Bret Harte Middle	**School Plan for Student Achievement (SPSA)**	George Vuong
School Year: 2024-25		

San José Unified School District

Bret Harte Middle

School Year: 2024-25

Title 1 Status	Not a Title I School
State Dashboard Status	No Status

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort to increase student achievement. This plan and its contents align directly with San José Unified's Strategic Plan and Local Control and Accountability Plan (LCAP).

The Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and modify the plan that reflects changing needs and priorities, as applicable. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students.

Local Control Funding Formula (LCFF) provides schools and Local Education Agencies (LEA) or districts flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

About this School:	
Grades Served:	6th-8th
Total Students:	
Ethnic Breakdown:	White
	Hispanic
	Black
	Other
Free lunch	
Reduced lunch	
Total FRPL	
EL	
EO	
Foster Youth	
Special Education	

Contact:	George Vuong
Position:	Principal
CDS Code	43-69666-6060099
Telephone:	408-535-6270
Email:	gvuong@sjusd.org
Address:	7050 Bret Harte Dr., San Jose, CA 95120

Educational Partners Involvement: Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process.

The engagement process is an ongoing, annual process. The data is reviewed during staff and School Site Council (SSC) meetings. After reviewing the data and discussing the strengths of the educational program, parents and staff provide input on goals and actions to address opportunities for improvement. The data, goals, and actions are shared in other parent meetings, such as PTA or Principal Coffees. The SPSA is reviewed at each SSC meeting during the year to discuss interim data, progress toward goals, and the effectiveness of the actions in the plan. The principal also shares a reflection on the use of resources in the previous year and how they may have impacted student data.

School Plan: Description of 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.

The SPSA is aligned with the Local Control and Accountability Plan (LCAP) and the SJUSD Strategic Plan, and all actions align with the district's objectives to provide a rigorous curriculum, an innovative workforce, and a unified community. Enhanced resources and efficient systems support these objectives. Staff utilizes a curriculum aligned with state standards and receives professional development and coaching to support the school's goals. Data is regularly reviewed and disaggregated by student subgroups so that we can adjust instruction and provide additional intervention as needed to better align with student needs.

School Goals

LANGUAGE ARTS:	

This year's overall ELA SBAC scores for students in grades 6-8 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.
MATHEMATICS:
This year's overall Mathematics SBAC scores for students in grades 6-8 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.
ENGLISH LANGUAGE LEARNERS:
70% of English learners will achieve one level of growth as measured on the ELPAC compared to the previous year.
SCHOOL CLIMATE:
This year's chronically absent rate will decrease by 2.5 percentage points, and the suspension rate will decrease by 1 percentage point compared to the previous school year.

Bret Harte Middle	**School Plan for Student Achievement (SPSA)**	George Vuong
School Year: 2024-25		

Site Based Resource Inequities
San José Unified provides resources based on overall enrollment and the number of students the state identifies (English Learners, Socioeconomically Disadvantaged, Foster Youth). Each school determines how they will allocate those resources (funds and staffing FTE) to achieve school goals. Any inequities identified by the needs assessment are described on the Rigorous Curriculum and Unified Community data tabs. The analysis and plans to address the inequities are described on the Goals tab. Our school uses Supplemental FTE to support identified students as described below.
Bret Harte will utilize Supplemental FTE to prioritize additional staffing and support through extra-duty and extended school day opportunities to support all our students, especially our underrepresented student groups (e.g., ELs, SPED). Examples of this would include afterschool homework center and afterschool small-group instruction with our focus students. In providing these additional supports, the hope is to reduce the opportunity gaps for our historically underrepresented student populations (e.g., ELs, SPED).

