



Harte Elementary

School Plan for Student Achievement
2025-2026

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students.

The SPSA contains the following:

Needs Assessment-

- School Demographics
- English Language Arts (ELA)
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement-

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- School Site Council (SSC) Membership
- English Learner Advisory Committee (ELAC) Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and

subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans>

California Education Code § 52062(a)(4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

Progress and components of LBUSD's Strategic Plan, viewable at <https://www.lbschools.net/departments/vision-2035/strategic-plan>, are rooted in the following core values:

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

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

Goal 1: Reading: Proficiency

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

Goal 2: Reading: Acceleration

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

Goal 3: Algebra Proficiency

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

Goal 4: College & Career Readiness

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

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

- Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
- Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

DELAC Recommendations:

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

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

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

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

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

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

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 United States Code (U.S.C.) § 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall

conduct outreach to all parents/guardians and family members.
California Education Code § 11503; 20 U.S.C. § 6318

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

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

ELA FINDINGS

Overall Performance: Harte Elementary shows mixed results compared to district benchmarks. 38% achieved Met+Exceeded levels, which is notably below the district average of 52% and down 2% from 2024-2025.

Grade-Level Performance varies significantly by grade level:

Grade 3: Shows the most significant decrease in performance with 27% Met+Exceeded, down 12% from last year.

Grade 4: Demonstrates consistent progress with 35% Met+Exceeded, up 2% from last year

Grade 5: Shows the greatest improvement at 52% Met+Exceeded. up 5% from last year.

Analysis: Grade 5 shows the highest percentage of students meeting or exceeding standards (52%), suggesting effective instructional practices that could be replicated in other grades.

24-25 Dashboard shows Overall ELA in orange band; In addition to ALL Students, the following subgroups (Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and English Learners) are in the orange band. African American Students are in the yellow band while our Homeless youth are in the red. The Asian student population is in the blue band.

23-24 Dashboard shows African American youth in orange band which increased to yellow band in 24-25.

ELA Goals

ELA GOALS

57% of Grade 3 students will meet or exceed grade-level standards on ELA SBAC.

78% of grade K-2 will meet or exceed FRSA

69% of grades 1-3 will meet or exceed quarter 4 fluency

62% of grades 1-3 will be on or above grade level on iReady reading diagnostic 3

39% of grade 4-5 students scoring at non-met will meet their growth target for SBAC ELA

ACTION PLAN: Priorities: Early Intervention: Strengthen Grades 2/3 foundational skills to prevent academic gaps from widening.

School-wide Literacy Strategy: Implement consistent, evidence-based reading instruction (DDR/DDLR) across all grade levels. Data-Driven Instruction: Use assessment data to provide targeted, differentiated instruction for students in Not Met and Nearly Met categories in SGI.

Professional Development: Focus teacher training on literacy instruction best practices, particularly for the 67-73% of students not yet meeting standards with DDRI.

PROGRESS MONITORING: District Assessments - FRSA, i-Ready, fluency, writing performance tasks, formative assessments, anecdotal records.

Comprehensive Needs Assessment: Mathematics

Math Findings

MATH FINDINGS

Overall Performance: Harte shows underperformance in mathematics with 35% Met+Exceeded compared to 45% at All Elementary and 38% at the District level. Up 1% from last year. This 10-point gap below All Elementary represents an area for improvement. Varied performance across grades: All three grade levels show similar outcomes compares to the district elementary schools:

Grade 3: 33% Met+Exceeded (vs. 49% All Elementary) - 16-point gap and down 7% from last year.

Grade 4: 39% Met+Exceeded (vs. 45% All Elementary) - 6-point gap

Grade 5: 32% Met+Exceeded (vs. 40% All Elementary) - 8-point gap

Grade 5 Relative Strength: Grade 5 shows the best performance at 32% Met+Exceeded and demonstrates positive momentum (+5 two-year change), suggesting effective instructional practices that could inform schoolwide improvement.

Nearly Met Populations of students across grades are in Nearly Met category, represent a substantial group positioned for acceleration with targeted intervention.

Problem-Solving Foundation: Even students not yet meeting standards are demonstrating mathematical thinking and engagement - this foundation can be built upon systematically.

Priorities: Grade 3 Intensive Focus: Address the alarming 7-point decline in Grade 3 performance through diagnostic task/assessments to identify specific skill gaps. Increased emphasis on foundational number sense and operations through daily Math Routines.

Implementation of 90 min math block that includes math routines and three-part lesson structure. Ensure consistent, standards-aligned math instruction across all classrooms Provide regular math instructional coaching for teachers.

24-25 Dashboard shows all students in orange band in ELA/Math including EL, Socioeconomically Disadvantaged, African American and Hispanic. Students with disabilities are in red band in both ELA/Math, Homeless Youth in yellow

Math Goals

MATH GOALS
Grade 3-5 SBAC achievement on the 2026 Math SBAC will be 40% met/exceed with all subgroups increasing 5%.
Employ instructional practices that support algebraic thinking to support Board Goal 3 - Algebra Proficiency.
Goals include all subgroups: Homeless, Socioeconomically Disadvantaged, African American , Hispanic, English Learners and Students with Disabilities

Action Plan: Implementation of district QCI instruction with focus on:

- Daily Math Routines
- Math Tasks
- Mathematical Discourse
- ST Math Puzzle Talks

Counting Collections

Progress Monitoring: will be monitored through formative assessment embedded into units of instruction, quarterly assessments, summative assessments via district assessments (Math PT's, end of unit assessments) i-Ready and SBAC.

