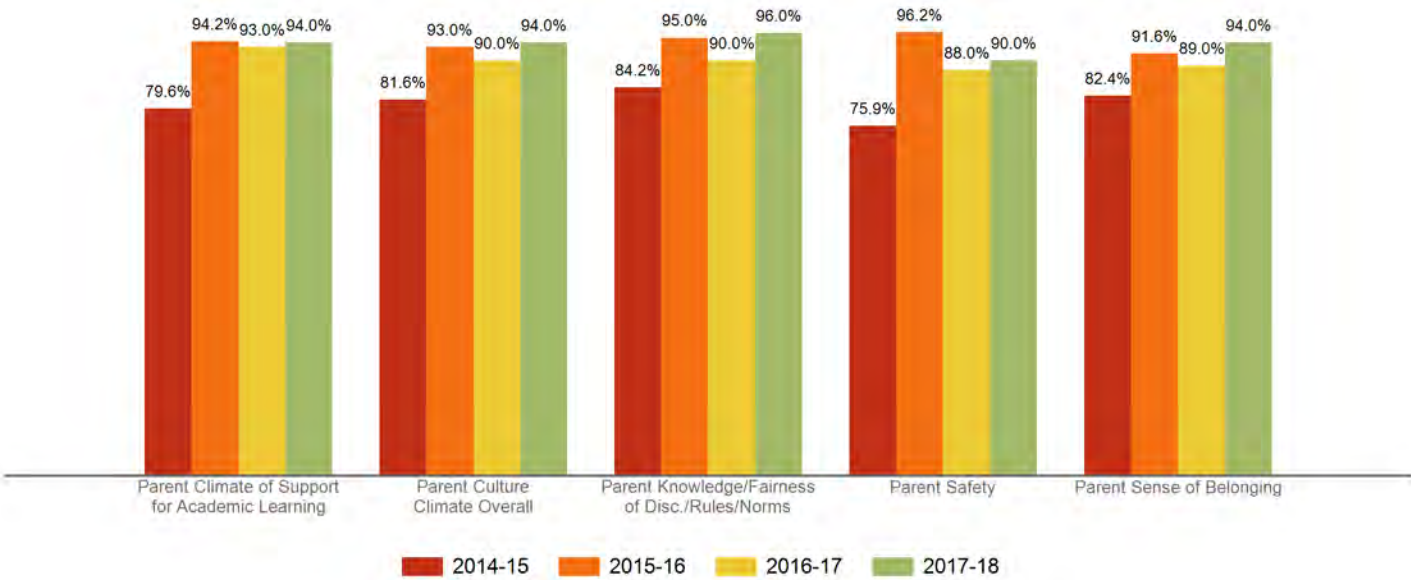
School Year: 23-24

Attendance/Chronic Absenteeism Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
17381	46	10/24/23	1/9/24	10	1	10
17398	0	10/2/23	12/22/23	30	0.25	7.5
17774	143	1/24/24	6/13/24	15	0.25	3.75
20213	43	4/26/24	6/13/24	10	0.75	7.5
	232					28.75

Culture-Climate Survey (Parent)

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	<p>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.</p> <p>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.</p>
Culture/Climate Goals	<p>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.</p> <p>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%).</p> <p>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.</p> <p>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.</p> <p>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.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	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.		Counselor

Culture-Climate Survey (Parent)

