

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bret Harte Middle School	01611926056931	April 12, 2023	May 24, 2023

Mission and Vision Statements

HUSD Vision: Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

HUSD Mission: We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

School planning and LEA assistance for each school that meets the criteria for CSI will be incorporated into the Local Control and Accountability Plan (LCAP) and school planning processes. [Assembly Bill 716](#), signed by the Governor on September 18, 2018, and codified in the California Education Code sections 64001–65001, streamlines and aligns state and federal planning processes. Effective January 1, 2019, this law renames the Single Plan for Student Achievement to the School Plan for Student Achievement (SPSA). Additionally, the law contains the following key provision:

Allows the SPSA to meet ESSA requirements for comprehensive or targeted support and improvement planning

Upon notification by the LEA, **the school** is required to collaborate with educational partners to:

- Develop and implement a school-level plan to improve student outcomes

The school plan must:

- be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals; and
- identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

For this section, all schools will select “Schoolwide Program.” In addition, if your school is in [CSI](#), [TSI](#), or [ATSI](#), you will need to also select those boxes as applicable.

Schoolwide Program

Additional Targeted Support and Improvement

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

ATSI: There are 22 schools in the district which have been identified for Additional Targeted Support and Improvement (ATSI). Per the CA Dashboard Technical Guide, “Schools are eligible for ATSI if one or more student groups meet one of the following criteria:· All indicators at the lowest status level; or· All indicators at the lowest status level but one indicator at another status level”Our site is one of the sites that was identified as ATSI.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Bret Harte MS developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

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Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

NOTE: ELAC and SSC are required educational partner groups. Suggested groups include AASAI and other parent groups at your site, staff meetings, ILT, and/or possibly a needs assessment sent to parents.

Involvement Process for the SPSA and Annual Review and Update

The School Site Council, comprised of administration, parents, students, teachers and support staff engaged in ongoing discussion of the goals and progress of the SPSA. With input from SBDM, ELAC, AASAI, and ILT the School Site Council was able to shift funds to meet student needs and develop allocation recommendations for the 2023-2024 SPSA. The SPSA was presented to staff and parents throughout the year in various venues and input was collected from partners related to academic and social emotional needs of students.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Our site has a variety of inequities related to facilities and equipment as well as access to modern amenities and technology on campus. We have developed ways to work around that and have been able to offer new and exciting STEAM options to our students, we have also actively applied for grants to expand STEAM opportunities to the core curriculum. Another inequity at our site is related to our RTI model for social-emotional needs and student needs that come up in COST. We have a small number of providers at the school and in the area for referrals.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.36%	0.55%	1	2	3
African American	16.9%	16.30%	15.96%	95	90	87
Asian	2.7%	4.71%	4.4%	15	26	24
Filipino	3.6%	3.44%	3.49%	20	19	19
Hispanic/Latino	61.4%	62.50%	62.57%	345	345	341
Pacific Islander	3.6%	2.54%	2.75%	20	14	15
White	5.7%	5.07%	5.32%	32	28	29
Multiple/No Response	5.9%	5.07%	4.77%	33	28	26
Total Enrollment				562	552	545

Conclusions based on this data:

Enrollment declined for three years, but increased in 2019-20. For the past three years (through 2022-23) we have had consistent enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	114	96	80	20.30%	17.4%	14.7%
Fluent English Proficient (FEP)	148	167	160	26.30%	30.3%	29.4%
Reclassified Fluent English Proficient (RFEP)	7			6.1%		

Conclusions based on this data:

We need to increase reclassification rates among students before high school. Rates significantly dropped after 2019-20.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	287	267		0	249		0	248		0.0	93.3	
Grade 8	274	286		0	274		0	271		0.0	95.8	
All Grades	561	553		0	523		0	519		0.0	94.6	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2506.			5.24			27.02			31.45			36.29	
Grade 8		2525.			6.64			23.25			38.38			31.73	
All Grades	N/A	N/A	N/A		5.97			25.05			35.07			33.91	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7		8.87			58.06			33.06		
Grade 8		11.07			58.67			30.26		
All Grades		10.02			58.38			31.60		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		9.72			61.54			28.74	
Grade 8		8.86			57.56			33.58	
All Grades		9.27			59.46			31.27	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		8.87			68.95			22.18	
Grade 8		7.75			76.01			16.24	
All Grades		8.29			72.64			19.08	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		9.68			62.50			27.82	
Grade 8		12.18			67.53			20.30	
All Grades		10.98			65.13			23.89	

Conclusions based on this data:

Students are struggling most in the Reading claim in English. Over the past year since the pandemic, overall student scores have remained fairly consistent in the Standard Not Met category. However, we have lost students in the Exceeded category. It appears that there has been some back-slide from Exceeding to Met and Nearly Met.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	287	267		0	243		0	241		0.0	91.0	
Grade 8	274	286		0	275		0	275		0.0	96.2	
All Grades	561	553		0	518		0	516		0.0	93.7	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2459.			4.98			9.13			26.97			58.92	
Grade 8		2470.			6.18			5.45			21.82			66.55	
All Grades	N/A	N/A	N/A		5.62			7.17			24.22			62.98	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7		5.39			38.59			56.02		
Grade 8		6.91			39.64			53.45		
All Grades		6.20			39.15			54.65		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		3.73			46.89			49.38	
Grade 8		5.09			43.27			51.64	
All Grades		4.46			44.96			50.58	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		6.22			58.09			35.68	
Grade 8		4.36			59.64			36.00	
All Grades		5.23			58.91			35.85	

Conclusions based on this data:

Students are struggling most in the Concepts & Procedures claim. Over the past year since the pandemic, overall student scores have remained fairly consistent in the Standard Nearly Met category. However, we have lost students in the Exceeded and Standard Met categories. It appears that there has been some back-slide from Exceeding and Met to Nearly Met and Not Met.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
552	59.8	17.4	0.4
Total Number of Students enrolled in Bret Harte Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	96	17.4
Foster Youth	2	0.4
Homeless	6	1.1
Socioeconomically Disadvantaged	330	59.8
Students with Disabilities	57	10.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	90	16.3
American Indian	2	0.4
Asian	26	4.7
Filipino	19	3.4
Hispanic	345	62.5
Two or More Races	28	5.1
Pacific Islander	14	2.5
White	28	5.1

Conclusions based on this data:

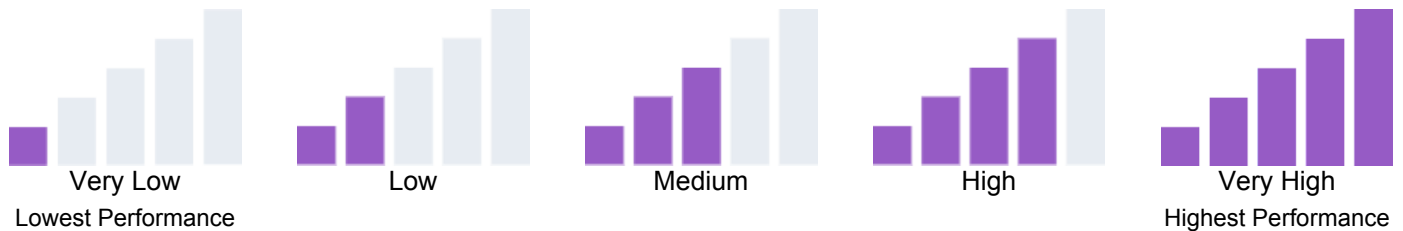
Our percentage of students who are in the Low SES category has increased over the past three years, as has our percentage of EL's. We typically have a higher rate of Foster Youth than other middle schools.