Comprehensive Needs Assessment: English Learners

English Learner Findings

ENGLISH LEARNERS FINDINGS

Significant Gap Closure Opportunity: While only 15% of ELL students Met+Exceeded standards (compared to 14% All Elementary, 10% District), Harte saw a 9% decrease of Met+Exceeded in ELA from the previous year. This shows our EL students are actively developing academic English while demonstrating content comprehension.

24-25 Dashboard shows English Learners in orange for ELA and Math, green for suspension rate and yellow for attendance.

We will need to be more intentional about following cohort growth with our English Learners to ensure they are being FEP'd or close to being FEP'd by the time they promote to middle school.

English Learner Goals

ENGLISH LEARNER GOALS

By June 2026, staff will ensure that 100% of English Learner (EL) students will have all required evaluations, necessary intervention plan recommendations, documentation, and program updates completed by their regular deadlines established for the current school year.

75% of level 3 EL students will meet redesignation criteria

40% of Grade 3 students including EL will meet or exceed grade-level standards on ELA SBAC.

77% of grade K-2 students including EL will meet or exceed FRSA

64% of grades 1-3 students including EL will meet or exceed quarter 4 fluency

55% of grades 1-3 students including EL will be on or above grade level on i-Ready reading diagnostic 3

44% of grade 4-5 students including EL scoring at non-met will meet their growth target for SBAC ELA

ACTION PLAN: Continue both integrated and designated ELD strategically grouping students by adjacent EL levels.

Continue ELD PD around assessed ELPAC skills.

Add additional resources as necessary

Follow QCI approach via designated and integrated ELD

PROGRESS MONITORING: will be monitored through formative assessments in Wonders ELD, ELA assessments and ELPAC Summative Assessment

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Overall Findings for the Pulse Survey:

When comparing the Core/Pulse Fall 2024, Winter 24/25, and Spring 2025 survey results indicate:

- Belonging, with a results 75% Fall 2024, 78% Winter 24/25, and 77% Spring 2025, down 1%
- For the question, I feel close to people at this school, students responded favorably with 87%.
- Identity, indicates 77% Fall 2024, 83% Winter 24/25 with the greatest increase from Fall 2024, and 83% Spring 2025, no change in percentage
- Agency, shows 78% Fall 2024, 82% Winter 24/25, and 81% Spring 2025, down 1%

Overall Findings for Suspensions:

For the 2024-2025 School year:

-Based on the California Dashboard, Student Discipline Data for the 24-25 Academic School year, there was an increase in school suspensions from 3.0% suspensions in the 24-25 school year to 2.2% in the 23-24 school year, up 0.8%.

-Data shows that in 24-25, a majority of these suspensions, 7.1%, were students identified as African American/Black, a decrease of 1.3% from 23-24.

-Suspensions for English Learners for 24-25 showed 1.4%, Low SES 2.5%, Asian 2.4%, and Hispanic Latino 2.4% suspensions when compared to the total school population.

- Data indicates that the second highest subgroup of suspensions were identified as SPED with 5.7% suspensions 24-25 compared to 23-24 with 5.5%, down 0.2%.

- Based on our school data, most of the 24-25 incidents occurred in the classroom

Overall Findings for Chronic Absenteeism:

-Data for 24-25 school year shows 29%, down 3% from 23-24

-Subgroups with the largest amount of chronic absenteeism for 24-25 are:

SPED 46%, African American/Black students with 43%, English Learner 34%, Asian 14.5% and Latino/Hispanic 31%. Our homeless population for chronic absenteeism for the 2025–2026 school-year is 41%, representing 61 students Harte.

Culture/Climate Goals

Identity: Our goal is to increase student Identity from 77% to 82%, 5% higher

Belonging: Our goal is to increase student belonging from 75% to 80%, 5% higher.

Student Discipline:

By June 2026, the overall suspension rate for Harte student population will decrease from 3.0% to 1.5%.

By June 2026, the suspension rate for Harte African American/Black students will match the overall school suspension rate of 1.5% from 7.1% in 24-25.

By June 2026 chronic absenteeism for each subgroup will show a decrease of 5% for the following groups: SPED 41%, African American/Black 38%, English Learner 29%, Latino/Hispanic 26%. Our Asian population of chronic absenteeism will decrease by 3% to 11.5%.

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

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

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

Furthermore, the site will continue to partner with parents and families, as they also have a role in implementing PBIS. Bimonthly PBIS student store for Bulldog Boasts earned for exhibit PAWS expectations.

3) Conflict resolution and restorative practices for Tier 1 and Tier 2 (Counselor and AP)

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

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

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

7) Implementation of Check-in/Check-out for students identified as Tier 2. Students select an adult (staff/admin./support staff) they made connections at Harte to reduce suspension rates for the 25-26 school year.