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.
Bret Harte's current CAASPP ELA and Mathematics data shows a need for improved support of student learning and growth, instructional strategies, professional development opportunities, and building the capacity of our staff and students to improve SBAC scores in the top two bands (meeting standard and exceeding standard). There will be an emphasis on implementing the district uniform grading policy with increased fidelity, reteaching and retesting opportunities, and supporting our underperforming student focus groups through additional intervention and support opportunities throughout the school day. Based on Climate Survey Data as well as Discipline Data (Suspension rates and ODRs) we will again be partnering with District and community resources to continue to focus on PBIS and SEL curriculum on campus to improve students' feeling of connectedness to school, their peers, and their teachers. By improving a feeling of connectedness to school and by providing tools to address social-emotional stressors, we hope to see a reduction in our chronic absenteeism, suspension rate, and office discipline referral rates.

Prop 28 School Site Plan	
On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts education programs in schools beginning in 2023–24. **"Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.** **LEAs with more than 500 pupils must expend at least 80 percent of the funds to employ certificated or classified employees to provide arts education instruction and the remaining funds for training supplies, curriculum, professional learning, materials, and arts educational partnership programs.** **Summarize your school's plan for the Proposition 28 funds in the below box. Include use of certificated staff (FTE) and funds.**	
Funds	Bret Harte Middle School will plan to use Proposition 28 funds (our 20% allocated towards supplies, materials, and other arts education needs) to help restore our musical instruments for our band classes, as well as provided much-needed refreshers and updates to the computers within our computer labs for our compuer science programming classes and our robotics engineering classes, and to replenish arts supplies and materials for our art class.
FTE	Bret Harte Middle School will plan to use Proposition 28 funds (our 80% allocated towards funding certificated or classified employees to provide arts education instruction) in creating new elective offerings and positions within the Electives Department that our Electives teachers can teach and offer to students to take as an elective class choice.

Systems of Support **The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies (LEAs) with schools that meet the criteria for CSI must collaborate with educational partners to locally develop and implement a plan to improve student outcomes.** **Schools that are not eligible for CSI and have one or more student group(s) that meet(s) any of the criteria used to determine CSI Low Performing, will be eligible for ATSI using two years of Dashboard results.**
ATSI or CSI Plan
If this school has been identified as an ATSI or CSI school, the subgroup or area identified is listed below.
Not applicable to this school.
Describe the consultation with educational partners and the impact the feedback had on the plan.
Not applicable to this school.
Identify the specific actions on the strategies page that will be utilized to improve outcomes for the subgroups or areas listed above.
Not applicable to this school.

Bret Harte Middle	**School Plan for Student Achievement (SPSA)**	George Vuong
School Year: 2024-25		

Directions

Goal: The goal should be based on verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Goal Analysis: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal in the **previous school year.** Briefly describe any major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet last year's 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.

A RIGOROUS CURRICULUM THAT INSPIRES ALL STUDENTS TO DISCOVER THEIR OWN GREATNESS

LANGUAGE ARTS: Strategic Plan Alignment & Content Goals

SMART Goal	This year's overall ELA SBAC scores for students in grades 6-8 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.
	Did not meet previous year's goal

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. Based on interim assessments and updated in the fall when the state dashboard is released.

The 2023 dashboard decreased by 7.2 points from the 2022 dashboard. Currently on track to implement 2023-24 SPSA as intended.

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.

More emphasis will be put on providing Professional Development opportunities for teachers by working with our instructional coach and C&I on how to best integrate writing and reading strategies to support students in their learning. There will be a focus on PDs around Constructing Meaning, Universal Design for Learning, Gradual Release, and Small-Group Instruction. Teachers are continuing to implement board-adopted curriculum and teachers will work on implementing writing school-wide during their SEL block.

	Action Steps for the Current School Year	Owner	Timeline
#1	PD on Constructing Meaning, Universal Design for Learning, Small-Group Instruction, Differentiation, Gradual Release	Principal	8/8/24 - 5/30/25
#2	Collaboration during Data Protocol Meetings for NWEA Data, Department Meetings, Staff Meetings	Principal	8/8/24 - 5/30/25

MATHEMATICS: Strategic Plan Alignment & Content Goals

SMART Goal	This year's overall Mathematics SBAC scores for students in grades 6-8 who meet or exceed state expectations will increase by 5% or higher than the previous year's score.
	Did not meet previous year's goal

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. Based on interim assessments and updated in the fall when the state dashboard is released.