School and Student Performance Data

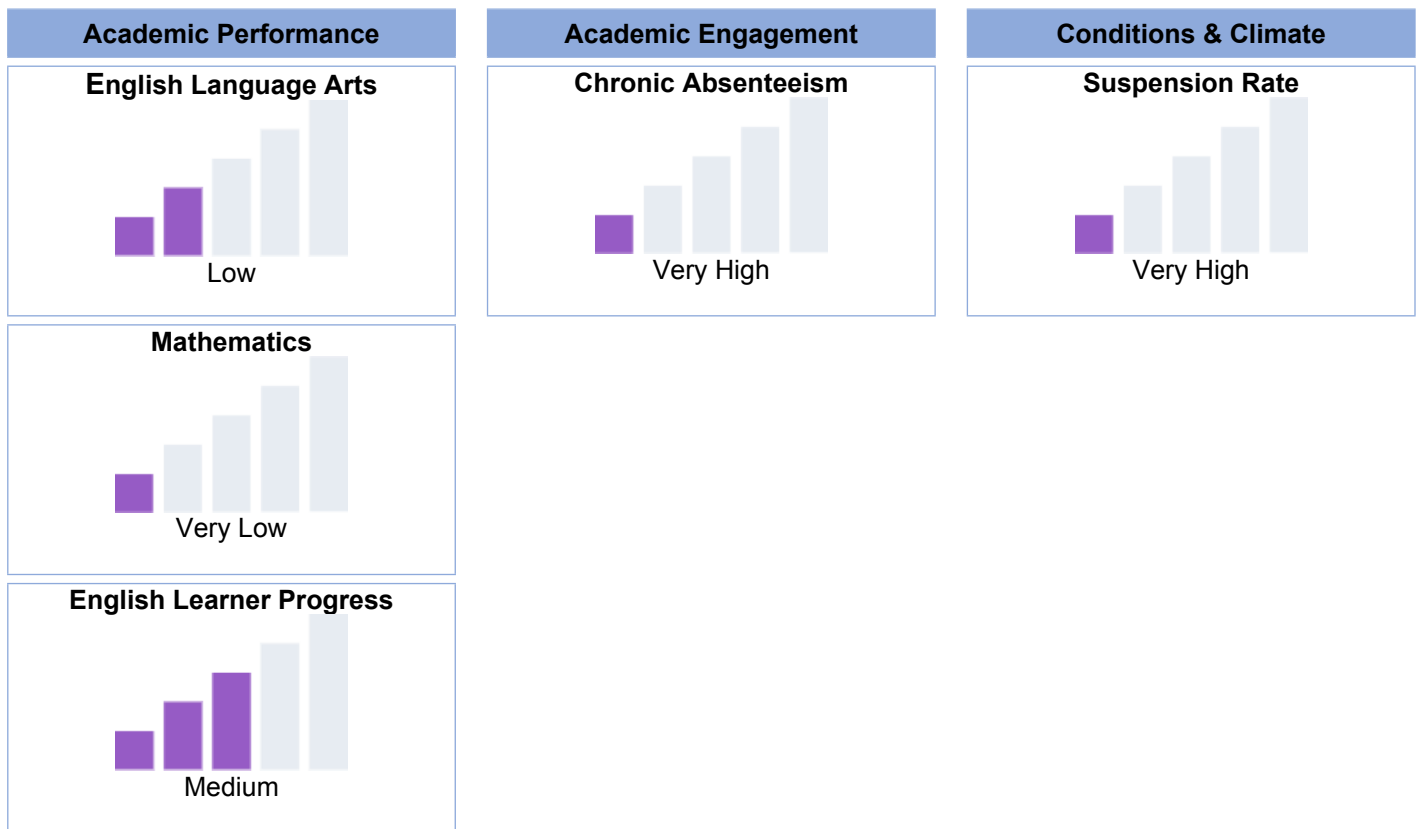
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

We have made gains in our school climate initiatives through restorative practices and Culturally Responsive Teaching. We need new approaches to address the impact of the pandemic on students. Our suspension rate increased significantly post-pandemic. Although it has decreased in the 2022-23 school year, we need more interventions to address student social-emotional needs and trust building around campus. We have also seen a

huge increase in truancy post-pandemic. Even for non-health related reasons, students are missing significant amounts of school.

School and Student Performance Data

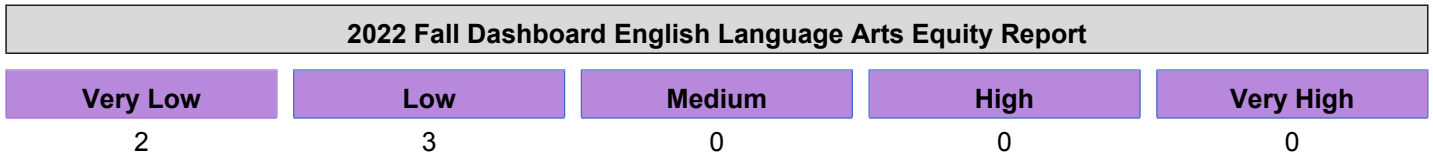
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

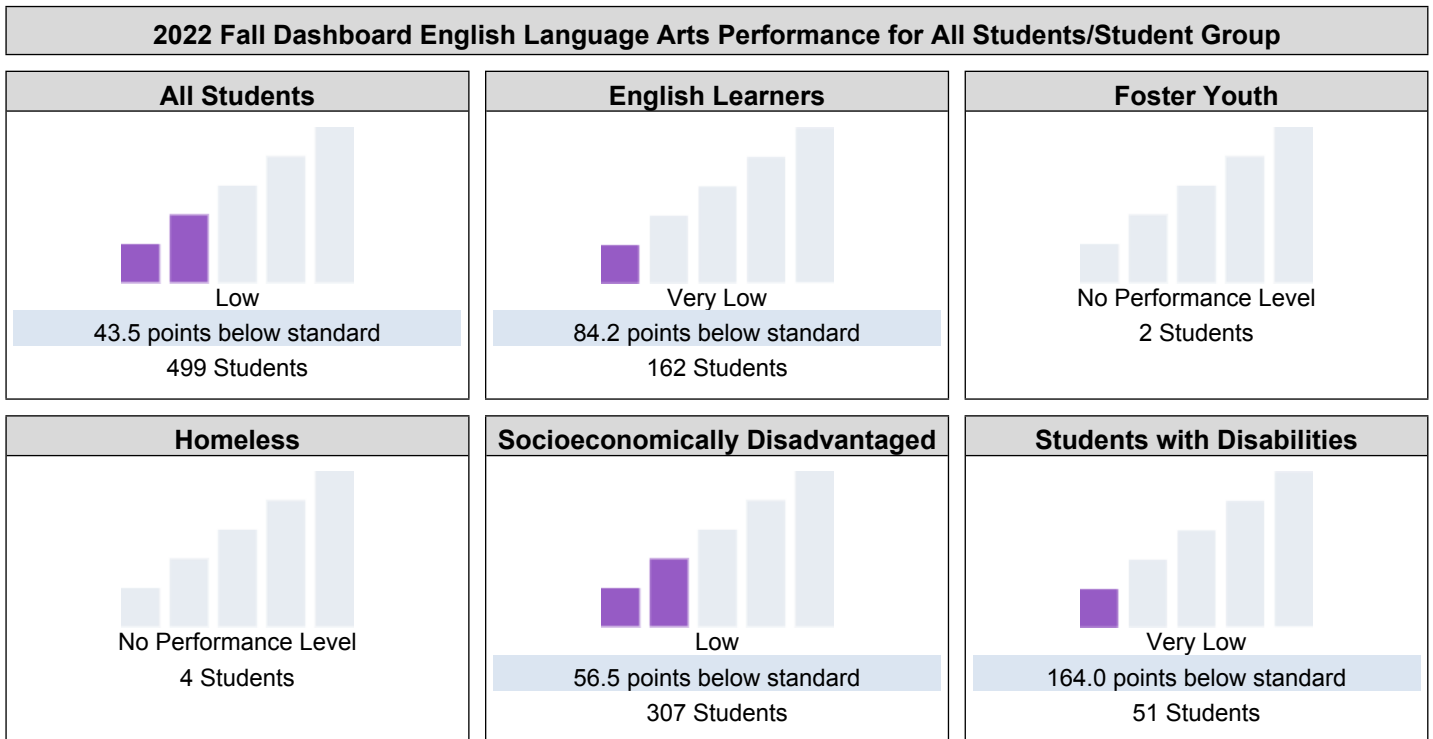
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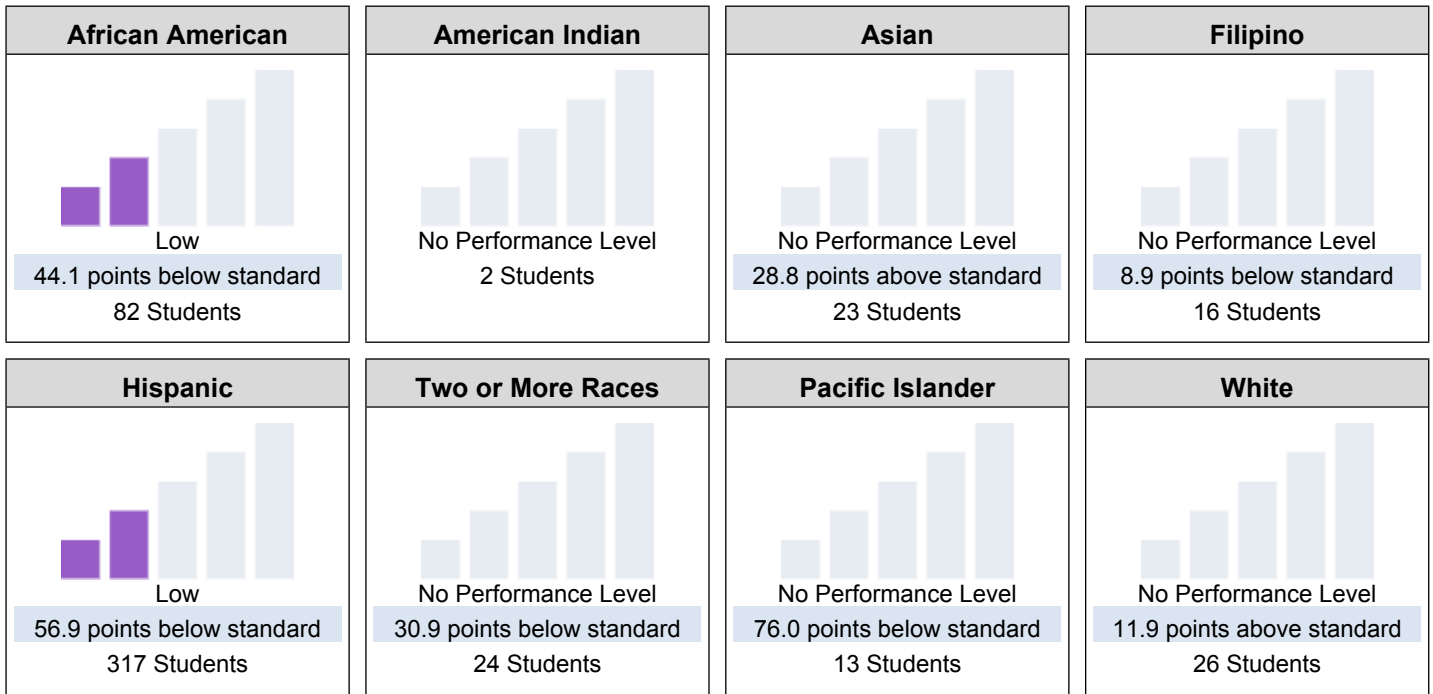
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
120.0 points below standard 83 Students	46.6 points below standard 79 Students	34.0 points below standard 259 Students