8) Sankofa Village to be established to increase student Sense of Belonging and Identity at Harte. Furthermore, reduce the number of suspensions for our Black/African American students.

9) Continuation of school-wide events from both our newly formed PTO and staff to increase family involvement and Sense of Belonging at Harte.

10) Celebrating and uplifting cultures/identities of our students with a multicultural fair for the 25-26 school year and creating a welcoming school environment that highlights cultural diversity (PTO).

11) Student-centered Spirit Week events to increase student attendance for all subgroups and student sense of belonging at Harte.

12) Strive for 95 Task Force to implement monthly incentives for grade-levels with attendance above 95%. Student incentives for monthly 100% attendance.

School-wide attendance challenges to increase attendance during SBAC testing. Our task force will generate attendance reports to reach out to families that are at-risk/chronically absent with support from our case management team.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) Harte's English-Language Arts data shows an increase in the SBAC assessment in spring of 2024. However, there are still groups of students, and all students overall who are not meeting grade level standards as demonstrated by these results.</p> <p>Goal All Harte students will achieve at least one year of academic growth in literacy and math by June 2025. ELA 48% of 3-5 students will score Met/Exceeded on SBAC, up from 40%.31% of 3-5</p> <p>By Cycle 3 of the FRSA, Black/AA in grades K-2 will show 80% "On Track" of meeting proficiency in all grades. All AA students in Grades 1-5 will demonstrate an overall increase</p>	Goal Partially or Not Met	<p>Foundational Reading Skills Assessment (Grades K-2). Based on the end-of-year data from 2024-2025, there was a 5% increase (39% to 44%) in the overall percentage of students who were on track to be proficient in all skills. While Kindergarten found the greatest consecutive increases with 51%, 60%, and 72% during the 1st-3rd assessment cycles, second grade saw a decrease in "on-track" achievement with 68%, 50%, and 46%. There were 56% of AA students on track for meeting all skills compared to 52% of all K-2 students. Harte's EL population marked 30% who were on track of showing proficiency in all skills in FRSA.</p> <p>In terms of the i-Ready Reading Assessment, during the 2024-25 school year, in grades 1-5, we saw</p>	<p>Site Literacy Leads will facilitate on-site professional learning opportunities alongside classroom teachers to support the following: *Teacher release days in literacy (in collab w/Admin) *Staff meetings *Grade level meetings *Lesson studies</p> <p>*Site Literacy Lead will work with all TK-5 teachers and students to provide additional support around the Daily Decoding Routine and Daily Linguistic Routine</p> <p>*Teachers will collaborate, create common grade level goals and plan common lessons.</p> <p>*Teachers will monitor formative and interim assessment data</p> <p>*Literacy teacher will work with students within our MTSS model.</p>

of 10% of the i-Ready Reading Assessment
 26% of Black/AA students will score Met/Exceeded on SBAC, up from 21%; 44% of 3-5 ELs/RFEP students will score Met/Exceeded on SBAC, up from 34%.
 50% (115 students) of 4-5 students who were Not Met or Nearly Met on the prior years SBAC ELA and Math will meet their accelerated growth target in June 2025, up from 71 in June 2025.
 79% of K-2nd grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 69% in June 2024.
 32% of Grade 1-2 students will be Early On or Mid-Above on their i-Ready reading Diagnostic 3 assessment in March 2025, up from 22% in March 2024.

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

the following:

*Gr 1 - D1-D3: 56% to 60% on track for typical growth

*Gr 2 - D1-D3: 61% to 59% on track for typical growth

*Gr 3 - D1-D3: 61% to 64% on track for typical growth

*Gr 4 - D1-D3: 51% to 51% on track for typical growth

*Gr 5 - D1-D3: 63% to 63% on track for typical growth

While our students are making considerable progress, efforts need to be made to meet the needs of the African American subgroup.

SBAC ELA (Grades 3-5) Based on end of year data from Spring 2024, Harte's results show the following:

*Gr 3 - 2 year view met/exceeded 39% ('24) to 28% ('25) decrease

*Gr 4 - 2 year view met/exceeded 32% ('24) to 36% ('25)

*Gr 5 - 2 year view met/exceeded 48% ('24) to 53% ('25)

