

# The Single Plan for Student Achievement

**School:** Bret Harte Elementary School  
**CDS Code:** 19-6433-76011910  
**District:** Burbank Unified School District  
**Principal:** Martha Walter  
**Revision Date:** February 20, 2019

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on December 20, 2018.**

## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
School Profile (Elementary Schools).....	4
Comprehensive Needs Assessment Components .....	7
Data Analysis .....	7
Surveys .....	7
Classroom Observations.....	7
Analysis of Current Instructional Program .....	8
Description of Barriers and Related School Goals .....	13
School and Student Performance Data .....	15
CAASPP Results (All Students) .....	15
ELPAC Results .....	19
Planned Improvements in Student Performance.....	22
School Goal #1.....	22
School Goal #2.....	24
School Goal #3.....	26
School Goal #4.....	27
Summary of Expenditures in this Plan.....	28
Total Expenditures by Object Type and Funding Source.....	28
Total Expenditures by Funding Source .....	29
Total Expenditures by Object Type.....	30
Total Expenditures by Goal .....	31
School Site Council Membership .....	32
Recommendations and Assurances.....	33
Schoolwide Title I Addendum.....	34

## School Vision and Mission

### Bret Harte Elementary School's Vision and Mission Statements

Bret Harte welcomes you!

The Staff, Faculty and Administration of Bret Harte believe that we provide an atmosphere that promotes academic success for all of our students. We strive to be close partners with Harte families, working together to help students achieve in all areas.

At Bret Harte Elementary School, we believe the following:

- Every student has the right to learn and succeed in a caring and nurturing environment.
- Children are more alike than they are different, and that both these similarities and differences must be celebrated.
- High expectations and consistent assessment of student progress toward mastery of skills are essential for every student to do his or her best.
- Parents are a valuable component in the education of their children. We encourage parents' active participation in the education of their child and in the school community.

At Bret Harte, our mission is to develop and maximize the basic academic skills, citizenship, personal growth, and problem-solving skills of all our students. We do this by providing a high quality instructional program that is accessible to all children. This program is designed to address students' individual and diverse needs through shared decision making while meeting State and District requirements. We are committed to delivering high quality teaching and learning experiences to all student groups enrolled in our school.

## School Profile

Bret Harte Elementary school provides an atmosphere that promotes academic success for all of our students. Our partnership with families and the community supports students in academic achievement, social development, and becoming citizens of the community and world.

At Bret Harte Elementary we believe the following:

- Every student has the ability to learn and succeed in a caring nurturing environment.
- Children are more alike than they are different, and that both these similarities and differences must be celebrated.
- Parents are a valuable component in the education of their children. We want to be partners with parents and encourage active participation.
- High expectations and consistent assessment of student progress toward meeting standards are essential for every student to do his or her best. We will prepare students to be successful in today's world.

At Bret Harte, our mission is to develop and maximize the basic academic skills, citizenship, personal growth and problem-solving skills of all students by providing a quality instructional program that is accessible to all children, and addresses their individual and diverse needs through shared decision making while meeting state and District guidelines.

Bret Harte Elementary School has a total of 24 teachers in grades TK - 5th. Additionally, one teacher provides Special Education services for students either in the Learning Lab or by pushing in to classrooms. Services are provided for students in the mild - moderate range of needs, and there is a classroom for moderate to severe needs for students in grades TK and K. There are a total of 582 students enrolled as of mid-November. Approximately 10% of students are English Learners.

## School Profile (Elementary Schools)

### Purpose

The school profile provides a description of the school that is helpful in understanding the school and district.

### Site Description

#### Student Demographics

**Student Demographic  
by Ethnicity**

Student Subgroup	2015-16	2016-17	2017-18
American Indian or Alaska Native	2 (0.3%)	2 (0.3%)	2 (0.35%)
Asian	20 (3.3%)	14 (2.2%)	16 (2.78%)
Pacific Islander	0 (0.0%)	0 (0.0%)	0 (0%)
Filipino	32 (5.2%)	32 (5.1%)	21 (3.65%)
Hispanic or Latino	279 (45.5%)	281 (45.0%)	249 (43.30%)
African American	10 (1.6%)	13 (2.1%)	13 (2.26%)
White (not Hispanic)	217 (35.4%)	224 (35.9%)	217 (37.74%)
Multiple or No Response	42 (6.9%)	9 (1.4%)	13 (2.26%)
<b>Total Enrollment</b>	<b>613</b>	<b>624</b>	<b>575</b>

**Students Receiving Free or  
Reduced Price Meals**

	2016-17	2017-18
<b>Number</b>	184	179
<b>Percent</b>	31.89	30.70

**Parent Education Level**

2016-17	2017-18	2016-17

#### Enrollment

**School Enrollment Trends**

Grades	2013-14	2014-15	2015-16	2016-17	2017-18
<b>K</b>	118	106	92	95	88
<b>1</b>	110	107	82	97	93
<b>2</b>	111	120	106	80	87
<b>3</b>	93	121	118	109	83
<b>4</b>	125	95	117	120	102
<b>5</b>	108	127	98	123	122

#### Staffing and Teacher Credentials

Teachers	School				District			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
<b>With Full Credential</b>	26	27	30	29	641	645	616	732
<b>Without Full Credential</b>	0	0	0	0	0	0	3	0

#### Facilities and Technology

##### Facilities (2017 - 2018)

The facilities at Bret Harte Elementary School are in good repair. Normal maintenance and upkeep are routinely performed. The District takes great effort to ensure that all its schools are clean, safe, and functional. To assist in this effort, the District uses the "Facility Inspection Tool" (FIT) developed by the State of California Office of Public School Construction. To review the complete results of this survey, please visit Administrative Services at the District Administration Building.

Construction began on the Bret Harte property in June of 2017, with the demolition of the previous Child Care building. Two buildings were constructed between July 2017 and August 2018: a one-story, four classroom building for the District's Child Care Program, and a two-story, twelve classroom building for the K - 5 program. The new 12 classroom building houses fourth and fifth grade classes, as well as a room for music instruction, rainy day and heat day PE, one room for Response to Intervention Instruction, and a resource room and office for ELD Teacher on Special Assignment, and ELD IAs. One room is the home of a new laptop cart and color printer which was funded by the Bret Harte PTA. Two rooms are used by the District's "Around the Bell" child care program.

