



School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|--------------------------|-----------------------------------|--|---------------------------|
| Bret Harte Middle School | 01611926056931 | April 9, 2025 | June 11, 2025 |

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Bret Harte Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Schoolwide Program

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

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Bret Harte Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Schoolwide Program

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

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council, comprised of administration, parents, students, teachers and support staff engaged in ongoing discussion of the goals and progress of the SPSA. With input from SBDM, LCC, ELAC, AASAI, and ILT the School Site Council was able to shift funds to meet student needs and develop allocation recommendations for the 2025-26 SPSA. The SPSA was presented to staff and parents throughout the year in various venues and input was collected from partners related to academic and social emotional needs of students.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe 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.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Overall ELA CAASPP Performance was low (orange) overall. Suspension rate was moderately high (orange) overall, though it declined from 2023. EL Progress is also low (orange) overall.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

We have no student groups that are two levels below the overall student performance level.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Student data from the ELA adoption Growth Measure Assessment shows that there are students who need additional reading intervention support.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Bret Harte Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| American Indian | 0.36% | 0.55% | 0.20% | 2 | 3 | 1 |
| African American | 16.30% | 15.96% | 17.44% | 90 | 87 | 86 |
| Asian | 4.71% | 4.4% | 5.07% | 26 | 24 | 25 |
| Filipino | 3.44% | 3.49% | 4.46% | 19 | 19 | 22 |
| Hispanic/Latino | 62.50% | 62.57% | 58.01% | 345 | 341 | 286 |
| Pacific Islander | 2.54% | 2.75% | 3.85% | 14 | 15 | 19 |
| White | 5.07% | 5.32% | 5.48% | 28 | 29 | 27 |
| Two or More Races | 5.07% | 4.77% | 4.87% | 28 | 26 | 24 |
| Not Reported | % | 0.18% | 0.61% | | 1 | |
| Total Enrollment | | | | 552 | 545 | 493 |

Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| Grade 7 | 269 | 285 | 226 |
| Grade 8 | 283 | 260 | 267 |
| Total Enrollment | 552 | 545 | 493 |

Conclusions based on this data:

1. For the past three years we have had consistent enrollment.
2. Hispanic/Lation p[opulation has shown the biggest decrease in the past three years, while the Pacific Islander group has grown. Other student subgroups have remained fairly consistent over the past three years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| English Learners | 96 | 80 | 70 | 17.4% | 14.7% | 14.2% |
| Fluent English Proficient (FEP) | 167 | 160 | 135 | 30.3% | 29.4% | 27.4% |
| Reclassified Fluent English Proficient (RFEP) | 144 | 134 | 117 | 26.1% | 24.6% | 23.7% |

Conclusions based on this data:

1. We need to increase reclassification rates among students before high school.
2. Rate of reclassification has remained steady.
3. We need to decrease the number of long-term English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 7 | 267 | 273 | 228 | 249 | 263 | 225 | 248 | 262 | 224 | 93.3 | 96.3 | 98.7 |
| Grade 8 | 286 | 264 | 263 | 274 | 254 | 252 | 271 | 253 | 251 | 95.8 | 96.2 | 95.8 |
| All Grades | 553 | 537 | 491 | 523 | 517 | 477 | 519 | 515 | 475 | 94.6 | 96.3 | 97.1 |

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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 7 | 2506. | 2516. | 2517. | 5.24 | 8.78 | 7.14 | 27.02 | 26.34 | 30.36 | 31.45 | 32.06 | 25.00 | 36.29 | 32.82 | 37.50 |
| Grade 8 | 2525. | 2515. | 2517. | 6.64 | 6.32 | 5.58 | 23.25 | 24.11 | 26.69 | 38.38 | 32.02 | 31.08 | 31.73 | 37.55 | 36.65 |
| All Grades | N/A | N/A | N/A | 5.97 | 7.57 | 6.32 | 25.05 | 25.24 | 28.42 | 35.07 | 32.04 | 28.21 | 33.91 | 35.15 | 37.05 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 7 | 8.87 | 9.92 | 9.82 | 58.06 | 64.12 | 56.25 | 33.06 | 25.95 | 33.93 |
| Grade 8 | 11.07 | 9.88 | 6.77 | 58.67 | 58.10 | 55.38 | 30.26 | 32.02 | 37.85 |
| All Grades | 10.02 | 9.90 | 8.21 | 58.38 | 61.17 | 55.79 | 31.60 | 28.93 | 36.00 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 7 | 9.72 | 9.54 | 15.63 | 61.54 | 59.92 | 50.00 | 28.74 | 30.53 | 34.38 |
| Grade 8 | 8.86 | 5.98 | 9.16 | 57.56 | 53.78 | 53.39 | 33.58 | 40.24 | 37.45 |
| All Grades | 9.27 | 7.80 | 12.21 | 59.46 | 56.92 | 51.79 | 31.27 | 35.28 | 36.00 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 7 | 8.87 | 9.16 | 8.93 | 68.95 | 74.43 | 76.79 | 22.18 | 16.41 | 14.29 |
| Grade 8 | 7.75 | 7.91 | 5.18 | 76.01 | 75.89 | 77.29 | 16.24 | 16.21 | 17.53 |
| All Grades | 8.29 | 8.54 | 6.95 | 72.64 | 75.15 | 77.05 | 19.08 | 16.31 | 16.00 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 7 | 9.68 | 13.74 | 14.73 | 62.50 | 62.98 | 63.39 | 27.82 | 23.28 | 21.88 |
| Grade 8 | 12.18 | 9.49 | 10.36 | 67.53 | 72.33 | 68.53 | 20.30 | 18.18 | 21.12 |
| All Grades | 10.98 | 11.65 | 12.42 | 65.13 | 67.57 | 66.11 | 23.89 | 20.78 | 21.47 |