	<p>The Literacy Lead and Instruction and Intervention Coordinator will continue to support the primary classrooms with daily Tier 1 support.</p> <p>Teachers will continue to attend district QCI professional learning and will collaborate during grade level as well as whole staff meetings.</p> <p>Newcomers and students performing below grade level standards as indicated by i-Ready assessments and Pear assessments will receive reading intervention from Harte's Literacy Teachers.</p> <p>Progress Monitoring FRSA Assessments (dates determined by the ELA pacing guides) i-Ready Diagnostic Assessments 2 & 3</p>		<p>Harte's ELL group experienced a 8% (3rd), 5% (4th) growth, 2% (5th) decrease in the percentage of students met or exceeded on the reading standard.</p> <p>Our AA students, on the other hand, saw a 14% drop in the percentage of students met or exceeded in Gr 3 on grade level reading standards. In Gr 4 there was a 30% growth in in ELA for AA students but a 20% drop for 5th graders.</p>	
Math	<p>1) In grades 3-5, with a focus on Quality Core Instruction in math and the consistent support of Harte's Math Lead, we saw great gains in the SBAC summative assessment. It is important to implement the inquiry lesson structure: Launch - Collaborate - Consolidate</p>	Goal Partially or Not Met	<p>Harte's SBAC Math (Grades 3-5) results show the following in percentages of students who met/exceeded proficiency:</p> <ul style="list-style-type: none"> *Gr 3: 48% to 36% decrease *Gr 4: 41% to 46% increase *Gr 5: 32% to 37% increase 	<p>Teachers, Math Lead, IIC, Administrators meet to analyze data each quarter to create goals, identify skill gaps for students who are off track.</p> <p>Meet with students to review data</p> <p>With site team, develop and implement site plan to address the needs of students needing support in subsequent quarters based on previous quarters results. Regular progress</p>

Goal
 Forty-four percent (44%) of 3-5 students will score Met/Exceeded on SBAC, up from 34%. With the support of our Math Lead, along with QCI professional learning, and teacher grade level and grade level span collaboration, teachers will institute a PDSA reflect on their teaching practices, and student outcomes.
 Twenty-two (22%) of Black/AA students will score Met/Exceeded on SBAC, up from 14%.
 Thirty-seven (37%) of ELs/RFEP students will score Met/Exceeded on SBAC, up from 29%.
 Fifty-percent (50%) (115 students) of 4-5 students who were Not Met or Nearly Met on the prior years SBAC ELA and Math will meet their accelerated growth target in June 2025, up from 57 in June 2025.
 Thirty-two (32%) of Grade 1-2 students will be Early On or Mid-Above on their i-Ready math Diagnostic 3 assessment in March 2025, up from 22% in March 2024.

Action Plan
 In grades 3-5, we will implement

When compared to district averages, Harte is below the average for all students. The average percentage of students at the elementary level is 40% met or exceeded, which is a 14% difference (lower) in Harte's students' achievement.

The African American and ELL groups met and exceeded the math standards at 11% and 10% respectively. More efforts need to be made to meet the needs of the African American and English Learner groups, as well as all students, with mathematics instruction; thus the elementary division and Harte's focus on math instruction with our 3rd - 5th grade students.

In terms of the i-Ready Math Assessment, during the 2024-25 school year, in grades 1-5:

*Gr 1 - 13% (D1) 26% (D2) 49% (D3)
 *Gr 2 - 22% (D1) 37% (D2) 49% (D3)
 *Gr 3 - 23% (D1) 39% (D2) 46%

monitoring to ensure students who are on-track, stay on track.

Teachers implement math - number sense routines and the 3 part structure to include daily SMPs.

IIC & Lead - Lead grade level teams through data analysis and support teachers in cycles. Math Leads provide grade 2 support (focus on number sense routines and model 3-part structure) (Grades 4 & 5 in Q1).

Principals/APs - coordinate with IIC, Math Lead to ensure coaching cycles are targeted to teachers needs.

Establish and implement site supervision and monitoring systems for consistent implementation.

	<p>the inquiry lesson structure The Math Lead and Instruction and Intervention Coordinator will continue to support the intermediate classrooms with daily Tier 1 support. Teachers will continue to attend district QCI professional learning and will collaborate during grade level as well as whole staff meetings. Each grade level, 3-5 will make and adhere to Teacher Commitments (the what and how) and those commitments drive their instruction.</p> <p>Progress Monitoring Math Unit Assessments i-Ready Diagnostic Assessments 2 & 3</p>		<p>(D3)</p> <p>*Gr 4 - 25% (D1) 29% (D2) 35% (D3)</p> <p>*Gr 5 - 21% (D1) 35% (D2) 36% (D3)</p> <p>In terms of our high needs groups: African American and English Learners, the achievement growth of these students early on/mid above grade level between Diagnostic 1 and Diagnostic 3 are as follows:</p> <p>African American (AA) students - 19% (0% to 19%); English Language Learners - 25% (1% to</p>	
English Learner	<p>1) Fifty percent (50%) or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 52% as of June 2024. We will continue to incorporate consistent designated English Language Development into our instructional program.</p> <p>Action Plan</p>	Goal Partially or Not Met	<p>Harte serves approximately 151 English Language Learners (Multilingual Learners), approximately 25% of the total population).</p> <p>In addition to the academic findings noted in the ELA and math sections, According to the ELLEVATION dashboard, of our 195 English Language Learners, 20 students are classified as Redesignated Fluent English</p>	By June 2026, staff will ensure that 100% of English Learner (EL) students will have all required evaluations, necessary intervention plan recommendations, documentation, and program updates completed by their regular deadlines established for the current school year.