Two bungalow classrooms near the child care building will be retained to house Boys and Girls Club before and after school. Two new parking lots for teachers were created and provide ample parking for teachers and all school staff. A shade structure, which is also a solar collector, was built on the grass area of the playground in 2016. This shade structure will provide much needed respite from the sun for PE classes and students at play during recess and lunch. In addition to Boys and Girls Club and Around the Bell, The City's After School Daze program provides child care after school as well.

#### Technology Information (2018 - 2019)

Bret Harte Elementary School has one classroom computer lab, with 35 computers which were new in February 2016. Every classroom is scheduled into the lab for a one-half to 45 minute session. After winter break, our 4 kindergarten classes use this lab twice a week, one session covers basic computer skills, and in the other session students work on Language Arts activities on the program iReady. A cart with 26 Chromebooks is used by first grade, with each of four classes having the cart for one day a week. During that time they work on iReady and Prodigy Math. Additionally, first grade students have one session per week in the lab, in which they learn basic computer skills and use, such as signing in on a keyboard with a username and password, using a mouse, pointing, clicking, and dropping items, and basic educational programs (ie abcya.org). Second grade has a dedicated cart of 32 HP Streams, which was purchased by Boosters at the end of the 2015-16 school year. They use iReady during their day with the cart in their room, and have one session a week in the lab to work with the Media Tech on using computers and more challenging programs, including code.com. Third grade has a dedicated cart of 36 HP Streams. Each class pulls a set of laptops from the cart to do small group rotations and work on iReady. Several 3rd - 5th grade classes have set up Google classrooms and are starting to promote creating work via Google Drive. Teachers can also sign up for computer lab time for longer or larger projects which require a larger monitor, more power, or color printing.

We have a 4th/5th grade combination class which has a cart for 1:1 ratio of HP Streams for the students. These are used to access grade level Benchmark Universe (the online portion of the ELA curriculum), ELA and math on iReady, and Prodigy Math. These students also use their laptops to do research and create presentations and projects. Fourth grade has a cart of 38 Chromebooks (purchased with Booster and ELD funds). Across the grade levels, laptops are used as small group workstations with iReady and Benchmark Universe. One 4th grade class is using Google Classroom and is digitally sharing announcements, assignments and digital links. Fourth grade classes can also sign up for computer lab time to work on more extensive or demanding projects. This cart is also used for parent meetings, teacher training, and ELD/ELAC events. The four 5th grade classes have two carts of 36 HP Streams. Students also access Benchmark Universe, and work on ThinkCentral, the online component of the math curriculum and STEMScopes for science activities and assignments. We have a total of 7 carts with more than 250 devices.

An Instructional Media Technician was added to the staff in October 2014. Based on the size of the school, Harte was allotted 5 hours a day of Media Tech Time. Bret Harte Boosters fund an additional hour of time for the Media Tech so we have six full hours of support each day. The Media Tech provides technical support to teachers in their classrooms and provides assistance to teachers and classes in the computer lab. The lab is scheduled to have new computers installed in the next 12 months. Every classroom has wireless access, and every classroom has a teacher computer less than 3 years old (refresh for teachers was completed in the summer of 2014), document camera, projector, and touch screen monitor. Spring 2017 saw the installation of voice up-life systems in classrooms, and master control panels for teachers to operate their projectors, document cameras, and computers from a central panel.

Every teacher who requested a student computer has received one; more than 50% of the classrooms have a computer and printer for student use. The library has 8 computers for students to do research or search for books. Twenty-four Neos, small keyboards with WiFi and small display, are distributed among classrooms for student use.

#### Instructional Minutes

For the 2018 - 2019 school year, Bret Harte Elementary School's instructional minutes exceeded the State minimum requirements at all grade levels K-5. The instructional minutes for this school (and every BUSD school) were prepared by the Principal and submitted to the District's Attendance Technician before the beginning of the school year. These minutes are reviewed and analyzed to ensure that they meet or exceed State requirements. This information is verified and reported to the State of California Department of Education.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

This past year, the District conducted a School Climate Survey. Parents, students, and staff members at all schools were invited to respond to questions about their perception of communication from school sites and the District office related to LCAP, spending of Measure S construction funding, and questions related to the quality of programs at school sites, and the perception of student safety at school. The results of the survey were shared by the Superintendent with the community and with school administrators. Questions also included satisfaction with support to all students, special education students, English learner students and GATE students. The principal also received a briefing on the survey results as submitted by staff and parents.

Strengths about the school from the parent responses include:

The Principal communicates regularly; the Principal encouraged a culture of respect; the Principal made parents feel welcome and wanted and was available to parents; parents believed that their children were safe at school and that the Yard Supervisors knew how to keep them safe; adults at the school treat children with respect; that teachers have a passion for teaching; teachers communicated effectively with parents about academic and social progress; and that the school is clean.

Areas of concern from the parent responses include:

Strengths on the survey from the staff who completed the survey (15 teachers, 1 classified non-instructional, 4 classified instructional) include:

Areas of concern from the Staff responses include:

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

During the 2018-19 school year, the Principal will visit every teacher for drop-in visits between 5 and 8 times each semester, leaving a short note for the teacher with each visit. Additionally, the Principal will be collecting student work samples every Friday to increase familiarity with classroom instruction and student work. Eighteen teachers and the Curriculum Specialist are scheduled for formal evaluations this year, in which each teacher will be observed twice during the evaluation cycle, each visit will last from 30 - 50 minutes. Following the observations, the Principal meets with each teacher to discuss the lesson observed and the district and BTA approved rubric. The Principal will also meet with each teacher in the formal observation process in second semester for a conference to review the summative evaluation document.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

#### 1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Bret Harte students in grades 3 through 5 participated in the Smarter Balances statewide testing in spring 2015, 2016, 2017 and 2018. Students completed tests in English/Language Arts in four claims areas: Reading: Demonstrating Understanding of Literary and Non-fiction Texts; Writing: Producing Clear and Purposeful Writing; Listening: Demonstrating Effective Communication Skills; and, Research and Inquiry: Investigating, Analyzing, and Presenting Information. In Mathematics, students answered questions in the claims area of Applying Mathematical Concepts and Procedures, Using Appropriate Tools and Strategies to Solve Real World Problems, and Demonstrating Ability to Support Mathematical Conclusions.