Conclusions based on this data:

1. Students are struggling most in the Reading claim in English. Over the past three years, overall student scores have increased slightly in English.
2. Participation rate has increased, with a high last year.
3. More self-paced academic supports are needed for English as well as individualized intervention during the school day.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 7 | 267 | 273 | 228 | 243 | 258 | 222 | 241 | 258 | 221 | 91.0 | 94.5 | 97.4 |
| Grade 8 | 286 | 264 | 263 | 275 | 247 | 254 | 275 | 245 | 251 | 96.2 | 93.6 | 96.6 |
| All Grades | 553 | 537 | 491 | 518 | 505 | 476 | 516 | 503 | 472 | 93.7 | 94.0 | 96.9 |

* 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 7 | 2459. | 2477. | 2476. | 4.98 | 7.36 | 9.95 | 9.13 | 12.40 | 10.41 | 26.97 | 28.68 | 24.89 | 58.92 | 51.55 | 54.75 |
| Grade 8 | 2470. | 2459. | 2505. | 6.18 | 6.94 | 13.94 | 5.45 | 8.16 | 11.16 | 21.82 | 17.55 | 19.52 | 66.55 | 67.35 | 55.38 |
| Grade 11 | | | | | | | | | | | | | | | |
| All Grades | N/A | N/A | N/A | 5.62 | 7.16 | 12.08 | 7.17 | 10.34 | 10.81 | 24.22 | 23.26 | 22.03 | 62.98 | 59.24 | 55.08 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 7 | 5.39 | 8.91 | 9.05 | 38.59 | 40.31 | 32.58 | 56.02 | 50.78 | 58.37 |
| Grade 8 | 6.91 | 7.38 | 15.54 | 39.64 | 31.56 | 39.84 | 53.45 | 61.07 | 44.62 |
| Grade 11 | | | | | | | | | |
| All Grades | 6.20 | 8.17 | 12.50 | 39.15 | 36.06 | 36.44 | 54.65 | 55.78 | 51.06 |

| 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 7 | 3.73 | 5.43 | 10.86 | 46.89 | 50.78 | 45.70 | 49.38 | 43.80 | 43.44 |
| Grade 8 | 5.09 | 8.16 | 10.36 | 43.27 | 37.96 | 49.80 | 51.64 | 53.88 | 39.84 |
| All Grades | 4.46 | 6.76 | 10.59 | 44.96 | 44.53 | 47.88 | 50.58 | 48.71 | 41.53 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 7 | 6.22 | 6.59 | 8.14 | 58.09 | 59.69 | 57.92 | 35.68 | 33.72 | 33.94 |
| Grade 8 | 4.36 | 2.86 | 9.16 | 59.64 | 54.69 | 62.15 | 36.00 | 42.45 | 28.69 |
| All Grades | 5.23 | 4.77 | 8.69 | 58.91 | 57.26 | 60.17 | 35.85 | 37.97 | 31.14 |

Conclusions based on this data:

1. Students are struggling most in the Concepts & Procedures claim. Over the past two years scores have improved in Math.
2. The participation rate for Math is lower than English.
3. Students seem to perform slightly better at 8th grade than 7th. More self-paced academic supports are needed.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 7 | 1537.1 | 1554.0 | 1542.0 | 1546.8 | 1559.3 | 1555.4 | 1527.0 | 1548.4 | 1528.0 | 49 | 43 | 35 |
| 8 | 1557.3 | 1550.6 | 1560.9 | 1561.4 | 1563.3 | 1572.2 | 1552.8 | 1537.5 | 1549.1 | 48 | 32 | 32 |
| All Grades | | | | | | | | | | 97 | 75 | 67 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 7 | 16.33 | 32.56 | 26.47 | 40.82 | 41.86 | 38.24 | 34.69 | 18.60 | 26.47 | 8.16 | 6.98 | 8.82 | 49 | 43 | 34 |
| 8 | 16.67 | 12.50 | 25.00 | 56.25 | 46.88 | 46.88 | 22.92 | 37.50 | 21.88 | 4.17 | 3.13 | 6.25 | 48 | 32 | 32 |
| All Grades | 16.49 | 24.00 | 25.76 | 48.45 | 44.00 | 42.42 | 28.87 | 26.67 | 24.24 | 6.19 | 5.33 | 7.58 | 97 | 75 | 66 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 7 | 30.61 | 48.84 | 52.94 | 55.10 | 41.86 | 38.24 | 14.29 | 9.30 | 5.88 | 0.00 | 0.00 | 2.94 | 49 | 43 | 34 |
| 8 | 33.33 | 37.50 | 53.13 | 58.33 | 50.00 | 34.38 | 8.33 | 12.50 | 6.25 | 0.00 | 0.00 | 6.25 | 48 | 32 | 32 |
| All Grades | 31.96 | 44.00 | 53.03 | 56.70 | 45.33 | 36.36 | 11.34 | 10.67 | 6.06 | 0.00 | 0.00 | 4.55 | 97 | 75 | 66 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 7 | 8.16 | 6.98 | 8.82 | 12.24 | 39.53 | 20.59 | 55.10 | 39.53 | 35.29 | 24.49 | 13.95 | 35.29 | 49 | 43 | 34 |
| 8 | 4.17 | 6.25 | 12.50 | 31.25 | 28.13 | 25.00 | 54.17 | 28.13 | 37.50 | 10.42 | 37.50 | 25.00 | 48 | 32 | 32 |
| All Grades | 6.19 | 6.67 | 10.61 | 21.65 | 34.67 | 22.73 | 54.64 | 34.67 | 36.36 | 17.53 | 24.00 | 30.30 | 97 | 75 | 66 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 7 | 4.08 | 6.98 | 14.71 | 75.51 | 76.74 | 52.94 | 20.41 | 16.28 | 32.35 | 49 | 43 | 34 |
| 8 | 4.17 | 9.38 | 12.50 | 77.08 | 75.00 | 68.75 | 18.75 | 15.63 | 18.75 | 48 | 32 | 32 |
| All Grades | 4.12 | 8.00 | 13.64 | 76.29 | 76.00 | 60.61 | 19.59 | 16.00 | 25.76 | 97 | 75 | 66 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|--------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 7 | 89.80 | 93.02 | 91.18 | 10.20 | 6.98 | 5.88 | 0.00 | 0.00 | 2.94 | 49 | 43 | 34 |
| 8 | 87.50 | 100.00 | 90.63 | 12.50 | 0.00 | 3.13 | 0.00 | 0.00 | 6.25 | 48 | 32 | 32 |
| All Grades | 88.66 | 96.00 | 90.91 | 11.34 | 4.00 | 4.55 | 0.00 | 0.00 | 4.55 | 97 | 75 | 66 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 7 | 12.24 | 11.63 | 11.76 | 40.82 | 53.49 | 41.18 | 46.94 | 34.88 | 47.06 | 49 | 43 | 34 |
| 8 | 18.75 | 12.50 | 18.75 | 39.58 | 31.25 | 37.50 | 41.67 | 56.25 | 43.75 | 48 | 32 | 32 |
| All Grades | 15.46 | 12.00 | 15.15 | 40.21 | 44.00 | 39.39 | 44.33 | 44.00 | 45.45 | 97 | 75 | 66 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 7 | 8.16 | 23.26 | 5.88 | 75.51 | 65.12 | 85.29 | 16.33 | 11.63 | 8.82 | 49 | 43 | 34 |
| 8 | 6.25 | 9.38 | 6.25 | 91.67 | 78.13 | 84.38 | 2.08 | 12.50 | 9.38 | 48 | 32 | 32 |
| All Grades | 7.22 | 17.33 | 6.06 | 83.51 | 70.67 | 84.85 | 9.28 | 12.00 | 9.09 | 97 | 75 | 66 |