The 2023 dashboard decreased by 3.6 points from the 2022 dashboard. Currently on track to implement 2023-24 SPSA as intended.

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.

More emphasis will be put on providing Professional Development opportunities for teachers by working with our instructional coach and C&I on how to best implement instructional strategies. There will be a focus on PDs around Constructing Meaning, Universal Design for Learning, Gradual Release, and Small-Group Instruction. Teachers will be provided with supplemental resources to support them in day-to-day math instruction.

	Action Steps for the Current School Year	Owner	Timeline
#1	PD on Constructing Meaning, Universal Design for Learning, Small-Group Instruction, Differentiation, Gradual Release	Principal	8/8/24 - 5/30/25
#2	Collaboration during Data Protocol Meetings for NWEA Data, Department Meetings, Staff Meetings	Principal	8/8/24 - 5/30/25

ENGLISH LANGUAGE LEARNERS: Strategic Plan Alignment & Content Goals

SMART Goal	70% of English learners will achieve one level of growth as measured on the ELPAC compared to the previous year.
	Did not meet previous year's goal

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. Based on interim assessments and updated in the fall when the state dashboard is released.

The 2023 dashboard increased by 22% from the 2022 dashboard, with 58.6% making progress. Currently on track to implement 2023-24 SPSA as intended.

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.

To continue to achieve our goals in our reclassification rates, we will maintain focus on providing small group targeted instruction for our students eligible to reclassify. Students will be selected based on data around their current levels, grades, academic progress, and teacher feedback. We will continue to assign specialized staff members to work with our EL students during after-school homework center in ELD instruction to provide small-group instruction and individualized support in order for our EL students to learn the reading, writing, listening, and speaking skills the need to reclassify.

	Action Steps for the Current School Year	Owner	Timeline
#1	Targeted Small Group Instruction for EL Students	Principal	8/8/24 - 5/30/25
#2	Specialized Staff Member focused on Specific ELD Instruction & Individualized Support of EL Students	Principal	8/8/24 - 5/30/25

A UNIFIED COMMUNITY THAT ELEVATES OPPORTUNITIES FOR ALL

CLIMATE: Strategic Plan Alignment & Content Goals

SMART Goal	This year's chronically absent rate will decrease by 2.5 percentage points, and the suspension rate will decrease by 1 percentage point compared to the previous school year.
	Did not meet previous year's goal

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. Based on interim assessments and updated in the fall when the state dashboard is released.

The 2023 dashboard chronic absenteeism increased by .7% from the 2022 dashboard, and suspensions increased by .6%. Currently on track to implement 2023-24 SPSA as intended.

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.

We will bring additional focus on implementation of PBIS and SEL curriculum to campus to improve students' feeling of connectedness to school. We will emphasize providing more tools to address social-emotional stressors and reduction of our chronic absenteeism, suspension rate, and office discipline referral rates. There will be continuous monitoring of the Chronic Absenteeism Dashboard and communication with families if students are not regularly attending classes. To better serve Low SES, EL, and SPED students in the 2023-2024 school year, we will continue to work with all staff members to ask them to form a stronger connection with the high needs/focus populations students enrolled in their classes.

	Action Steps for the 2024-2025 School Year	Owner	Timeline
#1	Analyze Climate Survey Data & Targeted PD on SEL & Wellbeing	Principal	8/8/24 - 5/30/25
#2	Implementation of PBIS, Behavior Matrix, Restorative Practices, Tier 1 Interventions	Principal	8/8/24 - 5/30/25

Bret Harte Middle	**School Plan for Student Achievement (SPSA)**	George Vuong
School Year: 2024-25	*	

LANGUAGE ARTS DATA

This overall performance data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school district data warehouse.