Language Arts, for all students in the grade level, in 2018:

Third grade: 63% of students scored Meets or Exceeds Standards in 2017, 65% met or exceeded, in 2016, 65% met or exceeded, and in 2015 36% met or exceeded.

The total gain from 2015 - 2018 is 27%, and change from last year is 2% fewer students met or exceeded.

Fourth grade: 64% (2018) of students Met or Exceeded Standards, an increase from 48% in 2017.

The total change from 2015 is an increase of 22% of students meeting or exceeding standards, from 44% to 64%.

Fifth grade: 53% of students Exceeded or Met Standards, a decrease of 10%

The total change from the percent of students who met or exceeded standards was an increase of 18% from 32% to 50%.

Mathematics, all students:

Third grade: 61% (2018) of students Met or Exceeded Standards, an increase of 2% from last year's third grade, in which 59% of students Met or Exceeded Standards;

The total change from 2015 is an increase of 27%, from 34% met and exceeded to 61% this year.

Fourth grade: 66% (2018) of student Met or Exceeded Standards, an increase from 2017 of 28%.

The total change in the percent of students who met or exceeded standards in 2015 of 30%, from 36% to 66%.

Fifth grade: The percent of students scoring at Met Standards or Exceeded Standards was 38% (2018), a decrease from 41% who scored at this level in fifth grade in 2015-16.

The total change in percent of students who met or exceeded standards from 2015 - 2018 is minus 2%, from 40% to 38%.

In looking at cohort group scores, Students with Disabilities 36% met or exceeded standards; Socio-economic disadvantaged 41% met or exceeded standards; and for English learners 55% met or exceeded standards.

Significant concerns in sub-groups:

In Mathematics: The Hispanic subgroup had consistently smaller percentages of students who were above standards in all claims area than the percentage for all students (53% and 43% met or exceeded standards in ELA and math respectively;

English learner students had the lowest percentages of students who scored above standards in all claims;

Economically disadvantaged students had smaller percentages of students who scored above standards than the percentages

for all students

## 2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Bret Harte students' academic progress is also measured by local assessments administered at the beginning of the school year, and then at trimester intervals. These assessments include: iReady (Language Arts supplemental instructional materials); iReady reports include scores in phonological awareness, phonics, vocabulary, comprehension of informational text, and comprehension of literature. An oral fluency test may be used by teachers. A beginning of year assessment was given in mathematics and science which assesses students on end-of-year and completion standards.

The Principal, Curriculum Specialist, and teachers review student, class, and grade-level assessment results regularly. Additionally, the subgroups' scores of English Learners, Hispanic, and students receiving Special Education services are regularly assessed. While it is possible to dis-aggregate scores for students who are Economically Disadvantaged as determined by qualifying for Free or Reduced Lunch, it is impossible to connect scores to individual students when considering targeted instruction and interventions.

Bret Harte is in the third year of using the iReady computer-based Language Arts instruction. After an initial diagnostic assessment, students work on their individual pathways on laptops for a minimum of 45 minutes a week. While the model varies, most classrooms' Language Arts instruction combines time for students on iReady combined with small group instruction using Benchmark Advance, the district adopted curriculum, using leveled books which allow teachers to work with leveled groups to provide instruction at their level. Each grade level has a lap top cart which is used for student iReady time in addition to other classroom instruction, the combination 3rd and 4th grade class has a cart designated for their use. The diagnostic assessment is again given at the end of the first and second trimesters, and grade level teachers meet with the Principal, Curriculum Specialist, and itinerant teacher to review student progress, discuss instruction, design intervention groups, and monitor student progress. Students take a final diagnostic at the end of the school year to measure growth.

Students are also using iReady as part of their math instruction. While students are engaged on a laptop in their mathematics pathway in iReady, during which time the teacher can pull a small group for targeted instruction. The small groups generally focus on students who are below grade level and struggling with grade-level instruction and concepts.

The school district as a whole is examining math instruction at all grade levels of instruction. This focus arose from the revelation that a large percentage of high school students do not complete 4 years of math instruction which is part of the A - G requirements. Systematic and consistent professional development is being provided for teachers and principals.

The most recent analysis of our SBAC data collected in spring of 2018 indicates a need for focused professional development targeted at increasing the achievement of our Hispanic/Latino and English Learner students. As a collaborative learning community, the teachers and administrator at Harte are focusing on the continued refinement of implementation of California State Standards in Language Arts, Mathematics, Science, and Social Studies. Professional Development at Harte is designed to support teachers as they implement new curriculum, refine lessons, use formative and summative assessments to plan instruction, and collaborate with peers.

## Staffing and Professional Development

### 3. Status of meeting requirements for highly qualified staff (ESEA)

All Bret Harte teachers meet the requirements for highly qualified staff under the ESSA guidelines. Instructional assistants also meet ESSA requirements.

### 4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Bret Harte meets the sufficiency requirements of credentialed teachers.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is designed to address the California State Standards. The district-wide focus of professional development is the teaching of mathematics. Principals will receive training in monthly meetings, which they then present to their school's staff. Additional teacher training is available after school and on weekends. At Harte, the focus of staff professional development will continue to reference Visible Learning and the research based strategies which are most effective. The Principal attended training in the summer which was then presented by the principal to the staff in the pre-service week of school in August. Throughout the school year, staff meetings will address best practices and research-proven effective instruction in all content areas. A PTA-funded science coach will provide demonstration lessons to classes to build teachers' capacity in the delivery of NGSS aligned lessons.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Professional Development for all elementary schools is planned, executed, and overseen by two Assistant Superintendents, the Director of Elementary Education, and two Teachers on Special Assignment. Elementary Principals provide input regarding the direction and vision for the plan of professional development. Funding through LCAP has been provided this year for principal and teachers to design professional development specific to site needs. The Bret Harte Principal will collaborate with the Curriculum Specialist and teachers to create training and collaboration opportunities for teachers to share their expertise, create new common core-based lessons and assessments, and to provide support for instructional change. In particular, Harte teachers will be meeting as grade levels to work on the implementation of the new math curriculum, and to focus on implementing Step Up to Writing.