Conclusions based on this data:

1. Students are generally stagnating at level 3 and 4. Overall performance has increased slightly with more students at level 3 and 4 over the past three years.
2. We need to reduce the number of long-term EL's.
3. Students struggle most with reading skills. More self-paced academic supports are needed.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

| 2023-24 Student Population | | | |
|--|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 493 | 72.8% | 14.2% | 0.2% |
| Total Number of Students enrolled in Bret Harte Middle School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 70 | 14.2% |
| Foster Youth | 1 | 0.2% |
| Homeless | 6 | 1.2% |
| Socioeconomically Disadvantaged | 359 | 72.8% |
| Students with Disabilities | 64 | 13% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 86 | 17.4% |
| American Indian | 1 | 0.2% |
| Asian | 25 | 5.1% |
| Filipino | 22 | 4.5% |
| Hispanic | 286 | 58% |
| Two or More Races | 24 | 4.9% |
| Pacific Islander | 19 | 3.9% |
| White | 27 | 5.5% |

Conclusions based on this data:

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

2. Bret Harte's Latinx population is smaller than the district overall, and our African American student population is larger.
3. Our Pacific Islander population has increased over the past three years.

School and Student Performance Data

Overall Performance






The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|--|--|--|
| <div>English Language Arts</div> <div></div> <div>Orange</div> | <div>Chronic Absenteeism</div> <div></div> <div>Yellow</div> | <div>Suspension Rate</div> <div></div> <div>Orange</div> |
| <div>Mathematics</div> <div></div> <div>Yellow</div> | | |
| <div>English Learner Progress</div> <div></div> <div>Orange</div> | | |

Conclusions based on this data:

1. We have made gains in our school climate initiatives through restorative practices and Culturally Responsive Teaching. Our suspension rate is moderately high (orange), though it has decreased over the past two years. We are continually looking for additional interventions that can be implemented on-site, especially for vaping and substance abuse.

2. Last year we made significant gains in Math, in the overall population and all student groups. ELA has only improved slightly.
3. Though attendance rates have improved, we still need to focus on improving student attendance and lower absenteeism.

School and Student Performance Data

Academic Performance English Language Arts

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|--|--|
| <div>All Students</div> <div></div> <div>Orange</div> <div>40.6 points below standard</div> <div>Maintained 2.2 points</div> <div>456 Students</div> | <div>English Learners</div> <div></div> <div>Red</div> <div>88.9 points below standard</div> <div>Declined 8.6 points</div> <div>135 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>Red</div> <div>104.2 points below standard</div> <div>Declined 4.0 points</div> <div>72 Students</div> |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div> | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>6 Students</div> | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>54.3 points below standard</div> <div>Maintained 2.4 points</div> <div>338 Students</div> |

| | | |
|--|--|--|
| Students with Disabilities  Red 129.7 points below standard Declined 5.3 points 60 Students | African American  Yellow 42.2 points below standard Increased 19.5 points 81 Students | American Indian  No Performance Color 0 Students |
| Asian  No Performance Color 29.7 points above standard Increased 28.4 points 24 Students | Filipino  No Performance Color 8.0 points below standard Declined 11.5 points 21 Students | Hispanic  Orange 53.1 points below standard Declined 4.1 points 264 Students |
| Two or More Races  No Performance Color 9.1 points below standard Increased 21.2 points 22 Students | Pacific Islander  No Performance Color 105.4 points below standard Increased 4.1 points 17 Students | White  No Performance Color 22.4 points above standard Increased 9.1 points 24 Students |

Conclusions based on this data:

1. Multilingual Learners, Students with Disabilities and Latinx student scores are still significantly below their White and Asian classmates.
2. Our African American students are making significant gains.
3. We need to decrease the number of students not meeting standard in ELA.