	<p>Teachers will provide d-English Language Development daily for a minimum of 30 minutes Develop opportunities to build teacher efficacy during grade level and vertical team planning Teachers will use a variety of diagnostic data to inform instructional next steps. Ellevation will be used to determine specific students in need of additional supports based on ELPAC results.</p> <p>Progress Monitoring FRSA Assessments (dates determined by ELA Pacing Guide) iReady Diagnostic Assessments 2 and 3 all grades</p>		<p>Proficient (RFEP) students whom we continue to monitor. We have 7 identified as newcomers, 8 students who are identified as Long Term English Learners, 99 ELs who have IEPs and 4 students who have 504 Plans.</p> <p>The percentage of ELLs scoring at the Moderate and Well Developed range on the annual ELPAC assessment increased by 8% from 43% to 51% from 2021-22 to 2022-23. When disaggregating ELL data from the SBAC, FRSA, and i-Ready Assessments from 2023, it is evident that ELLs are scoring close to the district average. The percentage of ELLs scoring Met/Exceeded on the SBAC assessment showed a 14% gain from the previous year.</p> <p>We attribute this continuous progress of our English Language Learners to the consistent implementation of designated English Language Development.</p>	
Culture/Climate	<p>1) Core/Pulse Survey</p> <p>By June 2025, there will be an increase of 10% in the area of</p>	Goal Partially or Not Met	The results of the Fall 2024-25, Winter 2024-25 and Spring 2024-25 Pulse Surveys, Harte's Affrican American Students compared to	<p>1) Pulse Survey:</p> <p>By June 2026 (the Spring administration), there will be an increase of 5% in the area of Sense of</p>

Safety on the Spring 2025 Core Survey as compared to the Spring 2024 CORE Survey. During the Spring 2024 administration, we saw a 7% drop in this same area.

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

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

2) PBIS: The continued implementation of school-wide structured procedures and systems for the classroom, playground and school activities or events. Furthermore, the site will continue to partner with parents and families, as they also have a role in implementing PBIS.

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

4) In addition, a system for teachers to request support for behavior interventions will be utilized for Minor (Tiers 2) &

non-Black students' results were as follows:

Identity:

Fall 24-25

AA - 74%

All Other - 78%

Winter 24-25

AA - 81%

All Other - 84%

Spring 24-25

AA - 76%

All Other - 83%

Belonging:

Fall 24-25

AA - 58%

All Other - 77%

Winter 24-25

AA - 72%

All Other - 78%

Spring 24-25

AA - 73%

All Other - 77%

Agency:

Fall 24-25

AA - 71%

All Other - 78%

Belonging as compared to how students completed the Fall 2025 administration. In addition, we will see an increase of 5% with our African American student's feeling a sense of belonging increasing to 71% compared by the Spring administration compared to 66% on the Fall administration.

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

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

2) PBIS: The continued implementation of school-wide structured procedures and systems for the classroom, playground and school activities or events. Furthermore, the site will continue to partner with parents and families, as they also have a role in implementing PBIS.

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

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

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

6) PBIS P.A.W.S. Handbook review, training,

Major (Tier 3) incidents. Google Form will be used for Tier 2 incidents and Office Data Referral Form will be used for Tier 3 incidents (See Next Slide)
5) Age-appropriate lessons on bullying prevention, sexual harassment prevention, and suicide prevention, to be delivered by counselor.
6) PBIS P.A.W.S. Handbook review, training, and implementation for all staff.

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

An analysis of all incident data revealed that 50% took place on

Winter 24-25
AA - 66%
All Other - 83%

Spring 24-25
AA - 75%
All Other - 81%

and implementation for all staff.
7) Attendance incentives to increase sense of belonging- pizza parties, perfect attendance key chains, spirit weeks, attendance trophies, social media platforms being used creating videos addressing the importance of coming to school and student's being missed during their absence and phone calls home checking in on students.

Goals:

By June 2026, the overall suspension rate for Harte's student population will decrease from _____% to _____%.

By June 2026, the suspension rate for the Harte African American students will match the suspension rate for the overall Harte student population (goal being 1.2%)
For the 2025-26 academic year, the suspension rate of Harte's multi-ethnic population will remain at 0% (down from 6% in the 2022-23 year).

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

Goals:

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

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

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

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

Interventions and Supports:

- 1) quarterly incident data analysis to identify location, cause and frequency of incidents, as well as reflect on current adult supervision and classroom management practices and their impact on such,
- 2) the continued implementation of school-wide structured procedures and systems for the classroom, playground and school activities or events,
- 3) implicit biases,
- 4) trauma informed practices training, which focuses on how past trauma may impact student behavior and how to create a safe and supportive environment by meeting the physical and emotional needs of students (knowledge of student triggers, communication skills & relationship building, executive functioning, creating a safe space, deep breathing, etc.) and ,
- 5) conflict resolution and restorative practices.