District sponsored training in Kagan Cooperative Learning structures continues for teachers new to the practice and for those who are experienced. All GATE teachers have participated in 12 hours of district-led professional development during the year; additional GATE training will be available for teachers who have not yet completed the training.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher Data Chats and Interim Assessment Review Protocols: Grade level teams are provided substitute release time to engage in "Data Chats" to analyze data in-depth in order to discover programmatic trends, as well as specific student needs. In addition to reviewing interim assessment data from iReady and district benchmarks by grade level, students' scores were also compared to how students at each grade level performed in English Language Arts and in Math from the previous year. At the beginning of 2nd and 3rd trimester, teachers will meet again to review data and to create instructional appropriate groupings of students for targeted instruction. We study student progress and review the groups in which students are placed according to instructional needs. Grade-level teachers teams discuss target students and ways in which the instructional program and pacing can be modified to ensure all standards are being receiving the most effective teaching.

Bret Harte began using Curriculum Associates' iReady (publisher of new ELA adoption Benchmark Advance) in school year in 2016-17. iReady is an on-line instructional program which begins with a diagnostic assessment and then places students on an instructional pathway. Curriculum Associates provided an two training sessions last year to introduce teachers to the use and features of the program, and then to present to teachers in September about using results of the diagnostic tool to plan instruction. iReady will again train teachers in 2017 - 18 on strategies to maximize Bechnmark Advance materials in combination with iReady.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

At Harte, the curriculum, instructional program, and materials are all aligned with the State Standards for each required subject matter, at all grade levels. District (teacher) developed common assessments are developed and utilized to ensure that teachers are providing curriculum and instructional programs that are paced in a manner such that all students have the opportunity to master the content standards by the end of the year. Student progress is monitored by the collection of benchmark assessment data, as well as proficiency rates and CAASSP results.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All students must be provided the opportunity to meet State content standards at grade level. All instructional minutes are monitored by BUSD and have been found to exceed State requirements.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

E/LA lesson pacing guides are embedded in the Benchmark materials, and the district TOSAs provide support to teachers on implementing Benchmark. As math instruction is a district-wide focus, on-going training, professional development, and review of standards will guide pacing and instruction throughout the year. Intervention is occurring during ELA and Mathematics instruction by instruction to small groups of students by the teacher or a Response to Intervention teacher. The ELD instructional assistants also provide small group intervention.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have standards-based instructional materials appropriate to all grade levels.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Curriculum Associates' Benchmark Advance materials are in their third year of implementation for English Language Arts instruction.

We are in the fourth year of implementation of the math curriculum, Houghton Mifflin 'Go Math'.

All grades will be using STEMscope Science materials this year.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Power Hour/RtI: The emphasis of a Response to Intervention (RtI) is to provide specific and timely support to students who are not achieving at grade level in specific skill areas. In grades 1 through 5, students began the year by working on Curriculum Associates' iReady software once a week for a minimum of 45 minutes via laptop carts in their classrooms. An itinerant teacher supports the classrooms with both technical and instructional support. After completing an initial diagnostic test, students are placed on a pathway of activities and instruction to support their academic growth and mastery of grade level skills. Students may be placed in a pathway below or above their grade level. The diagnostic tool allows us to identify students who are lacking or need support in discrete skills to be grouped with other students in the grade level for targeted instruction. Teachers may do small group instruction in their classroom, or small groups may be instructed by the itinerant teacher. Grades Kindergarten through 4th grade each have a laptop cart they share for iReady and Language Arts instructional time. The combination 3rd/4th grade class has a cart for their own use, and the fifth grade has two carts. During this extended time, teachers are meeting with small groups of students, using leveled materials from Benchmark Advance.

Kindergarten students who are lacking in academic or social skills receive 20-25 minutes of direct instruction twice a week as a pull-out from their regular kinder classroom. A credentialed teacher provides instruction to small groups of kinders in essential kindergarten skills so they may be closer to achieving at grade level when they finish kindergarten.

Bret Harte provides Tier 2 intervention which means students are placed in small groups and are provided targeted instruction. In order to begin implementation of RtI we used criterion-based and/or norm-referenced assessments to determine which students are or are not meeting the expected grade level benchmarks. In order to best serve the needs of our students we have hired a credentialed teacher who supports our grade level RtI rotations for four hours a day, five days a week. Currently, first, second, third, and fourth grade students participate in Power Hour/RtI. The targeted skills and instructional materials used for RtI vary from phonics to reading comprehension depending on the need of the grade level.

RtI Materials: iReady

Benchmark Advance leveled materials

#### 14. Research-based educational practices to raise student achievement

Visible Learning is the basis of professional development this year. The strategies drawn from Visible Learning are based on the meta-analyses and as such are research-based and proven. Among the strategies which the staff will be learning about and incorporating into instruction this year are Learning Intentions, Goal Setting, and Collective Efficacy. At each Staff Meeting, Visible Learning strategies will be reviewed, demonstrated, and teachers will then embed in their teaching or philosophy of teaching.

iReady is a researched based program which is used in Kindergarten through 5th grade in Language Arts, and in 5th grade for math instruction.

Teachers use Kagan Cooperative Learning strategies in their classrooms to facilitate structured group work, support student growth and maturity, allow students to engage in regular speaking and listening with peers, and to enhance understanding of subject matter.

#### Parental Involvement

#### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Under-achieving students are supported in their classroom through small group instruction and via the iReady program.

Parent support at Bret Harte, in the form of the PTA and Booster Club, provides additional assets and resources for the school and students. At the end of the 2017-18 school year, the PTA donated funds to the school to purchase a new lap top cart, color printer, 4 picnic tables and umbrellas, funding for a five-week drama program, and funding for the Science Coach. PTA funding ensures that every student in every grade will have the opportunity to attend an educational field trip. Additionally, they have funded library computers, theater class, a science coach, lap top cart, printer, and other services and goods which support the every child in the school.

Advisory committees (ELAC, School Site Council) and Bret Harte Teachers were involved in the analysis of achievement data, taking note of the trends that have occurred in students' test results. Upon identifying under-achieving students, targeted instruction, intervention, and supplemental learning opportunities are devised to support these students. Parents are offered a wide variety of parent involvement opportunities at Bret Harte. The principal regularly shares information about the instructional program and assessments with the PTA Booster Club, English Learner Advisory Committee, and School Site Council. Room Parents are increasing contact and involvement of all parents in classrooms with an emphasis on closing the achievement gap.