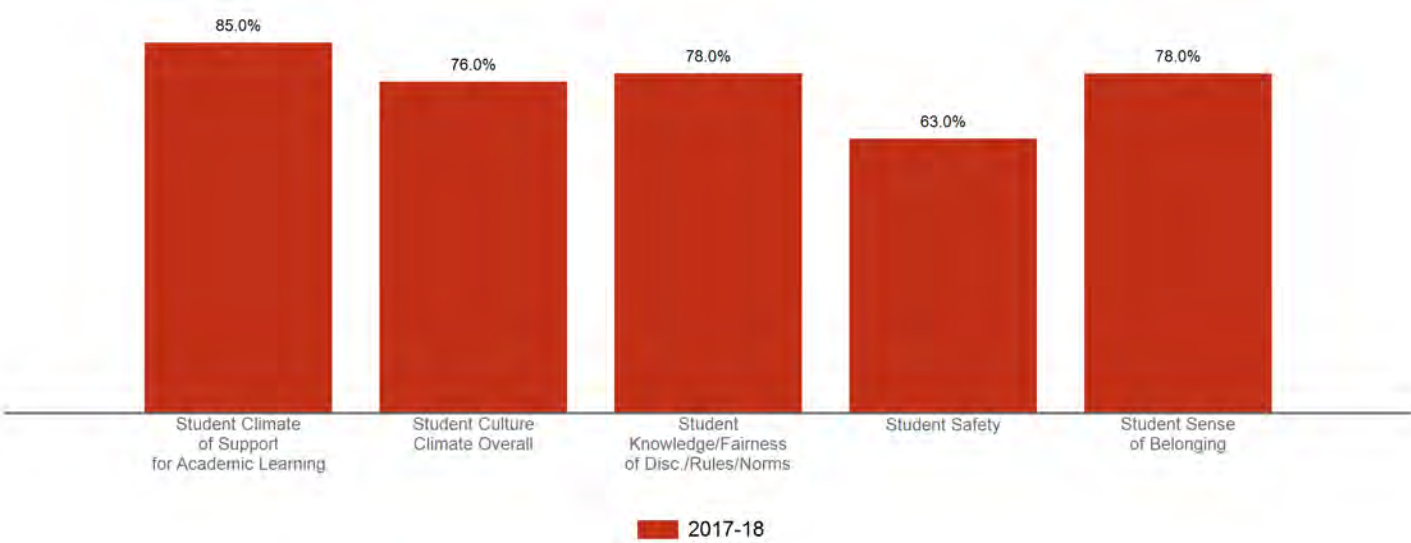
School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	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. 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.		Asst. Principal Elementary
4	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.		School Community Worker
Total			

Culture-Climate Survey (Student-Staff)

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	<p>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.</p> <p>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.</p>
Culture/Climate Goals	<p>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.</p> <p>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%).</p> <p>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.</p> <p>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.</p> <p>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.</p>



Budgeted Items			
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Culture-Climate Survey (Student-Staff)

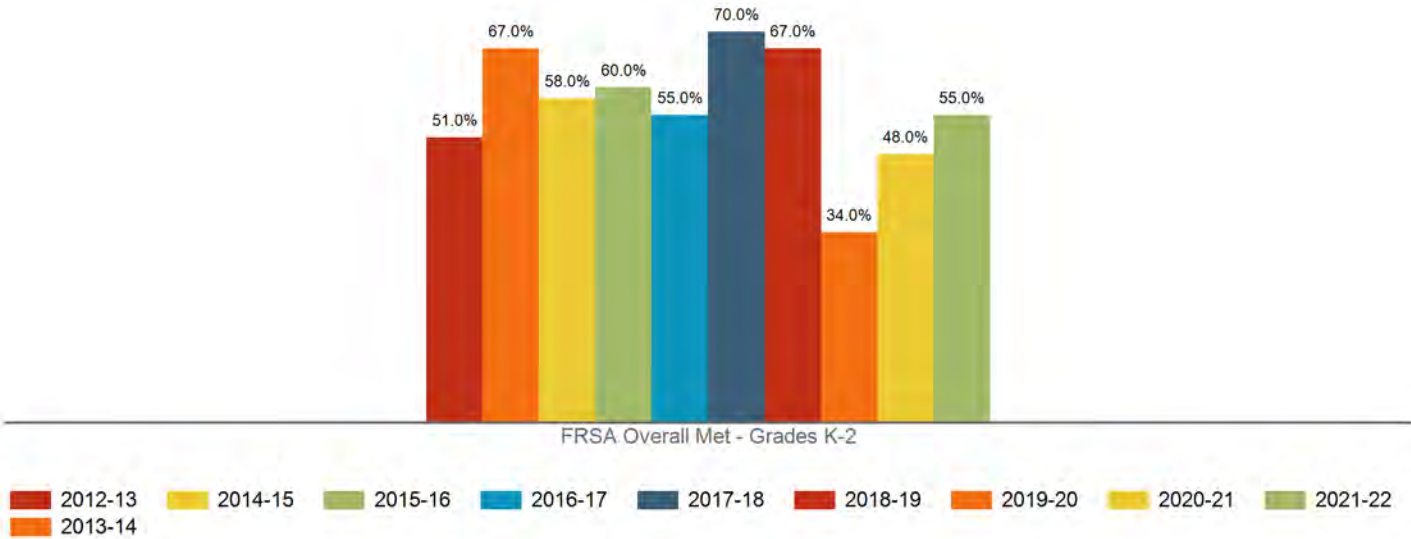
School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
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Total			