School and Student Performance Data

Academic Performance Mathematics

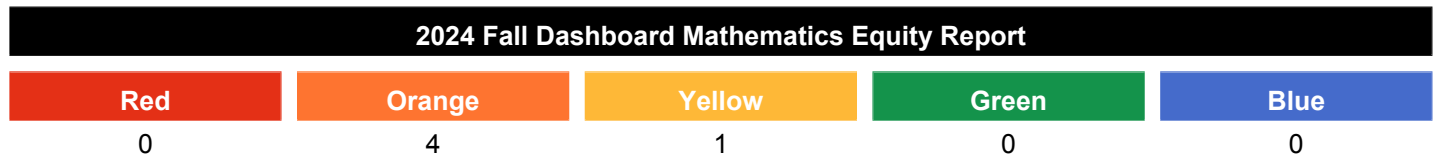
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|---|---|
| <div>All Students</div> <div> Yellow</div> <div>84.8 points below standard</div> <div>Increased 24.4 points</div> <div>453 Students</div> | <div>English Learners</div> <div> Orange</div> <div>136.9 points below standard</div> <div>Increased 14.6 points</div> <div>136 Students</div> | <div>Long-Term English Learners</div> <div> Orange</div> <div>153.8 points below standard</div> <div>Increased 20.6 points</div> <div>72 Students</div> |
| <div>Foster Youth</div> <div> No Performance Color Less than 11 Students</div> <div>1 Student</div> | <div>Homeless</div> <div> No Performance Color Less than 11 Students</div> <div>7 Students</div> | <div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>99.6 points below standard</div> <div>Increased 24.0 points</div> <div>335 Students</div> |

| | | |
|---|---|---|
| Students with Disabilities  Orange 176.8 points below standard Increased 12.6 points 60 Students | African American  Yellow 94.4 points below standard Increased 41.3 points 81 Students | American Indian  No Performance Color 0 Students |
| Asian  No Performance Color 5.4 points above standard Increased 56.7 points 24 Students | Filipino  No Performance Color 39.4 points below standard Maintained 2.4 points 21 Students | Hispanic  Orange 105.3 points below standard Increased 18.7 points 262 Students |
| Two or More Races  No Performance Color 25.3 points below standard Increased 52.9 points 22 Students | Pacific Islander  No Performance Color 134.2 points below standard Increased 21.3 points 17 Students | White  No Performance Color 19.5 points above standard Increased 40.0 points 23 Students |

Conclusions based on this data:

1. We need to make significant progress in students meeting standard in Math.
2. Every student group made gains in Math last year.
3. Long Term English Learners and Students with Disabilities are the furthest below the standard compared to all of the other subgroups.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

| 2024 Fall Dashboard English Learner Progress Indicator | |
|---|---|
| English Learner Progress | Long-Term English Learner Progress |
|  Orange |  Orange |
| 52.5% making progress. | 52.1% making progress. |
| Number Students: 61 Students | Number Students: 48 Students |

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

| 2024 Fall Dashboard Student English Language Acquisition Results | | | |
|--|--|-------------------------|------------------------------------|
| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 14.8% | 32.8% | 3.3% | 49.2% |

Conclusions based on this data:

1. Almost half of our students progressed at least one level.
2. The percentage of students decreasing a level went up, while the percentage of students increasing a level went down.
3. We need to decrease the number of long-term EL's.

School and Student Performance Data

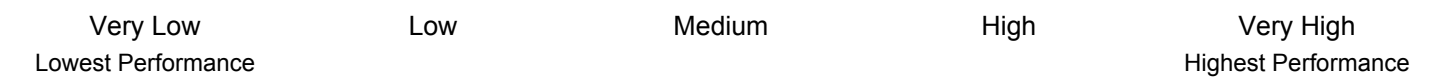
Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

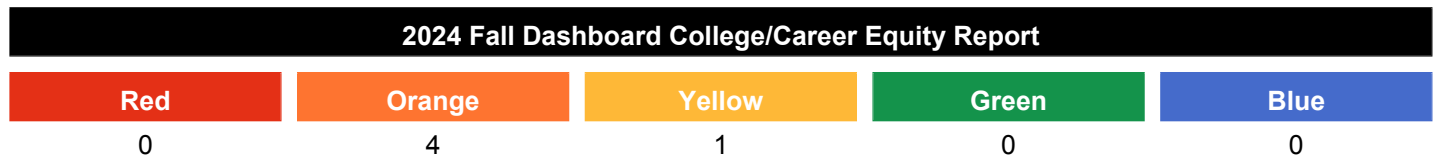
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2024 Fall Dashboard College/Career Performance for All Students/Student Group | | |
|---|------------------|---------------------------------|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

Conclusions based on this data:

1. This section does not apply to middle school.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

26.2% Chronically Absent

Declined 9.9

516 Students

English Learners



Orange

27.9% Chronically Absent

Declined 15

104 Students

Long-Term English Learners



Orange

31.6% Chronically Absent

Declined 9.7

79 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

3 Students

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

8 Students

Socioeconomically Disadvantaged












Yellow

29.9% Chronically Absent

Declined 10.5

385 Students

| | | |
|--|--|---|
| Students with Disabilities  Orange 35.3% Chronically Absent Declined 13.3 68 Students | African American  Orange 20.5% Chronically Absent Declined 13.2 88 Students | American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student |
| Asian  No Performance Color 7.4% Chronically Absent Declined 21.8 27 Students | Filipino  No Performance Color 4.3% Chronically Absent Declined 27.2 23 Students | Hispanic  Yellow 29.2% Chronically Absent Declined 7.3 301 Students |
| Two or More Races  Orange 23.3% Chronically Absent Declined 15.4 30 Students | Pacific Islander  No Performance Color 60% Chronically Absent Increased 6.7 20 Students | White  No Performance Color 23.1% Chronically Absent Declined 8 26 Students |

Conclusions based on this data:

1. Chronic absenteeism declined across all student groups.
2. Most significant absenteeism is in the Students with Disabilities group.
3. We need to decrease chronic absenteeism overall.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. This section does not apply to middle school.