#### 16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent representatives involved in School Site Council and ELAC work with school staff to continually monitor the effective implementation of the Single Plan for Student Achievement. Information about academic progress, progress toward goals, data, and other instructional trends will be shared regularly. Additionally, parents involved in the English Learner Advisory Committee are provided the opportunity to give recommendations regarding the achievement of English Learners. Bret Harte achievement data is made available to all parents in writing by sending home information in the monthly newsletter or via the weekly packet.

#### Funding

#### 17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title III funds are the only source of categorical funding. Our plan for using these funds will be to provide after-school (supplemental) math tutoring for English Learners in grades 3 - 5, and after school support of ELs in Language Arts.. Additionally, Title III will fund parent education sessions, targeted at familiarizing parents with math instruction. Harte's allocation of Title III funding for school year 2018-19 is \$4368; Immigrant funding is \$361.

Harte also receives LCFF-supplemental grant funds for Mathematics intervention, English/Language Arts (for Rtl) and for English Learners.

#### 18. Fiscal support (EPC)

Our site's federal Title III funding is listed in section VII, appendix C of this document. The amount is: \$3,745 for interventions, professional development or materials; and \$623 for parent engagement. Harte received \$361 in Immigrant aide. Harte receives no other State or federal categorical funds.

### Description of Barriers and Related School Goals

Students in grades 3 through 5 took the SBAC test, which was administered in the Spring of 2015, 2016, 2017 and 2018, and provides scores reflecting student achievement in the four claims in English Language Arts (ELA) and three claims in Math. In addition to seeing overall scoring and results for individual students, we are able to analyze the scores for our statistically significant subgroups of Hispanic, English Learners, Economically Disadvantaged, Hispanic, Students with Disabilities. The SBAC assessment is completed on a computer and requires students to be able to adeptly navigate with a mouse and type on a keyboard; we continue to expose students to tasks that will assist them in becoming adept at using computers. Teachers' are increasing their use of computer tests which are similar to the SBAC test and are taken on computers. Additionally, this is the third time that students have been assessed on State sanctioned tests reflecting proficiency of California State Standards. Students at Bret Harte have been receiving California State Standards lessons and instruction in ELA for three years prior to the initiation of SBAC testing, students in the upper grades have had more years of content-based instruction based on the previous standards. School year 2015-16 was the first year that students received California State Standards aligned instruction from District adopted math curriculum.

Based on the SBAC scores, it is difficult to find patterns of strength. Because this is the fourth administration of the test, we have four years of comparative data.

School year 2014-15: ELA, the percent of students Exceeding or Meeting standards for all students was 3. In 2016-2017, the scores were

In Math, the percent of students Exceeding or Meeting standards for all students was 3. In 2017, the scores were

ELA:

2014 - 2015: 46% (3rd), 44% (4th), and 40% (5th).

2015 - 2016: 36% (3rd), 54% (4th), and 36% (5th).

2016 - 2017: 65% (3rd), 48% (4th), and 63% (5th)

2017 - 2018: 37% (3rd), 35% (4th), and 47% (5th)

Math:

2014-15: 34% (3rd), 36% (4th), and 40% (5th)

2015-16: 57% (3rd), 53% (4th), and 37% (5th).

2016 - 2017: 59% (3rd), 38% (4th), and 41% (5th)

2017-2018: 40% (3rd), 35% (4th), and 61% (5th)

Our school goal is to continue to implement California State Standards-based lessons, to complete formative assessments to measure student mastery of the standards; and, to provide targeted instruction for students whose mastery of grade level material is not at standards

Additionally, based on SBAC scores for the subgroups of Hispanic, Economically Disadvantaged, and English Learners, we will continue to provide targeted instruction in areas of deficiency

In 2016 - 17, just over 32% of Bret Harte students qualified for the Free or Reduced Lunch program. The threshold for receiving funding as a Title I school is 35%. Thus, we are very close to qualifying as a Title I school but without the funding, yet continue to provide services to students who would otherwise receive supplemental funding to address their academic needs.

We continue to provide targeted instruction in grades 1 through 5 four days a week via iReady. This enables us to provide intervention, as well as enrichment for students at all instructional levels. With a targeted approach, our subgroups will show continuous improvement and make progress towards closing the achievement gap. The following activities are some of the things that will continue to be embedded within our school goals and will occur on a consistent basis.

- 1) Teachers and the administrator will continue to monitor student progress.
- 2) Teachers will continue to implement engagement strategies for purpose of maximizing the number of times students interact with content in a meaningful way.
- 3) Teachers write lesson plans based on California State Standards. They will specifically work on developing higher level questioning skills, which will enhance the opportunity for critical thinking;
- 4) One itinerant teacher provides support in classrooms in the area of literacy.
- 5) We are implementing a school-wide program to address the skills that students need in order to improve their achievement in literacy.
- 6) Visual and Performing Arts: We are increasing the opportunity for all students to experience Theater and the Performing Arts.

Kindergarten classes have an Early Bee/Late Bee divided opening that allows for targeted instruction based on literacy and mathematical ability (grades 3 and 4). Power Hour will be offered in grades 1-4 this year and two additional teachers have been hired to support teachers in the classroom either with technical support for students on laptops, or provide small group instruction based on student academic need as identified by the teacher and through iReady's diagnostic tool.

Teachers will continue to collaborate with peers regarding implementation of California State Standards, and will continue to refine California State Standard-aligned lessons.

We are continuing to learn about structures of engagement in order to increase levels of student engagement. The District's Engagement Strategy Specialist will work with each grade level on two occasions throughout the year to consult on the planned use of cooperative learning strategies in ELA and Math instruction.

Bret Harte classrooms have been upgraded to 21st Century Classroom equipment this school year, which include: voice-lift system projecting the teacher's voice from the ceiling speakers, single panel control of projector, doc camera, volume and computer projection, and new, clearer, brighter projectors.

Document cameras and LCD projectors are being utilized to increase visual support to enhance teaching and learning in all content areas.

New software programs: Students have access to on-line components of the math curriculum and the ELA curriculum, in addition to Brain Pop and Brain Pop Jr. Accelerated Reader continues to be used and a new incentive program has been launched to encourage students to read and take tests in Accelerated Reader.

Systematic English Language Development is being taught to English Learners for 30 minutes daily.

The Principal will be in classrooms once every three weeks in order to provide feedback (related to standards, teaching methods, and student engagement) and support to teachers on a regular basis.