Elementary Reading - FRSA

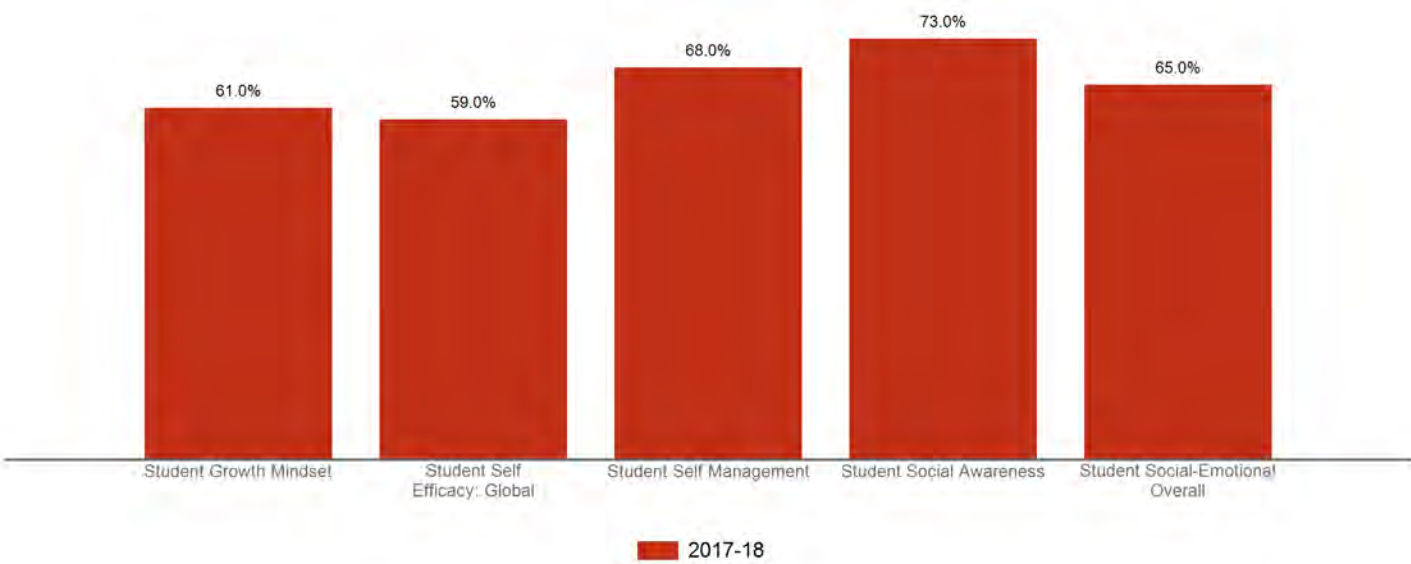
School Year: 23-24

Goals	
Area	Description
ELA Goals	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
5	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.		Program Facilitator
Total			

Goals	
Area	Description
Culture/Climate Goals	<p>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.</p> <p>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.</p>
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SEL Survey