Conclusions based on this data:

African American and Latinx student scores are still significantly below their white and Asian classmates. Our groups are all scoring in the Low or Very Low bands.

School and Student Performance Data

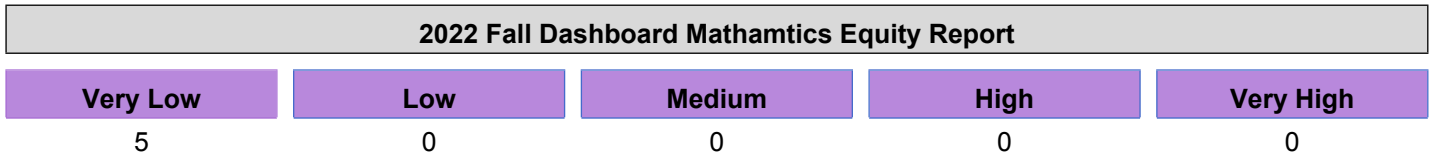
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

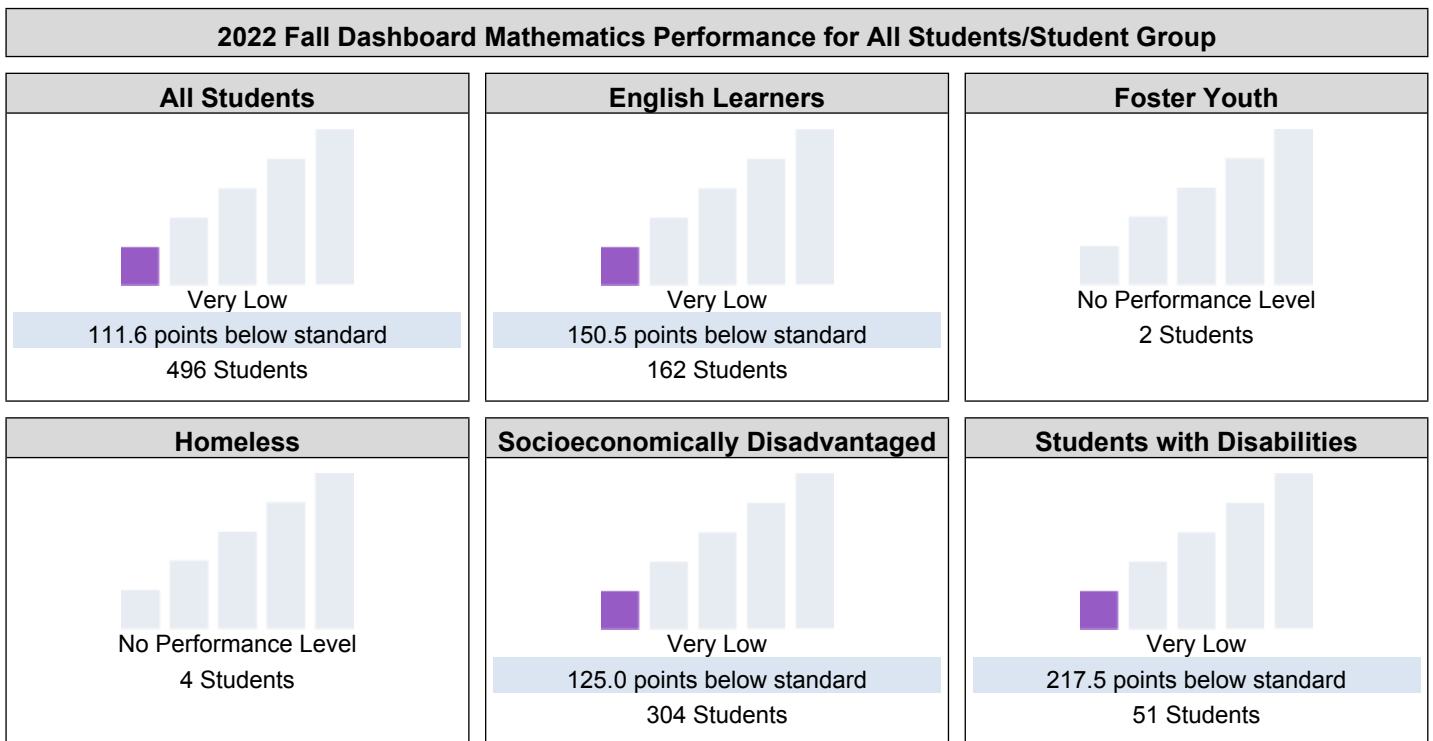
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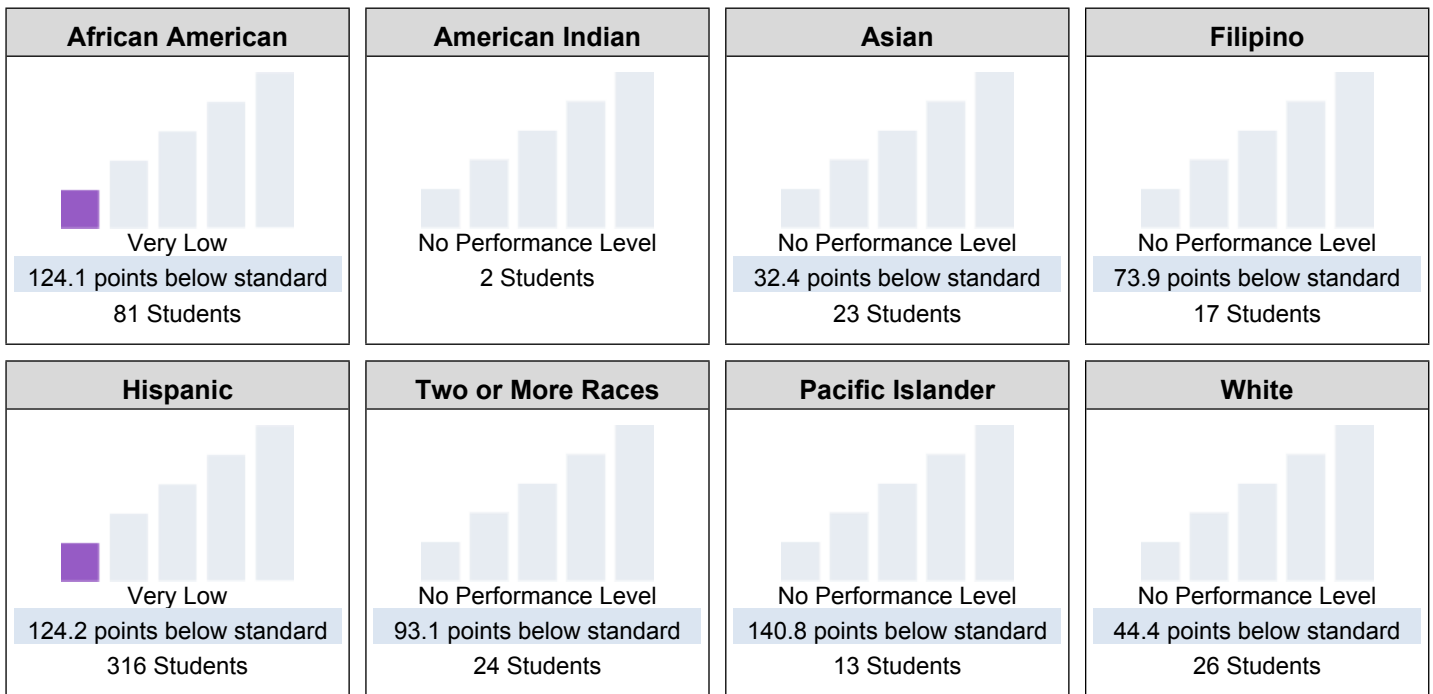
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">175.4 points below standard</p> <p>84 Students</p>	<p style="background-color: #e6f2ff;">125.2 points below standard</p> <p>79 Students</p>	<p style="background-color: #e6f2ff;">102.0 points below standard</p> <p>259 Students</p>

Conclusions based on this data:

We need to make significant progress in students meeting standard in Math. All of our groups are below standard in the Very Low category.