2023-24 Language Arts: SBAC

Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2022-23 % Standard Met & Exceeded	2021-22 % Standard Met & Exceeded
Overall								
Grade 6								
Grade 7								
Grade 8								
Hispanic								
English Learners								
Special Education								
Socioeconomically Disadvantaged								
Foster								
Homeless								

Spring 2023-24 Language Arts: CSA

Grade Level/Subgroup	% May Be Able To	% Can Usually	% Can Consistently	Student Count	2022-23 % Can Consistently	2021-22 % Can Consistently
Overall						
Grade 6						
Grade 7						
Grade 8						
Hispanic						
English Learners						
Special Education						
Socioeconomically Disadvantaged						
Foster						
Homeless						

2023-24 Writing Performance Assessments (WPAs)

Grade Level	6	7	8
2023-24 % Students At/Above Expectation: WPA 2			

MATHEMATICS DATA

This overall performance data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school district data warehouse.

2023-24 Mathematics: SBAC

Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2022-23 % Standard Met & Exceeded	2021-22 % Standard Met & Exceeded
Overall								
Grade 6								
Grade 7								
Grade 8								
Hispanic								
English Learners								
Special Education								
Socioeconomically Disadvantaged								
Foster								
Homeless								

Winter 2023-24 Math NWEA

Grade Level	6	7	8
2023-24 % Students Predicted to Score 3 or 4 on SBAC			

ENGLISH LANGUAGE LEARNER DATA

This data provides the most recent information about this school's student performance. The state of California began using ELPAC in place of CELDT July 2018

2023-24 English Learners			
Grade Level	6	7	8
Number (#) of EL students			

2023-24 ELPAC Perfomance Levels by Grade			
Proficiency Level	6	7	8
Level 1			
Level 2			
Level 3			
Level 4			

Reclassification Rates			
2023-24			
Grade Level	6	7	8
% Students			

CELDT/ELPAC: 3 Year No Performance Level Growth			
Grade Level	6	7	8
Number of students			
% of Students			

Bret Harte Middle	**School Plan for Student Achievement (SPSA)**	George Vuong
School Year: 2024-25	*	

CLIMATE GOAL

This data provides the most recent information about climate, discipline, and attendance.

2023-24 CLIMATE SURVEY RESULTS: Students (Sometimes - Always)			
Climate Survey Constructs	**6**	**7**	**8**
	The 2023 Fall Safety Survey can be shared and discussed at a School Site Council (SSC) meeting when determining areas of growth and opportunity.		

2023-24 Parent Involvement	
	Agree
	The 2023 Fall Safety Survey can be shared and discussed at a School Site Council (SSC) meeting when determining areas of growth and opportunity.

**Parent takes this student for the youngest SJUSD student in the family.*

2023-24 SUSPENSIONS AND EXPULSIONS			
Grade Level	**6**	**7**	**8**
Suspension - Overall #			
Suspension - Hispanic Students As # Overall			
Expulsion - Overall #			
Expulsion - Hispanic Students As # Overall			

2023-24 Chronic Absenteeism			
Student Group	**6**	**7**	**8**
School Total			
Hispanic			
English Learners			
Special Education			
Socioeconomically Disadvantaged			
Foster			
Homeless			