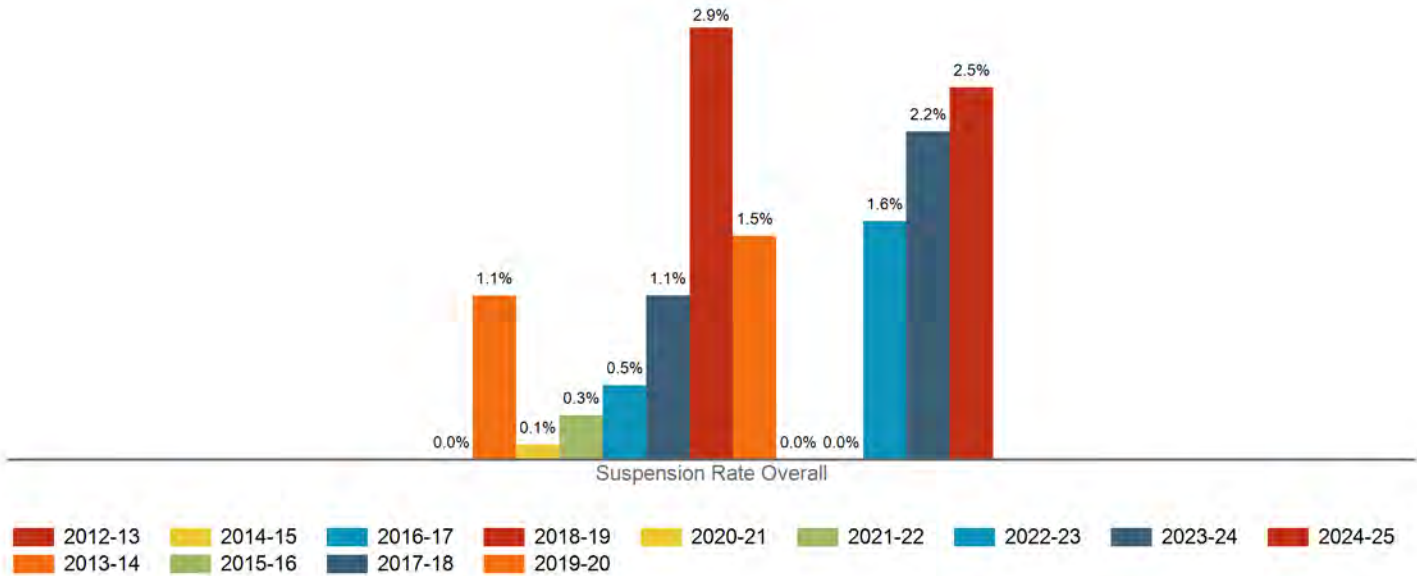
School Year: 23-24

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Total			

Suspension/Expulsion Rate

School Year: 23-24

Goals	
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Culture/Climate Goals	<p>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.</p> <p>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.</p>
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Suspension/Exclusion Rate

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	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. 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.		Asst. Principal Elementary
Total			

School Plan for Student Achievement Addendum 2024-2025

Additional Targeted Support and Improvement (ATSI) ▾

Harte Elementary School ▾

If TSI/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 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 above 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/TSI school. Resource Inequities and LBUSD'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/TSI responsibilities.

Date Approved by SSC

1/22/25

Signature of Principal



Signature of SSC Chair



Resource Inequities

Schools eligible for CSI, TSI, 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/TSI targeted student groups.

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

☒ **There are no resource inequalities in our SPSA.** Our CSI/ATSI/TSI targeted students are a priority and receive 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/TSI targeted students are being given 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 and Expectations framework. Since 2014, LBUSD District staff in an effort to better support sites 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 educational partners. 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 requiring 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.
- 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.
- 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 allow site teams to reflect upon their collective efforts and engage colleagues from other schools and 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 (Level office staff, curriculum leaders, and other district support departments) develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors (Level office staff, curriculum leaders, and other district support departments) 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, the LROIX platform developed by LBUSD's Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are "at-promise" across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, 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.