School and Student Performance Data

Conditions & Climate Suspension Rate

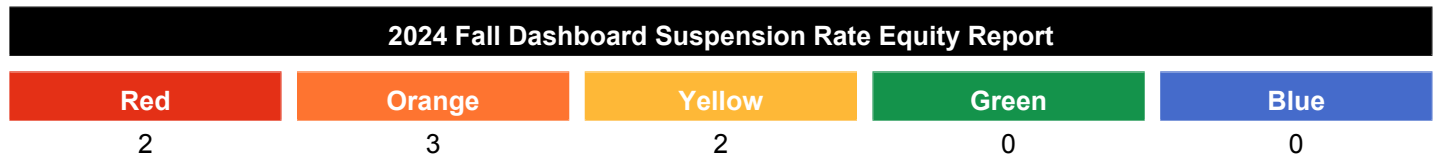
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|--|
| <div>All Students</div> <div></div> <div>Orange</div> <div>15% suspended at least one day</div> <div>Declined 2.1%</div> <div>532 Students</div> | <div>English Learners</div> <div></div> <div>Yellow</div> <div>11.1% suspended at least one day</div> <div>Declined 3.2%</div> <div>108 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>Orange</div> <div>12.5% suspended at least one day</div> <div>Declined 2.8%</div> <div>80 Students</div> |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div> | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>10 Students</div> | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>15.4% suspended at least one day</div> <div>Declined 3.5%</div> <div>395 Students</div> |

| | | |
|--|---|---|
| Students with Disabilities  Red 20% suspended at least one day Increased 3.8% 70 Students | African American  Orange 31.1% suspended at least one day Declined 0.8% 90 Students | American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student |
| Asian  No Performance Color 6.7% suspended at least one day Increased 2.5% 30 Students | Filipino  No Performance Color 4.3% suspended at least one day Declined 5.2% 23 Students | Hispanic  Red 12.6% suspended at least one day Maintained 0.2% 309 Students |
| Two or More Races  Orange 19.4% suspended at least one day Declined 2.5% 31 Students | Pacific Islander  No Performance Color 14.3% suspended at least one day Declined 19% 21 Students | White  No Performance Color 0% suspended at least one day Declined 22.6% 27 Students |

Conclusions based on this data:

1. Suspension rates declined among all but one student group.
2. Initiatives such as Restorative Practices, Push In Support and Culturally Responsive Teaching are being implemented and having an impact on school climate. We still need more intervention for suspendable offenses such as vaping and substance abuse.
3. Measures are needed to support students who are suspended more than once for the same offenses, typically substance related issues.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Language and Literacy

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal:

Increasing student achievement, implementation of state standards, and course access.

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 students are underperforming in ELA in comparison with local and state levels. The 2023-24 CAASPP assessments indicated that students increased slightly, but still struggled with Reading, which has been a consistent need, and Writing. Bret Harte's focus students include significant subgroups of African American students, Hispanic/Latino students, Special Education students, Foster Youth, English Learners, and Socio-Economically Disadvantaged students.

The overall student population at our school will increase progress toward the standard on ELA local assessments by 6 points by the end of the 2025-26 school year, as measured by pre and post assessments.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| CAASPP, Benchmark assessments, Formative & Summative course assessments | Approximately 65% of students are below standard in ELA. | 10% Increase in students achieving at standard |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|-----------------------|---|
| 1.1 | Teachers will work in Professional Learning Communities (PLC's) to create units and lessons that are rigorous and engaging and are aligned to the CCSS. Special consideration will be given to supporting English Learners through vocabulary exercises aligned to the CCSS. | All students | 2,000 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Professional Development 8,000 Title I |

| | | | |
|-----|--|--------------|--|
| | <p>Teachers will continue to receive professional development around Culturally Responsive Teaching (CRT) and Deeper Learning, and we will continue to integrate our Anti-Bias/Anti-Racism (AB/AR) training in support of dismantling systems at our school that are inequitable or produce predictable outcomes for some student groups. Site Professional development will be facilitated by administration and the Instructional Leadership Team and will include a focus on inquiry around CRT, AB/AR and Deeper Learning Practices. We will continue to look at trust and relationships in the classroom as a means to facilitating learning partnerships (emphasized through CRT)</p> <p>We will continue our elective program with a focus on building STEAM opportunities for our students. ELA 7 classes will have access to teaching poets in the classroom through SPARC Poetry. Upfront and Scholastic magazines will be purchased as supplemental materials for ELA and Literature classes.</p> <p>No Red Ink online ELA content will be used to supplement ELA and Literature instruction in both grades 7 and 8.</p> <p>PUENTE program will continue at Bret Harte in 7th grade and 8th grade.</p> <p>Social Science teachers will have access to the Document Based Questions (DBQ) binders for student use and to engage in evaluation of nonfiction text and will continue work on Project Based Learning units.</p> <p>The Mandarin World Language course will continue to foster development of a language pathway program from our DLI feeder Stonebrae Elementary to Bret Harte to Hayward High. Supplemental materials will be purchased for the Mandarin language class to practice writing characters.</p> <p>Our site will engage Latinx and African American students in STEAM activities, college readiness and leadership in their ELA and social science class selections and motivate Latino and African American students through study trips, award celebrations and outside learning activities and opportunities.</p> | | <p>3010 Contract: Spoken Word Poetry Instruction 2,500 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined PUENTE 2,500 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined AVID 1,000 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Supplemental materials & supplies 2,000 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Hourly pay for teacher planning 1,500 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Substitutes for teacher collaboration and professional development 900 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Supplementary reading materials: UpFront magazines 4,000 Title I 3010 No Red Ink online student writing & reading support licenses</p> |
| 1.2 | <p>Response to Intervention (RTI) Bret Harte classrooms and community environments will be culturally responsive learning environments where every student has representation and honor. Teachers will be provided an opportunity to share the most effective strategies in ELA as it applies to specific students in grade-level meetings and through detailed analysis of student work and discussion of student outcomes in PLC meetings.</p> | All students | <p>30,000 Title I 3010 TSA Partner Teacher ELA 0.2 FTE 800 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined AASAI Activities & Materials</p> |