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

<p>Progress Monitoring The PBIS team will analyze student discipline data on a monthly basis to determine next steps (e.g. Check in-Check out implementation, expectations assemblies, classroom lessons) Counselor response to Pulse Survey results (small group sessions after each administration) Schedule SSTs as needed Spring Family Information Night</p>			
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
An important component of Harte's Positive Behavioral Interventions and Supports (PBIS) program is the student store. Students earn points (Bulldog Boasts) for positive behavior and are then able to use those points to purchase items as an award. The impact is great and as a result, we have seen a decrease in the overall suspension and office data referrals. (IN 9)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Ground Education is a community partner that teaches robust garden lessons in elementary school grades and green spaces that nurture every student's academic, physical and emotional well-being. (IN 5)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Student planners help to ensure students are learning and practicing time management skills to assist them in daily classroom tasks and to help prepare them for middle school by writing important reminders, assignments and more. Students and parents can quickly see important deadlines, notes and goals. This is also an effective tool between home and school. (PI 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Harte teachers will provide after school tutoring to address the needs/gaps of our students as identified by the most current assessments: i-Ready Diagnostic 2, PEAR, Fluency and Foundational Reading Skills. In addition to identifying all students at the nearly proficient/nearly met levels, newcomers and LTELs will also be prioritized. (IN 8)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
All day substitute teacher to cover teachers to participate in Student Success Team (SST) meetings. The team, which includes the teacher, family members, school counselor, school psychologist, and other interventionists to support students. (IN 7)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Harte's VAPA (Visual and Performing Arts) teacher will host a schoolwide Art Night. The materials and supplies needed to engage the students and families include but are not limited to: pipe cleaners, shower curtain art displays, beads, paint, sidewalk chalk, ink blotter, paint pen, photobooth props, photo backdrop, etc. (SM 2)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
The lunch time chess club is a 6 weeks program designed to prepare beginner, intermediate, advanced and individual players for the next level. Learning chess offers numerous cognitive and personal benefits including improved memory, problem solving skills, increased focus and creativity. (IN 11)	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Harte teachers will have release time to collaboratively plan and align quality core instruction and align expectations and common assessments around data analysis and achievement reports. (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>The Counselor will be responsible for scheduling and facilitating the Case Management process by working with teachers and administration to monitor student progress and effectiveness to monitor students progress and effectiveness of intervention plans.</p> <p>Provide classroom lessons, TK-5th, centered around SEL/Guidelines for Success; small group counseling sessions for students experiencing behavioral, SEL and attendance challenges; and, 1:1 individual counseling support.</p> <p>In collaboration with Admin, conduct ""Check In/Check Out"" daily meetings with identified students requiring Tier 3 supports - weekly data tracking of work with these at-promise students.</p> <p>Indirect services to include outside referrals, teacher collaboration, and parent consultation. (IN 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Health Assistant to increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduce time missed from class. Enhance parent engagement/involvement by providing individual and group health education in the school setting. (IN 2)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>TK and Kindergarten teachers will participate in Kinder Orientation AKA Popsicles with the Principal to support kinder students and parents with the transtion into these grades. Teachers will present information, show their classrooms and be available to parents who have questions. (PI 3)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Parent Engagement and parent communication is a priority at Harte. Our parent involvement monies will be used for the following: parent communication, technology, supplies, materials for workshops, and parent meetings. (PI 4)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>7 Recreation Aides will work 3.75 hours per day for 180 days before school, during outdoor learning, during lunch and after school. (IN 10)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
An important component of Harte's mathematics program is ST Math. Our Math Lead has created an incentive program where students who have completed a certain percentage of puzzles throughout the year will be rewarded with ""brag tags."" These tags serve as an incentive for puzzle completion. (IN 6)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
The Library Media Assistant will participate in the daily operations of the Harte library; promote student use of the library; and adjust to changing priorities to assure smooth and efficient daily library operations. The library media assistant will be funded .20 and will collaborate with the Teacher Librarian and each grade level to support effeciant use of the library. (IN 3)	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
The Positive Behavioral Interventions and Supports (PBIS) Team will use this planning day to: reflect on the 2023-24 school year, data analysis,update the PBIS Staff Handbook, plan student Expectations Assemblies, Student Incentives, Parent Communication, and, etc. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Materials to support Culture Climate/SEL work and Core Curriculum. Materials include books for professional development, enrichment programs to support technology and art integration. Additional materials will include incentives for growth in these areas and classroom and schoolwide materials to support the instructional work. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Harte's VAPA teacher will provide all Harte students with a rich and well-rounded arts education program. This program includes the 5 units of study: procedures, innovation, collaboration, ideation and expression. (IN 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
The Assistant Principal will meet with the recreation aides to review and further train them on our schools wide Positive Behavior Interventions and Supports (PBIS) program. (IN 12)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
The Intermediate Office Assistant will work additional hourly to support school/family communication by building the school's website. (PI 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts

Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p>	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELlevation</p> <p>iReady</p>

- District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.
- Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

Core Program - Writing

Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on the CA Math Framework, the district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Big Ideas, CCSS Content Connectors, CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse • ST Math Puzzle Talks 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>Task option to use as a site Common Assessment/Checkpoint</p> <p>Quarterly Assessments</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>LBUSD Student Centered Resources: math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Areas of focus for SEL include self-regulation, sense of belonging, and safety Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 50, SEL Survey 30	Materials to support Culture Climate/SEL work and the Core Curriculum. Materials include items for professional development, items to support technology integration and enrichment programs. Additional materials will include incentives for growth in these areas and classroom materials to support the work.	All Students	LCFF \$30,000 Materials - LCFF 100%	10/15/2025 - 06/11/2026 Monthly	Principal Assistant Principal Counselor Teachers	Pulse Survey results Attendance data Academic data Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 50, SEL Survey 30