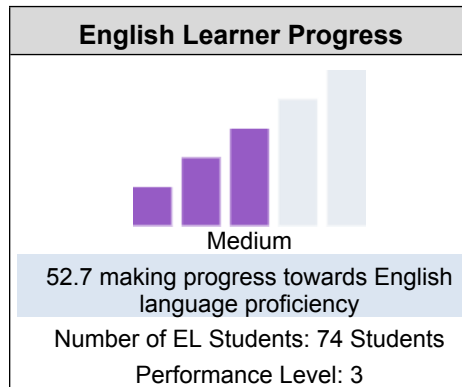
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.6%	29.7%	0.0%	52.7%

Conclusions based on this data:

Most students progressed at least one level.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

This section does not apply to middle school.

School and Student Performance Data

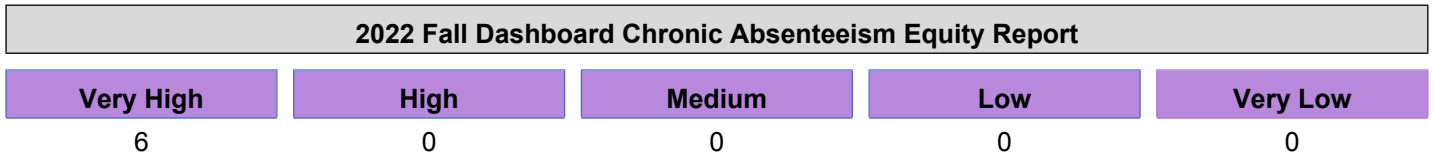
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

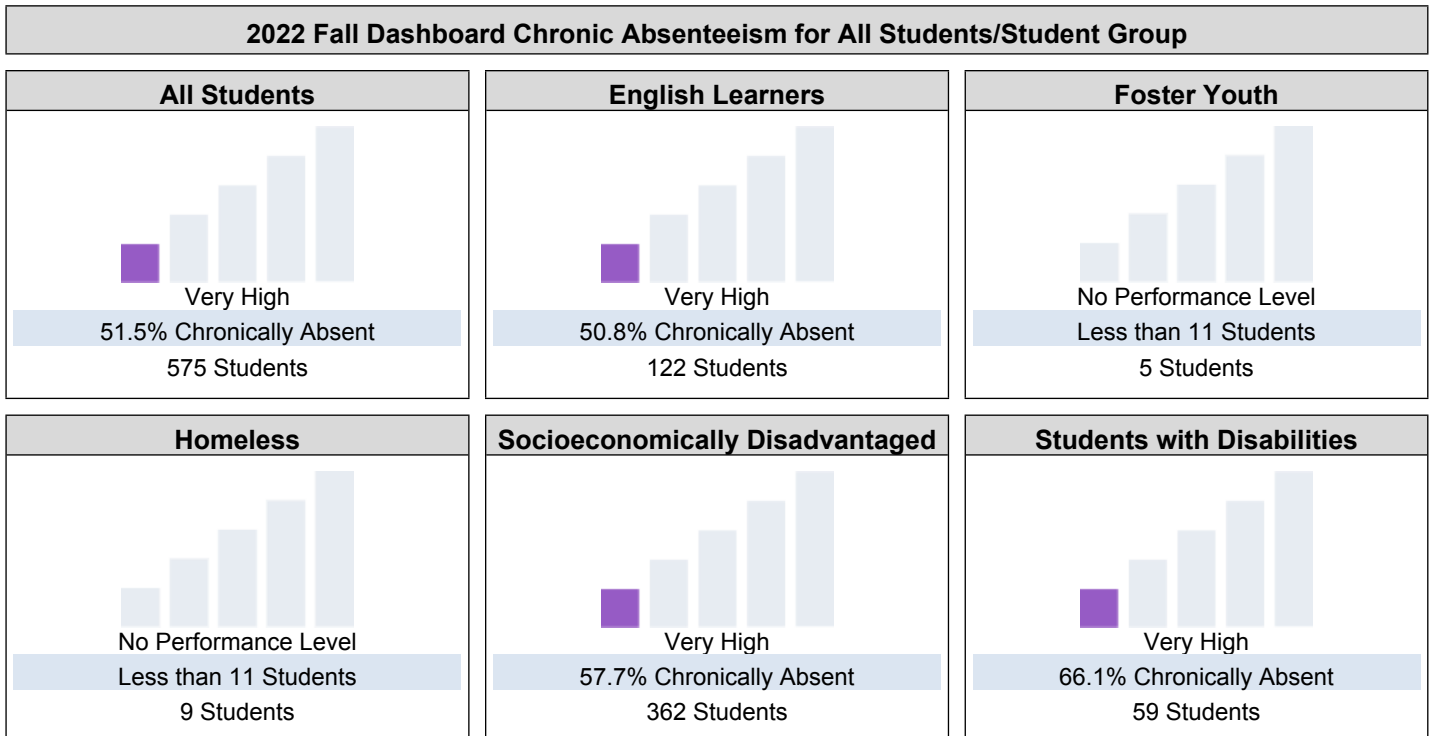
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



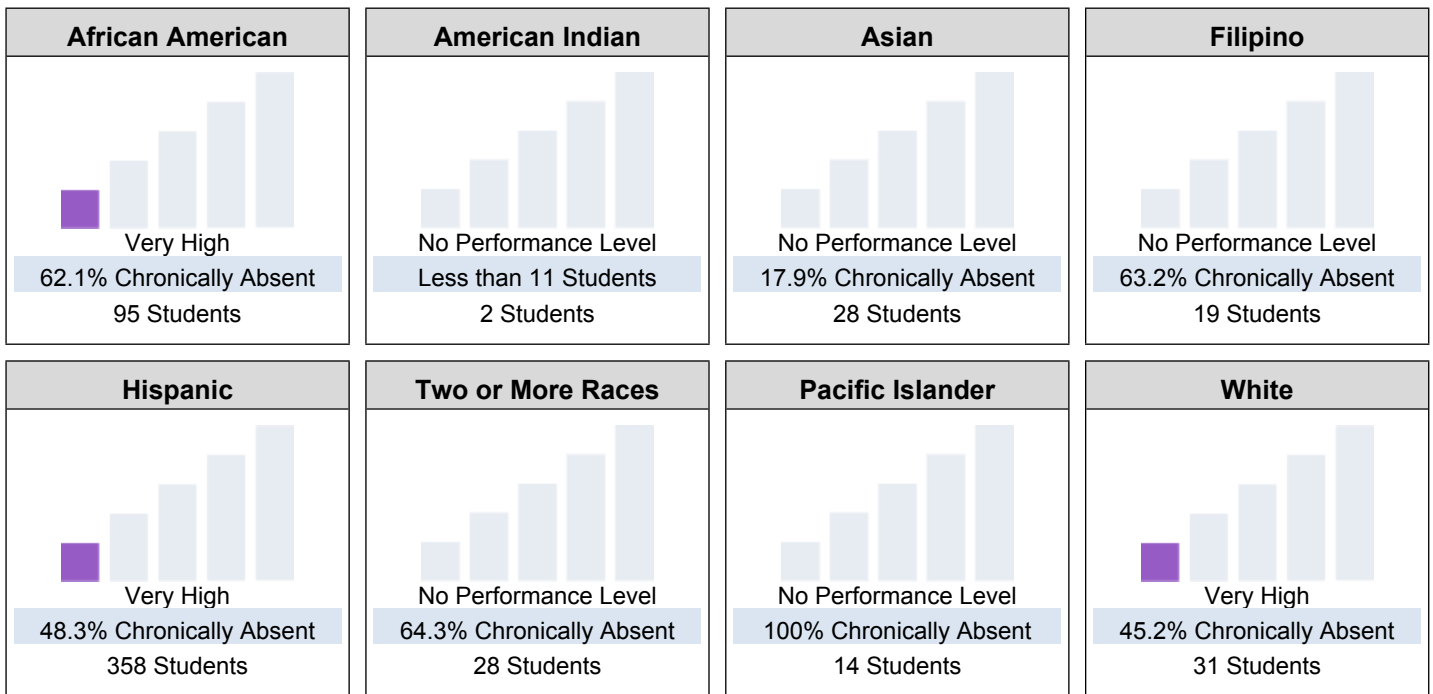
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

Chronic absenteeism is increasing across all student groups. The 2021-22 school year is not a good representation of attendance because of the county and state mandated quarantines that applied to public schools. Students missed a lot of school based on Covid related quarantines. In 2022-23 the attendance has still been poor, but much better than the previous year.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

This section does not apply to middle school.