| | | | |
|--|--|--|---|
| | <p>To expand opportunities in general education, class modifications and adjustments will be supported and meetings will be planned to address student academic concerns at the early stages. Based on academic achievement and teacher or counselor recommendation, students will be referred to an enrichment program for ELA. This support will be offered with the approval of parents to students who struggle in core classes, as evidenced by progress report and quarter grades and teacher input. Support will be provided by a credentialed teacher in a 0.2 TSA position funded by Title I.</p> <p>Staff, students, and community will create environments where each student's cultural/linguistic identity is respected, self-esteem, self-motivation, and learner autonomy are developed, and social skills and competency are modeled and practiced. Interactions and instruction will be intentionally planned and structured to develop a sense of community, self-determination, trust, and democracy.</p> | | <p>1,200 Title I 3010 Nearpod and Flowcabulary individual licenses, Storyboard That License</p> |
|--|--|--|---|

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All contracts for 2024-25 were executed successfully. The poetry program was a success and students requested additional services. Anti-bias/Anti-racist training and Culturally Responsive Teaching professional development was implemented through ILT PD sessions.

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

There were no major differences.

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.

Most programs will continue where student growth was seen. Nearpod and Flocabulary licenses for individual teachers will also continue since they did show success.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Mathematics

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal:

Increasing student achievement, implementation of state standards, and course access.

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 students are underperforming in Math in comparison with local and state levels. The 2023-24 CAASPP assessments indicated that students increased, but still struggled with Concepts & Procedures, which has been a consistent need. Bret Harte's focus students include significant subgroups of African American students, Hispanic/Latino students, Special Education students, Foster Youth, English Learners, and Socio-Economically Disadvantaged students.

The overall student population at our school will increase progress toward the standard on Math local assessments as demonstrated through IXL and other classroom formative assessments by the end of the 2025-26 school year, as measured by pre and post assessments.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| CAASPP, Benchmark assessments, Formative & Summative course assessments | Approximately 83% of students are below standard in Math | 10% Increase in students achieving at standard |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|-----------------------|--|
| 2.1 | Teachers will work in Professional Learning Communities (PLC's) to create units and lessons that are rigorous and engaging and are aligned to the CCSS. Teachers will continue to receive professional development around Culturally Responsive Teaching (CRT) and Deeper Learning, and we will continue to integrate our Anti-Bias/Anti-Racism (AB/AR) training in support of dismantling systems | All students | 1,200 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Materials for STEM and STEAM classes 1,500 |

| | | | |
|------------|---|--------------|---|
| | <p>at our school that are inequitable or produce predictable outcomes for some student groups. Site Professional development will be facilitated by administration and the Instructional Leadership Team and will include a focus on inquiry around CRT, AB/AR and Deeper Learning Practices. We will continue to look at trust and relationship building in the classrooms as a means to creating learning partnerships (emphasized through CRT). Additionally, staff will focus on structures to support meaningful, productive collaboration. Coaching specific to CLR Writing for our Science department will focus on reading primary source documents and sourcing evidence from more than one reference and integrating group work. We will continue our elective program with a focus on building STEAM opportunities for our students. STEAM classes will include Engineering 1 and 2, as well as a STEM course for 7th and 8th graders. All students will have access to STEAM content in core curriculum through Science classes. Our site will engage Latino and African American students in STEAM activities, college readiness and leadership in their math and science class selections and motivate female and Latino and African American students through study trips, award celebrations and outside learning activities and opportunities.</p> | | <p>LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Hourly pay for teacher planning 2,000 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Substitutes for professional development and coaching 1,000 Title I 3010 Math Intervention Materials</p> |
| 2.2 | <p>Bret Harte classrooms and community environments will be culturally responsive learning environments where every student has representation and honor. Teachers will be provided an opportunity to share the most effective strategies in Math as it applies to specific students in grade level meetings and through detailed analysis of student work and discussion of student outcomes in PLC meetings.</p> <p>To expand opportunities in general education, class modifications and adjustments will be supported and meetings will be planned to address student academic concerns at the early stages. Based on academic achievement and teacher or counselor recommendation, students will be referred to an after school enrichment program for Math. This support will be offered with the approval of parents to students who struggle in core classes, as evidenced by progress report and quarter grades and teacher input.</p> <p>Staff, students, and community will create environments where each student's cultural/linguistic identity is respected, self-esteem, self-motivation, and learner autonomy are developed, and social skills and competency are modeled and practiced. Interactions and instruction will be intentionally planned and structured to develop a sense of community, self-determination, trust, and democracy.</p> | All Students | <p>1,000 Title I 3010 Hourly pay for after school tutoring 800 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined AASAI Activities & Materials</p> |

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All contracts were executed as planned. Budget allocations were used as planned as well. It is challenging to review student achievement data since the current adoption for math has no formative assessments and there are no district benchmark assessments.

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

As a newly designated HPN school, most of the funding for after school intervention came from HPN funds, so the hourly pay listed in this goal went toward supplemental materials.