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Absenteeism rate is high. Possible factors include health issues presenting in students. Attendance/Chronic Absenteeism Rate 80, Culture-Climate Survey (Student-Staff) 10, Culture-Climate Survey (Parent) 10	Health Assistant to increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduce time missed from class. Enhance parent engagement/involve ment by providing individual and group health education in the school setting.	Identified At-Risk Students, Low SES, Other Targeted Students, Targeted Parents	Title 1 \$12,045 Senior Health Assistant .185 FTE - Title 1 100%	08/26/2025 - 06/12/2026 Weekly	Principal	Nurse will collaborate with SSTs and Intervention team meetings to monitor student health concerns and their impacts on academics. Attendance/Chronic Absenteeism Rate 80, Culture-Climate Survey (Student-Staff) 10, Culture-Climate Survey (Parent) 10

<p>In order to have a comprehensive schoolwide PBIS program, all components need to be in place to encourage schoolwide positive behavior. Culture-Climate Survey (Student-Staff) 70, Culture-Climate Survey (Parent) 30</p>	<p>An important component of Harte's Positive Behavioral Interventions and Supports (PBIS/CCLT) program is the student store and material upkeep for the program. Students earn points (Bulldog Boasts) for positive behavior and are then able to use those points to purchase items as an award. The impact is great and as a result, we have seen a decrease in the overall suspension and office data referrals. Additionally, items needed to effectively run our program include: schoolwide celebrations, materials/supplies for family workshops, copies (triplicates) for official forms, etc.</p>	<p>All Students</p>	<p>LCFF \$6,000 Materials - LCFF 100%</p>	<p>10/15/2025 - 06/12/2026 Weekly</p>	<p>PBIS Team</p>	<p>The Assistant Principal and teachers monitor the organization and supply of the student store. Culture-Climate Survey (Student-Staff) 70, Culture-Climate Survey (Parent) 30</p>
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Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Harte school need to increase and improve students' sense of belonging and connectedness to the school community. SEL Survey 60, Core Curriculum 40	Ground Education is a community partner that teaches robust garden lessons in elementary school grades and green spaces that nurture every student's academic, physical and emotional well-being.	All Students, All Staff	LCFF \$7,250 Services - LCFF 100%	08/26/2025 - 06/12/2026 Weekly	The Ground Education staff, teachers, students and administrators	Teachers and administrators will monitor garden lessons by Ground Education staff as well as hear from students experiences of garden education participation. SEL Survey 60, Core Curriculum 40

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
In order for all of Harte's students to fully participate in the comprehensive art program, the site will need to fund the balance of the fte to make it a full-time position. Culture-Climate Survey (Student-Staff) 100	Harte's VAPA teacher will provide all Harte students with a rich and well-rounded arts education program. This program includes the 5 units of study: procedures, innovation, collaboration, ideation and expression. The Art teacher will host Family/Caregiver art events as well as collaborate with other staff (committees) for community engagement opportunities.	All Students	LCFF \$21,620 Teacher - Elementary .12 FTE - LCFF 100%	08/22/2025 - 06/12/2026 Daily	VAPA Teacher	Administrators will monitor effectiveness of the arts program. Culture-Climate Survey (Student-Staff) 100

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
In August of the school year, students/families entering Transitional Kindergarten and Kindergarten are invited to an informational session with the teachers and administrators to learn about each program. Families are able to tour classrooms, purchase uniforms and learn about the overall Harte instructional program.	Students matriculation from 5th grade to middle school is a seamless process. The counselors at each level coordinate to offer an informational session to all 5th grade students. The middle school counselor visits the Harte 5th graders to share the middle school schedule, classes available, and the complete middle school operation. Moving forward it might be helpful if Harte's 5th graders were able to tour the feeder middle school.	

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Overall attendance is at 94% with chronic absenteeism at 32%. Chronic absenteeism is the highest for African American and Hispanic students. Case Management and Student Study Teams have identified a need for targeted student to receive counseling and behavior interventions. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Student-Staff) 50	The Counselor will be responsible for scheduling and facilitating the Case Management process by working with teachers and administration to monitor student progress and effectiveness for students' progress and effectiveness of intervention plans. Engage in routine contact with students and families who have chronic absences to increase school engagement. Using PBIS discipline and Case Management data, identify students in need of behavioral interventions and coordinate counseling groups and student support services based on trauma and other challenges; and, 1:1 individual counseling support.	Title 1 \$93,588 Counselor .5 FTE - Title 1 100%	08/12/2025 - 06/18/2026 Daily	School Counselor	Principal will monitor these activities through weekly admin meetings, goal setting, mid-year review and end of the year eval.