School and Student Performance Data

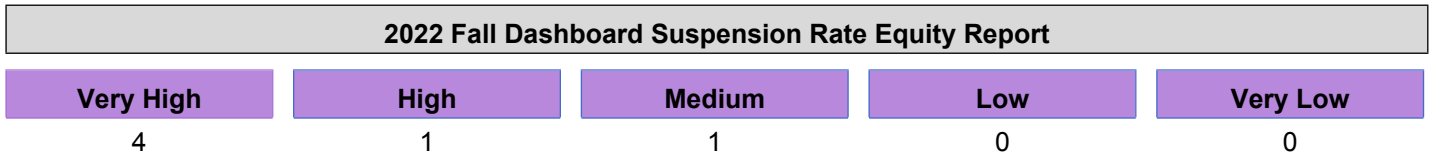
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

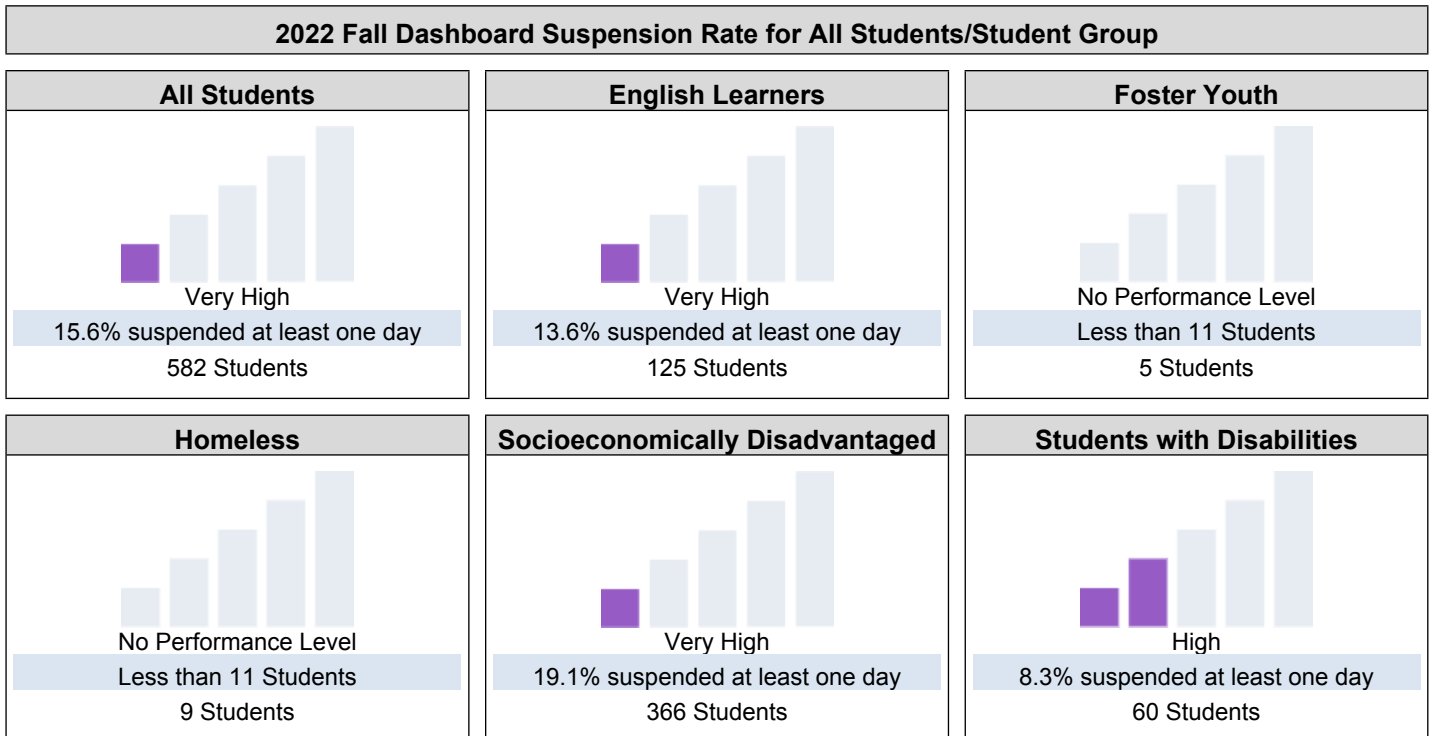
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



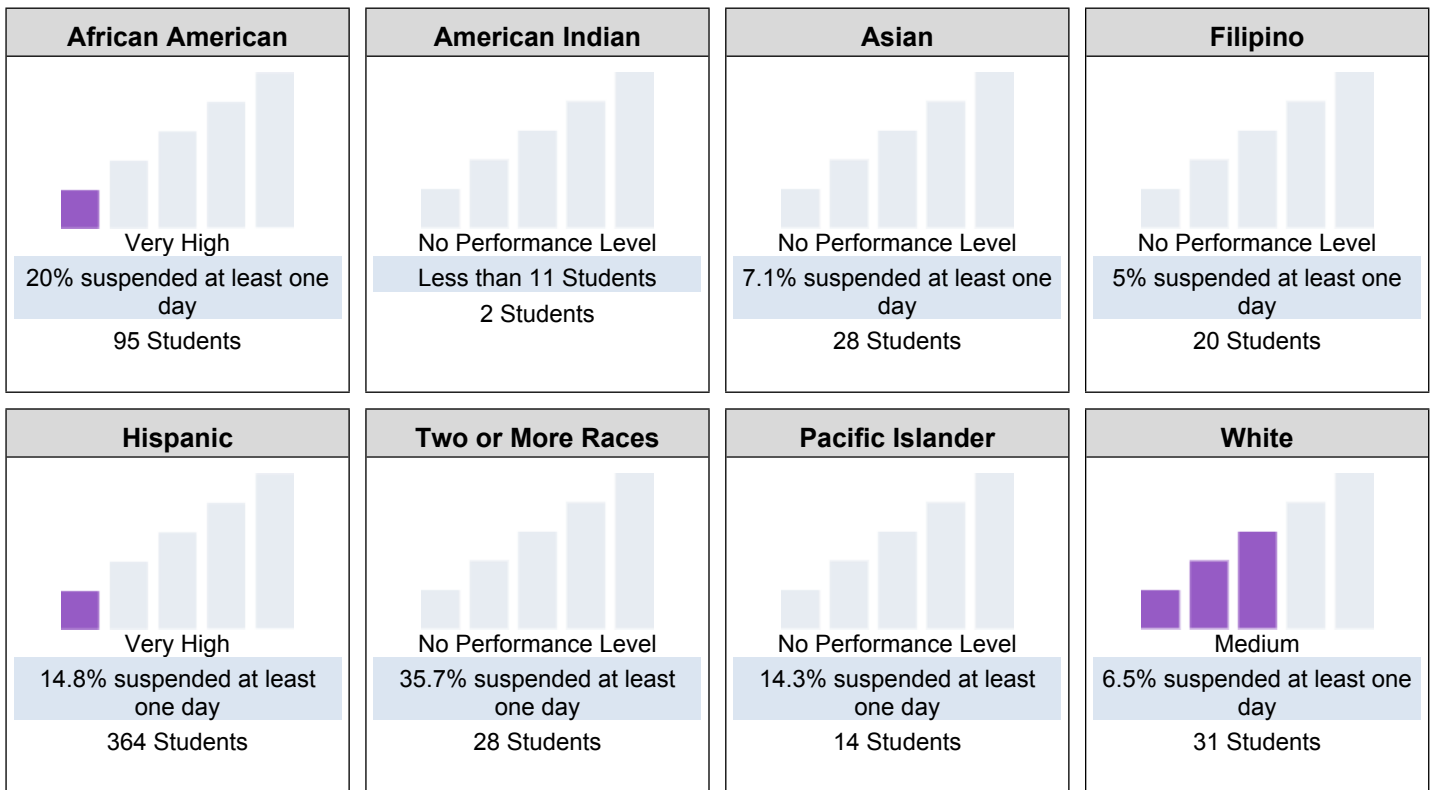
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

Suspension rate overall was decreasing before the pandemic. However, suspension rates and school climate overall suffered quite a bit post-pandemic. In 2021-22 the suspension rates increased significantly. This year, 2022-23, suspension rates have declined somewhat, but are still higher than they were in 2018-19.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Deeper Learning -- Language and Literacy

LEA/LCAP Goal

Hayward Unified School District believes that literacy is a civil right, and that literacy instruction takes place across all grade levels. Literacy and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient readers and writers. To this end, the district is emphasizing the importance of early literacy, promoting multilingualism through its dual language programs, and providing professional development for teachers supporting students in secondary grades.

Goal 1

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments. All significant subgroups of students will increase performance on CAASPP ELA by 10%.