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.

In the Rtl actions for this goal we are exploring other Math intervention options.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- English Language Development

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal:

Increasing Student Achievement, Implementation of State Standards, and Course Access.

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.

Emerging Bilingual students struggle with the Reading and Writing components of the ELPAC. Assessment data shows that students stagnate at level 3 and need assistance to move toward mastery. Emerging Bilingual students have made progress on the ELA CAASPP, but we need to decrease the long-term English Learner population overall.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------------------|---|--|
| ELPAC scores, reclassification rate | Reclassification currently about 15% annually | 5% increase in reclassification rate with a focus on long-term Emerging Bilingual students |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|-----------------------------------|---|
| 3.1 | Provide support in ELA classes for long-term Multilingual Learner (MLL) students, offer after school enrichment and/or language support classes, utilize monitoring forms and catch-up plans to increase growth and review ELPAC/CAASPP/Benchmark achievement results with students annually to set goals. Family Engagement Specialist and/or EL Specialist will set up and conduct parent meetings to support catch-up plan goals and to address student growth opportunities on the ELPAC and CAASPP. Classroom materials such as magazines, novels, and other high-interest, culturally and linguistically | All Multilingual Learner students | 612 Title I 3010 Hourly pay for after school support for Multilingual Learners 500 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Reclassification Ceremony materials & supplies |

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|--|--|--|---|
| | <p>appropriate reading materials will be purchased. Student placement will be closely examined to ensure that students receive appropriate levels of support.</p> <p>Students will have access to the California Colleges platform which will provide students the opportunity to start planning for life after high school. They can take career assessments and use search tools to develop college, major, and career lists, write goals and journals, track activities, and read a variety of age-appropriate content to develop and explore their knowledge.</p> <p>Teachers will continue to have a focus on Culturally Responsive Teaching, as we have for the past three years, and building trust and relationships in the classroom. Additional professional development around Anti-bias/Anti-racist and Equity will support inclusive classrooms.</p> <p>Teachers will utilize techniques for student engagement and academic language practice in class. Teachers will administer Saturday and/or after school academy sessions to support performance on the ELA CAASPP test specifically for MLL's close to reclassification.</p> | | <p>400 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Refreshments or ELAC meetings</p> |
|--|--|--|---|

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

With the change to a 0.5 EL Specialist, we were not able to accomplish as many tasks as we were in 2023-24.

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

There were no major differences in the implementation.

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.

This year significant funding has been lost for our school site. This will impact site initiatives and actions.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Visual and Performing Arts

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal:

Increasing Student Achievement, Implementation of State Standards, and Course Access.

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 has no student indicators in this area that can be identified on the dashboard. However, access to VAPA courses and programs influences school climate and attendance.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|-----------------------|---|
| 4.1 | Bret Harte will promote arts integration by offering Art and Music classes, hosting student performances and performances from contract organizations, showcasing student work, and providing teachers with arts integration professional development. Teachers will have an opportunity to work in PLC's in our electives department to generate and test lessons for cross-curricular arts integration. Our Art and Music teachers will be allocated additional hours for planning and collaborating. Through the Deeper Learning English Language Arts goal (Goal 1), all 7th grade students will engage in Performance Poetry through English classes and both grade levels will have access to | All students | 600 Title I 3010 Extra hours for collaboration & lesson design |

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| | an after school club for Performance and Spoken Word poetry. | | |
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The programs were implemented as planned and all actions carried out. Our Art program has been very popular among students.

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

There were no major differences.

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.

The changes made in this goal include course programming options.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal:

Student engagement, school climate.

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 students have a moderately high rate of suspension. There are also approximately 40% of suspensions that are from students who have been suspended more than once, often for non-violent offenses such as drug use or possession. Additional services such as counseling are needed for these groups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| CHKS, suspension rates, student climate surveys. | 18% increase in students who feel connected to the school. Increase in suspension by 25% over 3 years. | Increase school connectedness by 10% and decrease suspensions by 15%. |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|-----------------------|---|
| 5.1 | School wide climate assemblies and motivational activities will be available to support students. Assemblies will address student ownership over and responsibility for their actions, being an ally and building community. Bret Harte will continue training in Restorative Practices and Anti bias/Anti racism through site led PD to support relationship building and development of a strong campus community. Site will implement strategies to help support Latinx and African American students through engaging them in STEAM activities, college readiness and leadership in their math and science class | All students | 1,050 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Kahoot Educator accounts |

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| | <p>selections. Motivate Latinx and African American students through award celebrations and outside learning activities and opportunities. Instruction will be intentionally planned and structured to develop a sense of community, self determination, trust, and democracy. Bret Harte staff will utilize SEL curriculum as a means to integrating regular activities into classes to build trust and community. We will continue site led PD around the Social Emotional Learning Competencies and integrate them into class building and team building activities. Alternatives to suspension will be explored, including therapeutic writing and art groups, especially for non-violent student offenses. These services will be funded through HPN or Community Schools grant funding.</p> | | |
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The activities were implemented but some had more impact than others. The motivational assembly and the anti-bullying assembly were well received by students and seemed to make a difference. The Anti-bias/Anti Racist PD for the year had mixed response from staff and not many people interested in working additional after school hours. The suspension rate has been slightly lower, but the offenses have changed. We are seeing more non-violent offenses such as vaping as a coping mechanism and weapon possession related to safety outside of school.

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

There were not many changes except that less funding was used for after school pay than anticipated. This funding was used in other areas to support Parent Engagement and student activities.

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.

For the 2025-26 school year we are exploring the use of alternative interventions for non-violent behavior issues.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Parent Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal:

Parent Involvement, School Climate.

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.