LONG BEACH

UNIFIED • SCHOOL • DISTRICT

Plan Escolar para el Logro Estudiantil Anexo 2024-2025

Elija la designación ▾ **ATSI**

Elija el nombre de la escuela ▾ **Harte Elem. Sch**

Si es ATSI, identifique los subgrupos:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Afroamericanos | <input type="checkbox"/> Jóvenes en hogares de crianza | <input type="checkbox"/> Desfavorecidos socioeconómicamente |
| <input type="checkbox"/> Indio americanos | <input type="checkbox"/> Hispanos | <input type="checkbox"/> Estudiantes con discapacidades |
| <input type="checkbox"/> Asiático-americanos | <input type="checkbox"/> Sin hogar | <input checked="" type="checkbox"/> Dos o más razas |
| <input type="checkbox"/> Estudiante que está aprendiendo inglés | <input type="checkbox"/> Isleños del pacífico | <input type="checkbox"/> Blancos |
| <input type="checkbox"/> Filipinos | | |

Atestación:

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI, por sus siglas en inglés)/ Apoyo y Mejora Específica Adicional (ATSI, por sus siglas en inglés).

SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI. Las inequidades de recursos y la sección CSI del LBUUSD se incluyen en este Anexo.

Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI.

Fecha de aprobación por el
SSC

1/22/2025

Firma del director



Firma del presidente del
SSC



Inequidad de recursos

Las escuelas elegibles para CSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI está dirigido:

☒ **No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI / ATSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.

☐ **Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

☐ **Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI / ATSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos (*opcional*)

Apoyo para las escuelas según se identifica en el LCAP del LBUSD

Apoyo para Escuelas Identificadas

El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visitas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear “listas de vigilancia”, es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa.
- Con base en la investigación y los análisis de “brechas” descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD

promovió en este proceso de toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.

- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el “rastreador de intervención” del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

Supervisión y evaluación de la eficacia

Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo:** El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases:** Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo:** Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director:** Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán “Listas de Vigilancia” que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función “escuelas a observar” permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están “en riesgo”, “severamente en riesgo”, “de alto riesgo” y “cautelosamente en riesgo” a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.



Bret Harte Elementary
1671 Phillips St. Long Beach, CA 90805
(562) 428-0333 – FAX (562) 428-7985
Home School Compact
2024-2025

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 by 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

**Pacto Entre Escuela y Hogar
2024-2025**

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 antes de 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, **Bret Harte Elementary** 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 **Bret Harte Elementary'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

Bret Harte Elementary School 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. **Bret Harte Elementary School** 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. **Bret Harte Elementary School** 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. **Bret Harte Elementary School** 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. **Bret Harte Elementary School** 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. **Bret Harte Elementary School** 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. **Bret Harte Elementary School** 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. **Bret Harte Elementary** 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. **Bret Harte Elementary School** 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. **Bret Harte Elementary School** 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. **Bret Harte Elementary School** 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. **Bret Harte Elementary School** 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
3. **Bret Harte Elementary School** 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. **Bret Harte Elementary School** 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
5. **Bret Harte Elementary School** 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
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: **the office staff** 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.

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PART V

ADOPTION

Bret Harte Elementary School 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 10/16/2024 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 11/4/2024. **Bret Harte Elementary School**, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Kimberly Carpenter
Signature of Principal

10/16/24
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 de 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 de Bret Harte** a 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 de 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 de 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:
 - 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 de 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 de Bret Harte** actualizará periódicamente sus Guía de Participación Escolar para las Familias para cumplir con las necesidades cambiantes de las familias y la escuela: 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 de 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 “School Messenger” y Canvas**
 - Se proporcionará cuidado de niños
- 5. La **escuela de Bret Harte** proveerá información actualizada a las familias acerca de los Programas de Título I durante el año lectivo:
 - 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 de 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: 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 de 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 de 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 de 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: 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 de Bret Harte** incorporará el Contrato entre la Familia y la Escuela como un componente de la Guía de Participación Escolar para las Familias:
 - Delinean 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
3. La **escuela de 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 de 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
5. La **escuela de 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
6. La **escuela de 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:
 - **el personal de la oficina 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 Escolar 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 **16 de octubre del 2024** y estarán vigentes por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el **4 de noviembre del 2024** o antes. La **escuela de Bret Harte**, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.

Kimberly Carpenter
Firma del Director(a)

16 de octubre del 2024
Fecha