Identified Need

Bret Harte students are under-performing in ELA in comparison with local and state levels. The Growth Measures Report ELA assessment administered in September 2022 identified students who are struggling readers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP, Benchmark assessments, Formative & Summative course assessments	Approximately 69% of students are below standard in ELA.	10% Increase in students achieving at standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will work in Professional Learning Communities (PLC's) to create units and lessons that are rigorous and engaging and are aligned to the CCSS. Special consideration will be given to supporting English Learners through vocabulary exercises aligned to the CCSS. Teachers will continue to receive professional development around Culturally Responsive Teaching (CRT) and

Deeper Learning, and we will continue to integrate our Anti-Bias/Anti-Racism (AB/AR) training in support of dismantling systems at our school that are inequitable or produce predictable outcomes for some student groups. Site Professional development will be facilitated by administration and the Instructional Leadership Team and will include a focus on inquiry around CRT, AB/AR and Deeper Learning Practices. We will continue to look at trust and relationships in the classroom as a means to facilitating learning partnerships (emphasized through CRT) and will utilize the Social Emotional Learning Competencies to support student growth. Additionally, staff will focus on structures to support meaningful, productive collaboration. Professional development will continue to be offered at monthly staff meetings, PLC collaboration meetings, district training and county offered training. Researched based professional development opportunities focused on CRT, Deeper Learning, ELA and Social Science content, and other site needs will also be sought out. We will continue our elective program with a focus on building STEAM opportunities for our students. ELA 7 classes will have access to teaching poets in the classroom through SPARC Poetry. Upfront magazines and National Geographic History will be purchased as supplemental materials for Social Science, ELA and Literature classes. No Red Ink online ELA content will be used to supplement ELA and Literature instruction in both grades 7 and 8. PUENTE program will continue at Bret Harte in 7th grade and 8th grade. Social Science teachers will have access to the Document Based Questions (DBQ) binders for student use and to engage in evaluation of nonfiction text and will begin work on Project Based Learning units with the assistance of an instructional coach. The Mandarin World Language course will continue to foster development of a language pathway program from our DLI feeder Stonebrae Elementary to Bret Harte to Hayward High. Supplemental materials will be purchased for the Mandarin language class to practice writing characters. Our site will engage Latinx and African American students in STEAM activities, college readiness and leadership in their ELA and social science class selections and motivate Latino and African American students through study trips, incentives, award celebrations and outside learning activities and opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Professional Development
13,015	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Contract: Spoken Word Poetry Instruction
13,200	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Contract: Gold Education PBL Coaching & Development
2,000	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined PUENTE
2,000	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined AVID

1,144	Title I 3010 Supplemental materials & supplies
2,000	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Hourly pay for teacher planning
1,500	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Substitutes for teacher collaboration and professional development
1,800	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Supplementary reading materials: UpFront magazines
8,550	Title I 3010 No Red Ink online student writing & reading support licenses
1,500	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Books for Library

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Response to Intervention (RTI)

Bret Harte classrooms and community environments will be culturally responsive learning environments where every student has representation and honor. Teachers will be provided an opportunity to share the most effective strategies in ELA as it applies to specific students in grade-level meetings and through detailed analysis of student work and discussion of student outcomes in PLC meetings. To expand opportunities in general education, class modifications and adjustments will be supported and meetings will be planned to address student academic concerns at the early stages. Based on academic achievement and teacher or counselor recommendation, students will be referred to an after school enrichment program for ELA. This support will be offered with the approval of parents to students who struggle in core classes, as evidenced by progress report and quarter grades and teacher input. Intervention programs will be purchased to support struggling readers and emerging bilingual students.

Staff, students, and community will create environments where each student's cultural/linguistic identity is respected, self-esteem, self-motivation, and learner autonomy are developed, and social skills and competency are modeled and practiced. Interactions and instruction will be intentionally planned and structured to develop a sense of community, self-determination, trust, and democracy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Hourly pay for: After school Restorative Practices, Deeper Learning, CRT, or content training
1,000	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined After School intervention hourly pay
800	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined AASAI Activities & Materials

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The pieces that were fully implemented were the contracts, purchase of materials and supplemental programs, Professional Development and STEAM support for African American students. We provided training in Restorative Practices and Culturally Responsive Instruction, Deeper Learning, Anti-Bias & Antiracist Teaching, and Social Emotional Learning. We partnered with NAACP to do after school tutoring, so some funds for tutoring were not used. Due to district level issues related to providing pull-out intervention in middle school, we were unable to provide targeted intervention during the school day. The strategies that were most effective in improving student achievement were the coaching for individual teachers and departments in research based pedagogy, the professional development opportunities, and the focus on professional learning around the Social Emotional Learning Competecies. Purchase of materials and supplies is a huge benefit to our students. Last, the African American Family Conference was a huge success. We were able to host almost 100 families and provide them with materials and educational informaiton. The presentations and the keynote speaker were well received. The data we have to show the impact of these strategies are mainly feedback from teachers, parents, and students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While we had some teachers take advantage of additional training and professional development, we did not reach our goal for the number of teachers or the frequency of the training that we would have liked. We were unable to fund a position to support pull-out intervention, so our SSC

determined that those funds would be better used for counseling support. This was helpful, but only impacted about 1/4 of the school year.

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

After reviewing preliminary data from professional development and seeking input from ILT, SBDM and teachers in the English and Social Science departments, we plan to provide additional funds for training and professional development and also to provide coaching on Project Based Learning to our Social Science teachers. These changes can be found in the ELA, Math, School Climate, EL and Attendance actions

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Deeper Learning -- Mathematics

LEA/LCAP Goal

Hayward Unified School District emphasizes the importance of comprehensible mathematics instruction across all grade levels. Mathematics and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient in numeracy, algebraic concepts and thinking, and higher level math including trigonometry and calculus.

Goal 2

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments. All significant subgroups of students will increase performance on CAASPP Math by 10%.

Identified Need

Bret Harte students are under performing in Math in comparison with local and state levels. The 2021-22 CAASPP assessments indicated that students struggled with Math Concepts and Procedures more than other claims. Bret Harte's focus students include significant subgroups of African American students, Hispanic/Latino students, Special Education students, foster youth, English Learners, and socio-economically disadvantaged students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP, Benchmark assessments, Formative & Summative course assessments	Approximately 87% of students are below standard in Math	10% Increase in students achieving at standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will work in Professional Learning Communities (PLC's) to create units and lessons that are rigorous and engaging and are aligned to the CCSS. Teachers will continue to receive professional development around Culturally Responsive Teaching (CRT) and Deeper Learning, and we will continue to integrate our Anti-Bias/Anti-Racism (AB/AR) training in support of dismantling systems at our school that are inequitable or produce predictable outcomes for some

student groups. Site Professional development will be facilitated by administration and the Instructional Leadership Team and will include a focus on inquiry around CRT, AB/AR and Deeper Learning Practices. We will continue to look at trust and relationship building in the classrooms as a means to creating learning partnerships (emphasized through CRT) and will utilize the Social Emotional Learning Competencies to support student growth. Additionally, staff will focus on structures to support meaningful, productive collaboration. Coaching on literacy strategies and structures will be provided by a professional contractor for our Science department. This coaching will focus on reading primary source documents and sourcing evidence from more than one reference and integrating group work. Professional development will continue to be offered at monthly staff meetings, PLC collaboration meetings, district training and county offered training. Professional development opportunities focused on CRT, AB/AR Deeper Learning, Math and Science content, and other site needs will also be sought out. We will continue our elective program with a focus on building STEAM opportunities for our students. STEAM classes will include Engineering 1 and 2, as well as Advanced Art which will include 3D design and modeling as well as coding and website and digital portfolio development. A new STEM elective will be offered through the Science department for 8th grade students. All students will have access to STEAM content in core curriculum through Science classes. Our site will engage Latino and African American students in STEAM activities, college readiness and leadership in their math and science class selections and motivate female and Latino and African American students through study trips, incentives, award celebrations and outside learning activities and opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,600	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Contract: Coaching for Science Department
2,000	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Professional Development
1,800	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Hourly pay for teacher planning
1,000	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Substitutes for professional development and coaching

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Bret Harte classrooms and community environments will be culturally responsive learning environments where every student has representation and honor. Teachers will be provided an opportunity to share the most effective strategies in Math as it applies to specific students in gradelevel meetings and through detailed analysis of student work and discussion of student outcomes in PLC meetings. To expand opportunities in general education, class modifications and adjustments will be supported and meetings will be planned to address student academic concerns at the early stages. Based on academic achievement and teacher or counselor recommendation, students will be referred to an after school enrichment program for Math. This support will be offered with the approval of parents to students who struggle in core classes, as evidenced by progress report and quarter grades and teacher input.

Staff, students, and community will create environments where each student’s cultural/linguistic identity is respected, self-esteem, self-motivation, and learner autonomy are developed, and social skills and competency are modeled and practiced. Interactions and instruction will be intentionally planned and structured to develop a sense of community, self-determination, trust, and democracy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Hourly pay for after school Restorative Practices, CRT, AB/AR, Content, or Deeper Learning
1,000	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Hourly pay for after school tutoring
800	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined AASAI Activities & Materials

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies that were most effective in improving student achievement were the access to Restorative Practices coaching and professional development as well as parent events that brought the community together. Teachers had overwhelmingly positive responses to the Restorative Practices coaching and shared that they found many useful activities to take with them and have a

better idea how to approach integrating the SEL Competencies into their lessons. Last, the African American Family Conference was a huge success and well attended. We were able to host almost 100 families and provide them with supplies and tools for home, and the keynote speaker and other presenters were well received.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While we had some teachers take advantage of additional training and professional development, we did not reach our goal for the number of teachers or the frequency of the training that we would have liked. We were unable to send some classes on planned field trips.