Bret Harte Middle George Vuong
School Year: 2024-25

Actions to Support & Achieve Goals

The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
1	Purchase instructional materials and supplies to support the running of the school. May include other activities and field trip expenses.	Office Supplies/Classroom Supplies to support classroom instruction.	All		Site Flex	Books and Supplies	$ 8,114.81
		Extracurricular Stipend for Audio/Media coordination and support.	All		Site Flex	Other	$ 2,000.00
		Purchase district-supported technology equipment to support our teachers and students.	All		Site Flex	Equipment	$ 2,500.00
2	Professional Development	Professional development to support improved instruction of target students.	All		Site Flex	Other	$ 2,500.00
		Teachers/staff extra duty or attending training, coaching, or professional development to assist our EL students with academics and reclassification.	English Language Development		Supplemental	Certificated Extra Duty	$ 1,000.00
3	Purchase books and other instructional materials	Hands-on materials, equipment, and other items, to help support access to content.	All	English Language Development	Supplemental	Books and Supplies	$ 3,000.00
		Purchase BrainPop	English Language Development		Supplemental	Software Licenses	$ 3,500.00
		Purchase supplemental novels for Language Arts classes and the school library, which represent a diversity of voices, perspectives, experiences, and Lexile levels so that all students, including students with disabilities, can access the resources.	Language Arts	All	Site Flex	Books and Supplies	$ 2,500.00
4	Provide release days or time outside of the work calendar/schedule for staff to participate in collaboration and professional learning.	Professional Development provided to teachers and staff from trainers & guest speakers coming to the school site to offer trainings on instructional strategies, data-driven teaching practices, restorative practices/PBIS, as well as other PD to be offered to teachers and staff to improve student learning.	All		Site Flex	Service Agreements	$ 2,000.00
5	Provide extended day intervention and support for students	After School HW Center and Extracurricular Activities with targeted supports.	English Language Development	All	Supplemental	Certificated Extra Duty	$ 11,360.93
		Instructional Associate extra duty to provide additional, small group tutoring in the after school homework center. The group will primarily be designated low SES, SPED, or EL students.	English Language Development	All	Supplemental	Classified Extra Duty	$ 2,000.00

Bret Harte Middle George Vuong
School Year: 2024-25

Actions to Support & Achieve Goals

The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
6	Additional learning experiences						
7	Parent and community engagement	Extracurricular Stipend for Website coordination. The stipend comes from district-allocated funds.	All		Site Flex	Other	$ 2,000.00
		Extracurricular stipend for SELAC/Bilingual support to improve school and home communication. Will support improved reclassification rate.	English Language Development		Site Flex	Other	$ 2,000.00
8	Positive school climate	Extracurricular stipend for PBIS team lead position to strengthen our PBIS program. The stipend comes from district-allocated funds.	All		Site Flex	Other	$ 2,000.00
		Extracurricular stipend for WEB program coordinator to improve student connectedness. The stipend comes from district-allocated funds.	All	School Climate	Site Flex	Other	$ 2,000.00
9	Prop 28 Arts and Music in Schools	20% of Proposition 28 funds allocated towards supplies, materials, and other arts education classroom needs to help restore/purchase musical instruments, purchase computers for our computer labs and our our robotics engineering classes, and to replenish arts supplies and materials for our art class.	All		Arts and Music	Books and Supplies	$ 23,557.48
		Certificated staffing to provide arts and music education	All		Arts and Music	Certificated Personnel (FTE)	$ 86,227.52
10							
11							

Bret Harte Middle George Vuong
School Year: 2024-25

Actions to Support & Achieve Goals

The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
11							
12							
13							
14							
15							

Bret Harte Middle	**School Plan for Student Achievement (SPSA)**	George Vuong
School Year: 2024-25		

SCHOOL SITE COUNCIL (SSC) MEMBERS

EdCode 65000 *The SSC shall be constituted to ensure parity between the principal, classroom teachers, other school personnel, parents, and other community members. The presence of 51% of the SSC membership in attendance at the meeting will constitute a quorum. No decisions of the SSC shall be valid unless a quorum is present. A middle school must have at least 10 members on their SSC. Parent or guardian can not be employed at the school site.*

School Site Council (SSC) Officers	
Carrie Genise	Chair
Widodo Krisman	Vice-Chair
Amanda Clarke	Secretary

Classroom Teachers
Sheila Billings
Carrie Genise
Katrina Kalman
Other School Personnel
Amanda Clarke

Principal
George Vuong
Parents/Community Members
Lynn Hull
Phuong Fingerman
Vicki Tsang
Widodo Krisman
Mital Poddar

SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (SELAC)

A school with more than 20 English Language Learner (ELL) students shall establish a school-level advisory committee. Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent of the student body. Parents or guardians of ELL students who are not employed by the school district shall constitute a majority of the committee.