Critical Thinking Skills will be refined and lessons made comprehensible for students across the curriculum in grades K-5.

Harte will have the use of 7 laptop carts for classroom use. Two of these carts have been the result of funding by the Booster organization. Each grade level has been assigned a cart, and one cart is in room 54 with a color printer to create a laptop lab which can be booked by individual teachers/classes. Additionally, the computer lab is available to all grade levels for weekly computer time and to be booked for additional class work. Our Media Tech supports teachers and students in the lab during lessons, and provides tech support and ideas for instructional use of technology.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	119	108	83	117	106	81	117	106	81	98.3	98.1	97.6
Grade 4	118	121	102	117	119	101	117	119	101	99.2	98.3	99
Grade 5	97	126	121	96	122	119	96	122	119	99	96.8	98.3
All Grades	334	355	306	330	347	301	330	347	301	98.8	97.7	98.4

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2412.8	2452.4	2457.6	21	33.96	34.57	15	31.13	28.40	32	19.81	22.22	31	15.09	14.81
Grade 4	2479.2	2464.7	2511.6	26	25.21	37.62	27	22.69	27.72	21	22.69	22.77	25	29.41	11.88
Grade 5	2526.7	2525.4	2508.3	30	22.13	22.69	29	40.98	30.25	28	22.13	21.85	13	14.75	25.21
All Grades	N/A	N/A	N/A	26	26.80	30.90	24	31.70	28.90	27	21.61	22.26	23	19.88	17.94

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	22	32.08	37.04	41	46.23	46.91	37	21.70	16.05
Grade 4	26	26.89	35.64	51	50.42	49.50	22	22.69	14.85
Grade 5	31	26.23	26.89	50	54.10	42.86	19	19.67	30.25
All Grades	26	28.24	32.56	47	50.43	46.18	26	21.33	21.26

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	35.85	32.10	43	44.34	48.15	36	19.81	19.75
Grade 4	30	26.05	41.58	48	47.06	44.55	22	26.89	13.86
Grade 5	34	37.70	29.41	43	51.64	47.06	23	10.66	23.53
All Grades	28	33.14	34.22	45	47.84	46.51	27	19.02	19.27

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	23.58	29.63	69	62.26	62.96	19	14.15	7.41
Grade 4	22	13.45	26.73	66	63.03	66.34	12	23.53	6.93
Grade 5	19	21.31	15.97	71	64.75	61.34	10	13.93	22.69
All Grades	18	19.31	23.26	68	63.40	63.46	14	17.29	13.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	26.42	32.10	48	50.94	56.79	28	22.64	11.11
Grade 4	28	21.01	34.65	53	57.98	56.44	19	21.01	8.91
Grade 5	40	27.87	26.05	55	55.74	52.94	5	16.39	21.01
All Grades	30	25.07	30.56	52	55.04	55.15	18	19.88	14.29

**Conclusions based on this data:**

1. In ELA, the percent of students who met or exceeded standards: 5th grade 59%; 4th grade 54%; 3rd grade 37%
2. In grade 3, more students (31%) were in the Standards Not Met band than in 4th (25%) or 5th grade (13%).
3. In all sub-test areas, students are moving from below standard to at or near standard, and at or near standard to above standard in small percentages.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	119	108	83	118	106	83	118	106	83	99.2	98.1	100
Grade 4	118	121	102	118	119	101	118	119	101	100	98.3	99
Grade 5	97	126	121	96	124	119	96	124	119	99	98.4	98.3
All Grades	334	355	306	332	349	303	332	349	303	99.4	98.3	99

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2422.0	2444.8	2452.4	9	19.81	21.69	35	38.68	38.55	31	30.19	28.92	25	11.32	10.84
Grade 4	2488.9	2467.2	2498.6	18	13.45	25.74	35	25.21	39.60	35	44.54	20.79	13	16.81	13.86
Grade 5	2495.6	2504.1	2507.4	15	15.32	20.17	21	25.81	17.65	33	30.65	37.82	31	28.23	24.37
All Grades	N/A	N/A	N/A	14	16.05	22.44	31	29.51	30.69	33	35.24	29.70	23	19.20	17.16

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	30.19	32.53	40	50.00	49.40	37	19.81	18.07
Grade 4	28	23.53	42.57	47	38.66	34.65	25	37.82	22.77
Grade 5	19	22.76	26.05	33	40.65	36.13	48	36.59	37.82
All Grades	23	25.29	33.33	41	42.82	39.27	36	31.90	27.39

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	31.13	38.55	53	54.72	44.58	28	14.15	16.87
Grade 4	19	16.81	28.71	61	49.58	49.50	20	33.61	21.78
Grade 5	18	19.35	18.49	48	50.81	47.06	34	29.84	34.45
All Grades	19	22.06	27.39	54	51.58	47.19	27	26.36	25.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	18	30.19	38.55	69	55.66	48.19	14	14.15	13.25
Grade 4	25	21.85	31.68	56	46.22	51.49	19	31.93	16.83
Grade 5	15	15.45	19.33	50	53.66	51.26	35	30.89	29.41
All Grades	19	22.13	28.71	59	51.72	50.50	22	26.15	20.79

**Conclusions based on this data:**

1. Forty-four percent of students in each grade level scored at the "Standards Nearly Met" and "Standards Not Met" performance levels.
2. In 3rd and 4th grades, the percent of students who exceeded and met standards increased by 10% and 17% respectively. In 5th grade, the percent of students who scored Nearly Met and Did Not Meet increased by 5%.
3. Scores on the subtest of Concepts and Procedures show that this skill is of the greatest challenge to students.