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

After reviewing data and feedback in the CA Healthy Kids and CA School Parent surveys, as well as seeking input from parents and SBDM and ILT, we have made some changes to the actions for next year. We have allocated funds to additional professional development in Restorative Practices, Culturally Responsive Teaching and Anti-Bias /Antiracist teaching practices. These changes can be found in the ELA, Math, School Climate and Attendance actions

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Deeper Learning -- English Language Development

LEA/LCAP Goal

The Hayward Unified School District has provided all comprehensive school sites with an allocation for a credentialed site English Learner Specialist, along with two recently adopted core English Language Arts curricula, both of which have built-in support for English Learners. The district offered professional development to all ELA teachers as part of its rollout of these adoptions, and continues to offer follow-up support, including Constructing Meaning training for secondary teachers of ELs, and BE GLAD training for elementary teachers of ELs. Alongside these adoptions and professional development, the district is revising its EL Master Plan to more accurately reflect the needs of our EL students and community.

Goal 3

Deeper Learning -- English Language Development: Emerging Bilingual (EB) students will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by an increase of 3% in the Reclassification rate.

Identified Need

Bret Harte Emerging Bilingual (EB) students are under-performing in the area of being reclassified on an annual basis. Students struggle in meeting the exit criteria specifically related to CAASPP ELA scores. Long-term EB's are in need of the most support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC scores, reclassification rate	Reclassification currently about 14% annually	5% increase in reclassification rate with a focus on long-term Emerging Bilingual students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Emerging Bilingual students

Strategy/Activity

Provide support in ELA classes for long-term Emerging Bilingual (EB) students, offer after school enrichment and/or language support classes, utilize monitoring forms and catch-up plans to increase growth and review ELPAC/CAASPP/Benchmark achievement results with students annually to set goals. Family Engagement Specialist and/or EL Specialist will set up and conduct parent meetings to support catch-up plan goals and to address student growth opportunities on the ELPAC and CAASPP.

Classroom materials such as magazines, novels, and other high-interest, culturally and linguistically appropriate reading materials will be purchased. Reading support programs will be implemented (see ELA Goal #3). Student placement will be closely examined to ensure that students receive appropriate levels of support. Students will have access to the California Colleges platform which will provide students the opportunity to start planning for life after high school. They can take career assessments and use search tools to develop college, major, and career lists, write goals and journals, track activities, and read a variety of age-appropriate content to develop and explore their knowledge. Teachers will continue to have a focus on Culturally Responsive Teaching, as we have for the past three years, and building trust and relationships in the classroom. Additional professional development around AB/AR and Equity will support inclusive classrooms. Teachers will utilize techniques for student engagement and academic language practice in class. Teachers will administer Saturday and/or after school academy sessions to support performance on the ELA CAASPP test specifically for EB's close to reclassification.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
76,197	Title I 3010 50% EL Specialist position
761	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Reclassification Ceremony materials & supplies
200	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Refreshments or ELAC meetings

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategy that was most effective in improving student achievement was the access to a full time Family Engagement Specialist and a part time EL Specialist. After school tutoring for our EB's helped a few of them improve ELA outcomes. We held ELPAC prep sessions that also seemed to ease students into testing.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were not able to implement the reading support position due to complications with providing pull-out intervention in middle school classes. We were able to purchase materials for students and distribute them, including headphones for EB's. We were also able to purchase additional chrome books for ELPAC testing.

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

After reviewing data and feedback in the CA Healthy Kids and CA School Parent surveys, as well as reclassification rates and ELPAC data, and also seeking input from ELAC parents and SBDM and ILT, we have made some changes to the actions for next year. We have added additional allocations for professional development in ELA and Math to support this goal. It is recommended that some of our teachers who have the most contact with EB's receive additional professional development through conferences and coaching, and that our Family Engagement Specialist and EL Specialist may wish to participate in professional development around ELD and emerging bilingual instruction. These changes can be found in the ELA, Math, and School Climate actions listed as Professional Development.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Deeper Learning -- Visual and Performing Arts

LEA/LCAP Goal

The Hayward Unified School District continues to implement its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students with equitable access to VAPA programming at all school sites. The district has placed particular emphasis on expanding its instrumental and music programs for students.

Goal 4

Deeper Learning -- Visual and Performing Arts: Bret Harte will promote a focus on arts education, through an equity lens, by ensuring that all students have access to a VAPA-related activity on an annual basis, either through standalone VAPA course offerings (e.g. Art, Dama, Music), or through school wide activities.

Identified Need

Bret Harte offers a variety of VAPA courses as stand-alone options as well as through our STEAM options.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Course selection, VAPA experiences	Currently we have music and Art classes and only one general ed teacher using Arts Integration techniques.	Increase of 2 teachers using arts integration in the general ed classes, increase in access to VAPA courses.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Bret Harte will promote arts integration by offering Art and Music classes, hosting student performance and performances from contract organizations, showcasing student work, and providing teachers with arts integration professional development. Teachers will have an opportunity to work in PLC's in our electives department to generate and test lessons for cross-curricular arts integration. Our Art and Music teachers will be allocated additional hours for planning and collaborating.

Through the Deeper Learning English Language Arts goal (Goal 1), all 7th grade students will engage in Performance Poetry through English classes and both grade levels will have access to an after school club for Performance and Spoken Word poetry.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Extra hours for collaboration & lesson design
1,200	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Supplemental Materials & Supplies
1,000	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Substitutes for professional development & coaching

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This is a new goal for 2023-24

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Relationship-Centered Schools -- School Climate and Social Emotional Learning

LEA/LCAP Goal

RCS: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social-Emotional Learning, which will include curriculum and capacity building for school staff.

Goal 5

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL): All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on a weekly basis, either through standalone SEL curriculum or culture/climate initiatives. All students will report a 5% increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements.

Identified Need

Before 2019-20, Bret Harte experienced measurable growth on the CHKS School Connectedness questions. After the pandemic, we noticed a sharp decline, especially in the feeling of safety at school, having a trusted adult and feeling included.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS, suspension rates, student climate surveys.	13% decline in students who feel connected to the school. Increase in suspension by 30% over 3 years.	Increase school connectedness by 10% and decrease suspensions by 15%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School wide climate assemblies, motivational activities, will be available to support students. Assemblies will address student ownership over and responsibility for their actions, being an ally and building community.

Bret Harte will continue training in Restorative Practices and AB/AR through site led PD to support relationship building and development of a strong campus community. Site will implement strategies to help support Latinx and African American students through engaging them in STEAM activities, college readiness and leadership in their math and science class selections. Motivate Latinx and African American students through award celebrations and outside learning activities and opportunities.

Instruction will be intentionally planned and structured to develop a sense of community, self determination, trust, and democracy. Bret Harte staff will utilize SEL curriculum as a means to integrating regular activities into classes to build trust and community. We will continue site led PD around the Social Emotional Learning Competencies and integrate them into class building and team building activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,050	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Kahoot Educator accounts
600	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Professional Development and extra hours for certificated and classified staff, focus on restorative practices and AB/AR

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This goal is slightly different than the current LEA goal, but some outcomes are the same. Strategies such as professional development for teachers had the most impact. We were also able to shift some funding during the 2022-23 school year to fund a part time counseling position, which supported the SEL needs of students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were not able to incorporate our contract with Circle Up due to timing issues.

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

After reviewing data and feedback in the CA Healthy Kids and CA School Parent surveys, as well as seeking input from parents and COST, SBDM and ILT, we have made some changes to the actions for next year. We will be returning to our work with Circle Up and we are currently piloting an SEL curriculum.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Relationship-Centered Schools -- Parent Engagement

LEA/LCAP Goal

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and school.

Goal 6

Relationship-Centered Schools -- Parent Engagement: Bret Harte will increase the number of parents participating in school activities, including parent advocacy groups, school events, and Parent Days, by 20%.

Identified Need

Prior to the pandemic, Bret Harte had a 300% increase in parent participation over three years. During the 2021-22 school year parents were not allowed on campus and bringing them back to events has been a challenge. As we have reopened to visitors we have realized a significant decline in parent engagement on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent advocacy meetings, parent events, parent days, school activities.	Average of 10 parents attending Parent Days, average of 4 parents at ELAC meetings.	Increase by 20% parents attending across all events.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Bret Harte will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing/variety of options. Zoom has proven to be a helpful tool for parents, and we will integrate Zoom options for some of our parent events. Bret Harte will offer translation for parents as needed and implement parent surveys to determine parent-requested topics of discussion.

Bret Harte Middle School will continue to have a Family Engagement Specialist position funded by the district. The main priorities of the Family Engagement Specialist will be recruiting and retaining

parents for ELAC, SSC, and AASAI, as well as coordinating Parent Ambassador activities, maintaining the Parent Resource Room, and assisting teachers in communicating with parents. This person will also coordinate Parent Days, communicate with parents through the Parent Portal, assist with communication from teachers to Spanish speaking parents, assist with coordination and implementation of CAASPP testing, and developing plans for new and innovative ways to involve parents on campus. The Family Engagement Specialist will work with administrators and Parent Ambassadors to communicate needs of parents.