There is no dashboard data related to Parent Engagement. However, Parent Engagement impacts attendance rates and school climate.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|-----------------------|---|
| 6.1 | Bret Harte will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing/variety of options. Bret Harte will offer translation for parents as needed and implement parent surveys to determine parent-requested topics of discussion. Bret Harte Middle School will continue to have a 0.5 Family Engagement Specialist position funded by the district. The main priorities of the Family Engagement Specialist will be recruiting and retaining parents for ELAC, SSC, and AASAI, as well as coordinating Parent Ambassador activities, maintaining the Parent Resource Room, and assisting teachers in communicating with parents. This person will also coordinate Parent Days, communicate with parents through the Parent Portal, assist with communication from teachers to | All students | 200 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Smore Online Newsletter subscription for parent ommunication 1,800 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Refreshments for parent meetings & events 2,500 |

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| | <p>Spanish speaking parents, assist with coordination and implementation of CAASPP testing, and developing plans for new and innovative ways to involve parents on campus.</p> <p>Weekly emails to parents from administration will announce important events and keep parents informed. Bret Harte will offer refreshments at parent events and meetings. As a means of connecting with and engaging our African American community, Bret Harte will continue to host the annual African American Family Conference.</p> | | <p>LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined African American Family Conference materials & supplies 2,500 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined African American Family Conference refreshments</p> |
|--|---|--|--|

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All activities were implemented as planned. The parent events have had higher attendance, especially for 7th grade and our incoming 6th grade families. We also had a very successful African American Family Conference with higher registration than normal.

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

There were no major differences.

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.

No major changes will be made to this goal as strategies have shown improved outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Bret Harte will decrease chronic absenteeism by 10% in the 24-25 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal:

Student Achievement, Student Engagement, School Climate.

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 students have a higher than average rate of absenteeism from school. Attendance rates have improved from the rates post distance-learning, but we are still seeing a higher rate than 2019 and earlier. Regular tardy sweeps and monitoring of critical periods such as first period (start of the day) and fifth period (after lunch) based on site data is a key strategy we are using. Truancy letters are sent on a regular basis and we discovered that some absences could have been excused. We recognize that there are students with good attendance and we wish to celebrate those students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| A2A data, rate of chronic truancy and unexcused absences | Bret Harte attendance is at approximately 94%. | Bret Harte will maintain attendance of 96% or greater for the duration of the 2025-26 school year |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|--|---|
| 7.1 | Bret Harte will utilize school-wide assemblies, recognition events, and motivational activities to ensure and encourage daily attendance. We will address attendance in ELAC, AASAI, and SSC meetings, as well as Back to School Night, Open House, and Parent Days. Family Engagement Specialist, attendance clerk, CWA Outreach Worker, Community Schools Specialist and EL Specialist will complete parent outreach to truant students and families or students in need of support. The Coordination of Services Team (COST) will regularly discuss attendance issues and goals, | All students, specifically students identified in COST or who have truancy concerns. | 1,000 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Motivational assemblies & events |

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|--|--|--|--|
| | communicate with CWA Outreach Worker, and work to develop plans to support families. Counselors will provide students access to the California Colleges platform, which provides students the opportunity to start planning for life after high school early. They can take career assessments and use search tools to develop college, major, and career lists, write goals and journals, track activities, and read a variety of age appropriate content to develop and explore their knowledge. | | |
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All activities were implemented. Student attendance has improved this year overall, but we still have room for growth, especially among our Hispanic population.

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

There were no major differences.

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 are continuing to focus on increasing family meetings and communication about attendance to improve rates.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

| DESCRIPTION | AMOUNT |
|---|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$75,062.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$75,062.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
| Title I | \$46,412.00 |

Subtotal of additional federal funds included for this school: \$46,412.00

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

| State or Local Programs | Allocation (\$) |
|---|-----------------|
| LCFF Supplemental and Concentration Funds | \$28,650.00 |

Subtotal of state or local funds included for this school: \$28,650.00

Total of federal, state, and/or local funds for this school: \$75,062.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|--------|---------|
| LCFF Supplemental and Concentration Funds | 28,650 | 0.00 |
| Title I | 46,412 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---|-----------|
| LCFF Supplemental and Concentration Funds | 28,650.00 |
| Title I | 46,412.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|-----------|
| 0001-0999: Unrestricted: Locally Defined | 28,650.00 |
| 3010 | 46,412.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|---|-----------|
| 0001-0999: Unrestricted: Locally Defined | LCFF Supplemental and Concentration Funds | 28,650.00 |
| 3010 | Title I | 46,412.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 56,400.00 |
| Goal 2 | 7,500.00 |
| Goal 3 | 1,512.00 |
| Goal 4 | 600.00 |
| Goal 5 | 1,050.00 |

| |
|--------|
| Goal 6 |
| Goal 7 |

| |
|----------|
| 7,000.00 |
| 1,000.00 |

School Site Council Membership

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

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

| Name of Members | Role |
|---------------------|----------------------------|
| Alexandra Slatoff | Classroom Teacher |
| Seana Condit Gordon | Principal |
| Janette Johnson | Classroom Teacher |
| Maisha Clay | Parent or Community Member |
| Jaquel Williams | Secondary Student |
| Elsa Zamora | Other School Staff |
| Evelina Elwood | Classroom Teacher |
| Maude Carreon | Parent or Community Member |
| Jeni Marchisotto | Parent or Community Member |
| Monica Jara | Parent or Community Member |

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

Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
|---|----------------------------------|
|  | Departmental Advisory Committee |
|  | Other: SBDM |

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

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

This SPSA was adopted by the SSC at a public meeting on April 9, 2025.

Attested:



Principal, Seana Condit-Gordon on 4/9/2025

SSC Chairperson, Jeni Marchisotto on 4/9/2025

ELAC Representative, Ana Navidad on 4/9/25