## School and Student Performance Data

### ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				36

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*	*	*			*
Grade 4			*	*	*	*			*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	11	30.56	17	47.22	*	*	*	*	36

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*					*
Grade 5			*	*	*	*			*
All Grades	13	36.11	17	47.22	*	*	*	*	36

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*	*	*			*
Grade 4			*	*	*	*			*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	12	33.33	12	33.33	*	*	*	*	36

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*					*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*
All Grades	21	58.33	14	38.89	*	*	36

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5			*	*			*
All Grades	12	33.33	23	63.89	*	*	36

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*					*
Grade 3	*	*	*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5	*	*	*	*	*	*	*
All Grades	*	*	22	61.11	*	*	36

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	18	50.00	18	50.00			36

Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English Language Arts</b>
<b>LCAP/LEA GOAL:</b>
Require the use of content/adoptions and instruction that ensures student achievement of all sub-groups (English Learners, Economically Disadvantaged, Gifted Education, and Special Education students) to meet or exceed district-adopted proficiency standards.
<b>SCHOOL GOAL #1:</b>
Goal by grade level: Grade 1: 75% of students in 1st grade will make one year's growth in Language Arts as measured by iReady. Grade 2: 70% of students in 2nd grade will make one year's growth in Language Arts as measured by iReady. Grade 3: Not more than 25% of 3rd grade students will score Nearly Met or Not Met on Spring 2018 SBAC. Grade 4: Not more that 30% of 4th grade students will score Nearly Met and Not Met on Spring 2018 SBAC. Grade 5: 90% of students will make at least one year's growth as measured by iReady, and 60% of students will score Met Standards and Exceeded Standards on Spring 2018 SBAC.
<b>Data Used to Form this Goal:</b>
iReady diagnostic results from beginning of year (early September) and end of year (May) will be used to assess growth in scale score points. CAASSP results from Spring 2018 administration of SBAC will be used to assess percent of students in different scoring bands.

**Findings from the Analysis of this Data:**

Grade 1: 25% of students are at grade level or above as of end of first trimester iReady diagnostic, 67% of students are one or less grade levels below, 6% are two or more grade levels below.

Grade 2: 57% of students are at grade level or above as of end of first trimester iReady diagnostic. 36% are one or less grade level below, and 6% are 2 or more grade levels below.

Grade 3: 59% of students are at grade level or above as of end of first trimester iReady diagnostic; 26% are one or less grade levels below, and 15% are 2 or more grade levels below.

Grade 4: As 3rd graders, 35% of students scored Not Met and Nearly Met Standards on Spring 2017 SBAC; 65% scored Met Standards and Exceeded Standards. 55% are at grade level or

Grade 5: As 4th graders, 52% of students scored Not Met and Nearly Met Standards on Spring 2017 SBAC; 48% scored Met Standards or Exceeded Standards

Overall achievement on the CAASPP in ELA showed overall 50% of students exceeding or meeting standards. In particular, the following claims areas showed substantially low scores school-wide: Reading - average of 26% Above Standards; Writing, average of 28% Above Standards. In the claims areas of Listening and Speaking, the percentages of students Above Standards was similar to Reading and Writing (18% and 30% respectively), but there were larger percentages of students scoring At or Near Standards in those claims as compared to Reading and Writing.

**How the School will Evaluate the Progress of this Goal:**

Teachers will monitor progress by analyzing the achievement data resulting from district-wide assessments, formative assessments and other school-wide results via Data Chats and grade level meetings.

Data Chats will be held at the conclusion of trimester-end assessments. Grade level teachers will meet with the Principal and Curriculum Specialist to review assessment results. The initial focus will be on iReady diagnostic scores and growth: overall percentages of students at or above grade level, approaching grade level, and 2 or more years below grade level; and individual student progress.

SBAC results will be reviewed as available in Summer 2018 and communicated with Staff.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Mathematics</b>
<b>LCAP/LEA GOAL:</b>
Require the use of content standards and adopted curriculum to provided high quality instruction that ensures student achievement of all sub-groups (English Learners, Economically Disadvantaged, Gifted Education, and Special Education students) will meet or exceed district-adopted proficiency standards.
<b>SCHOOL GOAL #2:</b>
Grade 1: 70% of first grade students will score 75% or higher on the end of year math assessment. Grade 2: 70% of students in second grade will improve at least one score band on the end of year math assessment. Grade 3: 75% of third grade students will meet or exceed standards as measured by the District end of year assessment; 70% of students will meet or exceed standards on SBAC in Spring 2019. Grade 4: 68% of students will meet or exceed standards as measured by Spring 2019 SBAC; 65% of students will bee or exceed grade level standards as measured by the District's end of year 4th grade math assessment. Grade 5: 67% of students will score Meets and Exceeds Standards as measured by Spring 2019 SBAC; 70% of students will score approaching grade level or exceeds grade level on the District end of year math assessment.

**Data Used to Form this Goal:**

2017-18 performance results:

Kinder end of year math average: 88%

1st grade: 88% of students scored 80% or better on the end of year math assessment; overall average was 82%.

2nd grade: 78% of students scored 80% or higher on the end of year math assessment

3rd grade: 61% scored met or exceeded standards as measured by Spring 2018 SBAC

4th grade: 65% of students met or exceeded standards as measured by Spring 2018 SBAC

5th grade: 68% of students made at least one year's growth on IReady math; 36% of students scored Met or Exceeded Standards as measured by Spring 2018 SBAC

Last year's 3rd graders: 61% scored Exceeded or Met Standards (up from 39% of 3rd graders in 2017)

Last year's 4th graders: 66% scored Exceeded or Met Standards (up from 53% of 4th graders in 2017)

Last year's 5th graders: 38% scored Exceeded or Met Standards (down from 41% of 5th graders in 2017)

5th graders 2018-19

2017 as fourth grade students, 66% met/exceeded

2016 as third grade students, 59% met/exceeded

4th graders 2018-19

2017 as third grade students, 61% met/exceeded

**Findings from the Analysis of this Data:**

The percent of students scoring met and exceeds standards is making growth for most grade levels and cohorts.