Classroom Teachers
Other School Personnel
Arturo Gutierrez
Amy Stenberg
Nancy Finch

Principal
George Vuong
Parents/Community Members
Hermita Lazo Samaniego

If the members of a properly constituted SELAC voted to give over their governance to the SSC, please list the names of those people who voted. SELACs must be constituted in school years starting in an odd year and the decision to give governance to the SSC lasts for 2 years.

School English Learner Advisory Committee (SELAC) Officers	
Hermita Lazo Samaniego	Eunkyoung Jang
Younmi Park	Jing Caui

The SELAC has voted to give governance to the SSC on this date:	08/25/23

The name of the parent SELAC representative to the SSC is:	Hermita Lazo Samaniego

School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

• The School Site Council is correctly constituted and was formed in accordance with board policy and state law. • The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval. • The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply.)

☑	English Learner Advisory Committee
☑	Other (list)

•. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in board policies and in the LEA Plan. • This plan 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 plan was adopted by the School Site Council at a public meeting on:	4/25/24

School Principal Name	Signature of School Principal	Date
George Vuong		4/25/2024

SSC Chairperson Name	Signature of SSC Chairperson	Date
Carrie Genise		4/25/2024

SELAC Chairperson Name	Signature of SELAC Chairperson	Date

Bret Harte Middle | School Plan for Student Achievement (SPSA) | George Vuong

School Year: 2024-25

SCHOOL SITE COUNCIL (SSC) MEMBERS

EdCode 65000 The SSC shall be constituted to ensure parity between the principal, classroom teachers, other school personnel, parents, and other community members. The presence of 51% of the SSC membership in attendance at the meeting will constitute a quorum. No decisions of the SSC shall be valid unless a quorum is present. A middle school must have at least 10 members on their SSC. Parent or guardian can not be employed at the school site.

School Site Council (SSC) Officers	
Carrie Genise	Chair
Widodo Krisman	Vice-Chair
Amanda Clarke	Secretary

Classroom Teachers
Sheila Billings
Carrie Genise
Katrina Kalman
Other School Personnel
Amanda Clarke

Principal
George Vuong
Parents/Community Members
Lynn Hull
Phuong Fingerman
Vicki Tsang
Widodo Krisman
Mital Poddar

SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (SELAC)

A school with more than 20 English Language Learner (ELL) students shall establish a school-level advisory committee. Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent of the student body. Parents or guardians of ELL students who are not employed by the school district shall constitute a majority of the committee.

Classroom Teachers
Other School Personnel
Arturo Gutierrez
Amy Stenberg
Nancy Finch

Principal
George Vuong
Parents/Community Members
Hermita Lazo Samaniego

If the members of a properly constituted SELAC voted to give over their governance to the SSC, please list the names of those people who voted. SELACs must be constituted in school years starting in an odd year and the decision to give governance to the SSC lasts for 2 years.

School English Learner Advisory Committee (SELAC) Officers	
Hermita Lazo Samaniego	Eunkyoung Jang
Younmi Park	Jing Caui

The SELAC has voted to give governance to the SSC on this date:	08/25/23
The name of the parent SELAC representative to the SSC is:	Hermita Lazo Samaniego

School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:

- The School Site Council is correctly constituted and was formed in accordance with board policy and state law.
- The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.
- The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply.)

☑	English Learner Advisory Committee
☑	Other (list)

- The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.
- This plan 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 plan was adopted by the School Site Council at a public meeting on: 4/25/24

School Principal Name	Signature of School Principal	Date
George Vuong	George Vuong	4/25/2024
SSC Chairperson Name	Signature of SSC Chairperson	Date
Carrie Genise		4/25/2024
SELAC Chairperson Name	Signature of SELAC Chairperson	Date