Online Parent Portal will be used to keep parents engaged, our Family Engagement Specialist will continue to support creating parent accounts and troubleshooting. Notification of events to parents and school community through Blackboard and Peachjar will be facilitated by administration and our Family Engagement Specialist. Weekly emails to parents from administration will announce important events and keep parents informed. Bret Harte will offer refreshments at parent events and meetings. As means of connecting with and engaging our African American community, Bret Harte will continue to host the annual African American Family Conference.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Smore Online Newsletter subscription for parent communication
1,200	Title 1: Parent Allocation 3010 Refreshments for parent meetings & events
1,500	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined African American Family Conference materials & supplies
2,500	LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined African American Family Conference refreshments
800	Title I 3010 Child Care and FES/Community Schools Specialist Extra Hours for African American Family Conference

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The most effective support for this goal is the full time FES. Having a dedicated Family Engagement room is also very helpful for events. Adding the Community Schools Specialist position this year seems to also have a promising future for family engagement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We completed most activities as planned in the current goal. We had less parent engagement than we hoped.

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

After reviewing data and feedback in the CA School Parent surveys, as well as seeking input from ELAC parents and SBDM and ILT, we have made some changes to the actions for next year. We are adding additional parent events and allocating more for our African American Family Conference and for parent communication through our online newsletter. These changes are in the current Parent Engagement goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

LEA/LCAP Goal

The Hayward Unified School District provides centralized attendance support for school sites through its Child Welfare and Attendance (CWA) department, with a specific focus on students who are chronically absent. This work is done in collaboration with individual school sites in order to increase overall student attendance.

Goal 7

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Bret Harte will decrease chronic absenteeism by 10% in the 23-24 school year.

Identified Need

Since the most recent pre-pandemic year (2018-19), Bret Harte has seen an increase in absenteeism of 150%. This includes all absences, not just chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A2A data, rate of chronic truancy and unexcused absences	Bret Harte attendance is at approximately 93%.	Bret Harte will maintain attendance of 96% or greater for the duration of the 2023-24 school year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, specifically students identified in COST or who have truancy concerns.

Strategy/Activity

Bret Harte will utilize school-wide assemblies, recognition events, and motivational activities to ensure and encourage daily attendance. We will address attendance in ELAC, AASAI, and SSC meetings, as well as Back to School Night, Open House, and Parent Days. Family Engagement Specialist, attendance clerk, CWA Outreach Worker, Community Schools Specialist and EL Specialist will complete parent outreach to truant students and families or students in need of support. The Coordination of Services Team (COST) will regularly discuss attendance issues and goals, communicate with CWA Outreach Worker, and work to develop plans to support families. Counselors will provide students access to the California Colleges platform, which provides students the opportunity to start planning for life after high school early. They can take career assessments and use search tools to develop college, major, and career lists, write goals and

journals, track activities, and read a variety of age appropriate content to develop and explore their knowledge.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

LCFF Supplemental and Concentration Funds
0001-0999: Unrestricted: Locally Defined
Motivational assemblies & events

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies and activities in this goal were well implemented. The strategy that was most effective in improving student attendance was the access to a full time Family Engagement Specialist, a COST specialist to help coordinate COST efforts, and reintegration of the SARB process.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major difference appears to be that families are still not fully returning to in-person learning, they still feel that school can be done from home. The pause in the SARB process over the past two years has made it difficult to hold families accountable. Although Bret Harte offers free clipper cards to families for use of public transportation, not all AC transit service lines have been restored. This has been a burden on families who live where there is no current public transportation.

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

After reviewing data and feedback in the CA Healthy Kids and CA School Parent surveys, as well as seeking input from parents and COST, SBDM and ILT, we have made some changes to the actions for next year. added additional hours for family planning meetings and we will utilize our Community Schools Specialist to build connections to outside service providers. These changes can be found in the Attendance action.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$154,117.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$86,691.00

Subtotal of additional federal funds included for this school: **\$86,691.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Supplemental and Concentration Funds	\$66,226.00
Title 1: Parent Allocation	\$1,200.00

Subtotal of state or local funds included for this school: **\$67,426.00**

Total of federal, state, and/or local funds for this school: **\$154,117.00**

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental and Concentration Funds	53,823	-12,403.00
Title I	90,880	4,189.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	66,226.00
Title 1: Parent Allocation	1,200.00
Title I	86,691.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	66,226.00
3010	87,891.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	LCFF Supplemental and Concentration Funds	66,226.00
3010	Title 1: Parent Allocation	1,200.00
3010	Title I	86,691.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	51,309.00

Goal 2	14,000.00
Goal 3	77,158.00
Goal 4	2,800.00
Goal 5	1,650.00
Goal 6	6,200.00
Goal 7	1,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Alexandra Slatoff	Classroom Teacher
Seana Condit Gordon	Principal
Janette Johnson	Classroom Teacher
Sandra Garcia	Parent or Community Member
Sione Vaitafa	Secondary Student
Elsa Zamora	Other School Staff
Joshua Summit	Classroom Teacher
Maude Carreon	Parent or Community Member
Jeni Marchisotto	Parent or Community Member
Norma Felix, ELAC Representative	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

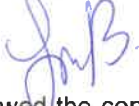
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 12, 2023.

Attested:



Principal, Seana Condit-Gordon on 4/12/2023

SSC Chairperson, Sandra Garcia on 4/12/2023

Bret Harte Title I Parent and Family Engagement Policy

At **Bret Harte** Middle School, it is the commitment of all school faculty and staff to establish and nurture a positive relationship with all students and their families. We believe that students are most capable of achieving at high levels when their teachers, support providers, and families work together to encourage excellence and find effective means of support.

With approval from the local governing board, **Bret Harte** Middle School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The school works with the School Site Council (SSC) and other parent committees to review and update the policy. The school has distributed the policy to parents and family members of children served under Title I, Part A. The school distributes the policy through its Parent Handbook. *EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]

Involvement of Parents in the Title I Program

To involve parents and family members in the Title I program at **Bret Harte** Middle School, the following practices have been established:

- A. Each year, **Bret Harte** presents its Title I status to families. The presentation is to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
- B. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. These meetings include, but may not be limited to English Learner Advisory Committee (ELACs), School Site Council (SSC), and African American Student Achievement Initiative (AASAI). Parents are informed of these meetings in our weekly school newsletter and through phone messages.
- C. **Bret Harte** has developed a written Title I parental involvement policy with input from Title I parents. Input is taken at SSC (School Site Council) and at ELAC (English Language Advisory Committee) meetings. In addition, there is an ELAC representative on the SSC. The school sends the policy home with students and posts it on the school website.
- D. The school provides parents of participating children with the following:
 1. Timely information about Title I programs. Parents are informed of these programs in our weekly school newsletter, flyers that are sent home and phone messages.
 2. An explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents are informed at Back to School Night, through brochures, and through weekly newsletters of curriculum, assessment, and proficiency requirements. This information also includes English

Language Proficiency Assessments for California (ELPAC) performance data, and benchmark English Language Arts and Mathematics.

3. Regular meetings that allow parents to participate in decisions relating to the education of their children. Parents can meet with school personnel at SSC and ELAC meetings, or at any given time when parents wish to meet to discuss their student's progress.
- E. The School Site Council (SSC) and an English Learner Advisory Committee (ELAC) Representative work together to conduct an Annual Review of the School Plan for Student Achievement (SPSA). Their comments are published in the SPSA under each section's Annual Review, and are made available to the Governing Board. In addition, the SSC and the ELAC representative collaborate to update the SPSA each year.

Bret Harte Middle School School-Parent Compact

At **Bret Harte** Middle School, teachers, staff, and administrators are committed to high levels of student learning and well being, and to serving their community with respect, courtesy, and efficiency. These commitments look like:

- Providing high quality curriculum and instruction.
- Creating an equitable learning environment where every student is supported and motivated to the best of our ability.
- Endeavoring to eliminate the historically predictable outcomes for some groups of students.
- Communicating high expectations for every student.
- Teaching and involving students in classes that are interesting and challenging.
- Participating in professional development opportunities that improve teaching and learning.
- Supporting the formation of partnerships with families and the community.
- Enforcing rules equitably and involving students in creating a relationship centered environment in the classroom.
- Communicating regularly with families about their child's progress in school.
- Providing assistance to families on what they can do to support their child's learning.
- Participating in shared decision making with other school staff and families for the benefit of students.
- Respecting the school, staff, students, and families.

To this end, the school warmly invites all parents to participate in its governance groups, including the School Site Council (SSC), African American Student Achievement Initiative (AASAI), and English Learners Advisory Committee (ELAC). In accordance with HUSD policy, **Bret Harte** maintains an active parent center, and welcomes parents to serve in a variety of capacities. **Bret Harte** hosts quarterly Parent Days, in which parents and guardians may attend classes with their children, as well as Back-to-School, Open House, and other parent meetings and workshops. The school also maintains an up-to-date website with information about after school activities, events, meetings, and other important news.