3rd grade math: 2014-15 34% met and exceeded; 2017 - 18 61% met and exceeded

4th grade math: 2014-15 36% met and exceeded; 2017 - 18 66% met and exceeded

5th grade math: 2014-15 40% met and exceeded; 2017 - 18 38% met and exceeded

**How the School will Evaluate the Progress of this Goal:**

At end of trimester Data Chats, teachers, Curriculum Specialist and Principal will review iReady diagnostic data including overall growth, growth in domains, individual growth of students as demonstrated by scale score growth. At each data chat, strategies for RtI level 2 and 3 students will be discussed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English Learners</b>
<b>LCAP/LEA GOAL:</b>
Require content and instruction that ensures student achievement of district-adopted proficiency standards.
<b>SCHOOL GOAL #3:</b>
All English Learners will make at least one year's growth as measured by iReady in Language Arts. At least 50% of ELs who are Early Advanced and Advanced/Bridging will score Met and Exceeds Standards in Language Arts
<b>Data Used to Form this Goal:</b>
iReady growth in scale scores for individual students who are English Learners. 2018 ELA SBAC results for all levels of ELs: 3rd grade: 35% Met/Exceeded, 23% Nearly Met, 44% Did Not Meet 4th grade: 11% Met/Exceeded, 22% Nearly Met, 23% Did Not Meet 5th grade: 22% Met/Exceeded, 45% Nearly Met, 33% Did Not Meet
<b>Findings from the Analysis of this Data:</b>
Analysis of this data indicates that we need to focus our efforts on closing the achievement gap for our English Learner subgroup in all areas of Language Arts.
<b>How the School will Evaluate the Progress of this Goal:</b>
End of trimester Data Chats will include the ELD TOSA to assist in review of EL student progress; Data Chats will use iReady data, including scale score, domain scores, and engaged minutes reports, to determine interventions for individual students and groups.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Hispanic/Latino Subgroup</b>
<b>LCAP/LEA GOAL:</b>
Require the use of District-approved content and research-based instruction that ensures student achievement of all students (English Learners, Economically Disadvantaged, Gifted Education and Special Education Students) will meet or exceed district-adopted proficiency standards.
<b>SCHOOL GOAL #4:</b>
Decrease the percent of Hispanic students scoring Not Met and Nearly Met standards by 5% in ELA and math.
<b>Data Used to Form this Goal:</b>
The review of SBAC data for the subgroup Hispanic/Latino (who comprised 39% of third grade, 53% of fourth grade, and 43% of fifth grade students tested in Spring 2016)
<b>Findings from the Analysis of this Data:</b>
Analysis of the data indicated that we need to focus our efforts on closing the achievement gap for this significant subgroup of students. We need to continue to increase our proficiency rate for our Hispanic/Latino students as their scores and proficiency rates are substantially lower than the English Only subgroup and White subgroup.
<b>How the School will Evaluate the Progress of this Goal:</b>
Teachers will meet in Data Chats to review interim assessment data, RtI data, and 2015 SBAC results. In order to determine the success of our data goal, we will dedicate 5 early release days to review, initially the SBAC results, then interim assessment achievement data. Grade level trimester interim assessment review meetings will enable us to collaboratively examine achievement trends and identify areas of need. Data Chats with each teacher will be held with each teacher to set goals and reflect on student progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

## Summary of Expenditures in this Plan

### Total Expenditures by Funding Source

Funding Source	Total Expenditures

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Martha Walter	X				
Stephanie Beauregard			X		
Nicole Rippee		X			
Tracy Shah		X			
Dahlia Dobbertin		X			
Alicia Boylan		X			
Amanda Stratton				X	
Jodie Dahlia				X	
Emily Nalbantian				X	
Justin Worsham				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>4</b>	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

Bret Harte PTA and Booster Club

\_\_\_\_\_  
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on November 5, 2018.

Attested:

Martha Walter

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Justin Worsham

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## Schoolwide Title I Addendum

### No Child Left Behind

#### Schoolwide Title I Addendum School Plan Requirements Reference Guide

The following Title I Schoolwide Plan components required by NCLB section 1114 (b) (1) are addressed in the Bret Harte Elementary School Single Plan for Student Achievement as indicated below

Required SWP Plan Components:	Location of Addressed Element
1. Comprehensive needs assessment of the entire school	
2. Schoolwide reform strategies that: <ol style="list-style-type: none"> <li>a. Provide opportunities for all students to meet proficient and advanced levels of achievement in state standards.</li> <li>b. Use scientifically based instructional methods and strategies that:               <ul style="list-style-type: none"> <li>• Strengthen the core academic program in the school</li> <li>• Increase the amount and quality of learning time</li> <li>• Include strategies for meeting the educational needs of historically underserved populations</li> <li>• Address how the school will determine if such needs have been met</li> <li>• Are consistent with the state plan and any local improvement plans (LEA Plan)</li> </ul> </li> </ol>	
3. Instruction by highly qualified teachers	
4. High-quality and ongoing professional development for teachers, principals and paraprofessionals	
5. Strategies to attract highly qualified teachers to high-need schools	
6. Strategies to increase parental involvement	
7. Plans for assisting preschool children in the transition from early childhood programs ( <i>N/A for middle and high schools</i> )	
8. Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program	
9. Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards	
10. Coordination and integration of federal, state, and local services and programs	

***To be included with SPSA for Title I Schoolwide Schools.***

## Program Improvement Title I Addendum

**No Child Left Behind**

### **Program Improvement Title I Addendum School Plan Requirements Reference Guide**

The following elements required in Title I, Part A, Section 1116, for PI are addressed in the Bret Harte Elementary School Single Plan for Student Achievement as indicated below.

Required PI Plan Elements	Location of Addressed Element
<b>1. Scientifically-based research</b> ~ Strategies based on scientifically-based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for PI.	
<b>2. Successful Policies and Practices</b> ~ Adoption of policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all students (and student subgroups) enrolled in the school become proficient.	
<b>3. Professional Development (PD)</b> a. A minimum of 10% of Title I funds will be used each year that the school is in PI for the purpose of providing high quality professional development of teachers and principal. b. PD meets requirements of NCLB section 1119 (qualifications for teachers and paraprofessionals). c. PD affords increased opportunity for participation d. PD directly addresses the academic achievement problem that caused the school to be identified for PI.	
<b>4.</b> How funds (10%) reserved for professional development will be used to remove the school from PI status	
<b>5.</b> Description of <b>Specific Annual, Measurable Objectives</b> ~ Developed for each of the student subgroups and in accordance with state's measure of AYP.	
<b>6. Parent Notification</b> ~ Description of how the school will provide written notice about the identification of the school for PI in understandable language and format.	
<b>7. Shared Responsibility for Improvement</b> ~ Specify the responsibilities of the school, the LEA, the SEA, and a description of the technical assistance and fiscal responsibilities to be provided by the LEA.	
<b>8. Parent Involvement</b> ~ Strategies to promote effective parental involvement	
<b>9. Extended Learning</b> ~ As appropriate, activities before school, after school, during the summer and during any extension of the school year.	
<b>10. Incorporation of a Teacher Mentoring Program</b> ~ See NCLB Title IX Part A, §9101(42) for definition of "Teacher Mentoring Program"	

***To be included with SPSA for Title I PI Schools.***