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
As a follow up to QCI, site professional learning, and Internal Learning Walk, teachers will engage in lesson studies and instructionally plan interventions that support the implementation of Tier 1 and Tier 2 instruction. This time will also be used for Semester 1 data chats. SBAC ELA 30, SBAC Math 30, Elementary Reading - FRSA 20, Core Curriculum 20	Harte teachers will have release time to collaboratively plan and align quality core instruction and align expectations and common assessments around data analysis and achievement reports.	Title 1 \$15,705 Substitute teacher full day (28) for 2 days - Title 1 100%	01/05/2026 - 06/11/2026 Semester	Classroom Teachers, Site Leads and Administrators	The administrators, IIC, Lit and Math Leads will continue to conduct walk-throughs: providing feedback, modeling lessons, and coaching teachers on the implementation of Tier 1 and Tier instruction.

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Parents have provided ways in which communication can improve at Harte. Their feedback is important to us in sharing two way communication. SEL Survey 100	Parent Engagement and parent communication is a priority at Harte. Our parent involvement monies will be used for the following: parent communication, technology, supplies, materials for workshops, and parent meetings.	Par Inv \$5,795 Services - Par Inv 100% Materials - Par Inv 100%	12/01/2025 - 06/12/2026 Other	Administration, office staff, Family Engagement Facilitator	The office staff (office supervisor, administration, clerical staff and facilitator will monitor the interactions with families.

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA’s budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	233742
Title I Parent and Family Involvement (3008)	5795

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	86240

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

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

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

Research/TISB LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Program Administration and Personnel to provide leadership:

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

Centralized Services

Elementary CARE and Support Centers (formerly known as Family Resource Centers)

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

Assistance to Schools

Counselors

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

Facilitators

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

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

Foster Youth Transportation

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

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Kimberly Carpenter	
Staff	Classroom Teacher	Wallace Kenmuir	06-12-2027
Staff	Classroom Teacher	Cynthia Anderson	06-12-2027
Staff	Classroom Teacher	Bandual Chansy	06-12-2027
Staff	Other School Personnel	Debra Palmer	06-12-2027
Community	Parent/Community Member	██████ Trucios	06-12-2026
Community	Parent/Community Member	██████ Kong	06-12-2027
Community	Parent/Community Member	██████ Williams	06-12-2027
Community	Parent/Community Member	██████ Tarpley	06-12-2027
Community	Parent/Community Member	██████ Beard	06-12-2027

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	█████ Marquez
DELAC Representative	Parent of EL Student (required)	█████ Medina
Principal or Designee	Staff Member (required)	Kimberly Carpenter
Secretary	Parent of Non-EL Student (required)	█████ Vera

Name	Representing
█████ Medina	Parent of EL Student

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/12/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Class incentives to encourage reading Before/after school tutoring (compensate teachers) Before School book club (compensate teachers) Continue with Designated and Integrated ELD in classroom instruction Continue supporting EL students by having ongoing teacher professional learning Continue to support EL students by progress monitoring using the Ellevation platform Continue to check in with EL students during class time to ensure they understand the learning task Continue with additional tutoring and small group instruction
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students CELDT/ELPAC Results Reclassification Data Language Census Data

Question	Answer
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/19/2025
6. What was SSC's response to ELAC recommendations?	SSC accepted the recommendations from ELAC; however wanted more information on the class incentives for reading.

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the school resources. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. SSC received and considered **ELAC recommendations** at its meeting on 11/19/2025
2. SSC approved the **Home-School Compact** on 10/15/2025
3. SSC approved the **Parent Involvement Guidelines** on 10/15/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 09/16/2025, 09/30/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 01/13/2026
6. The SPSA was approved at its meeting on 02/11/2026

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

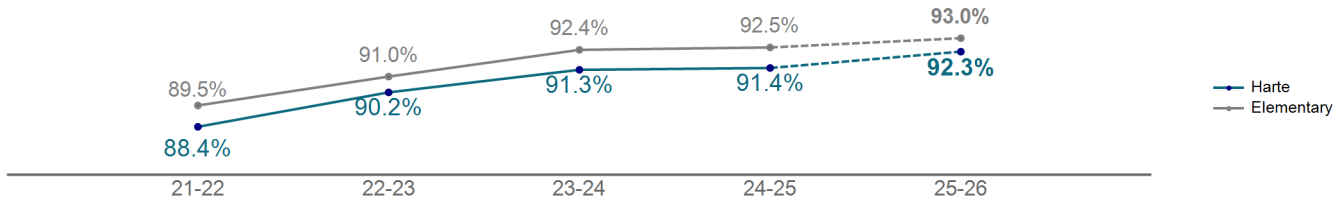
Printed Name: _____ Date: _____

ELAC Chair: _____

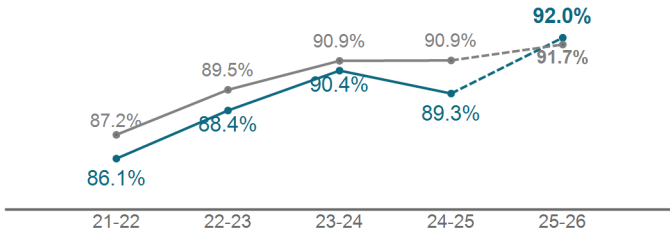
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Attendance Rate

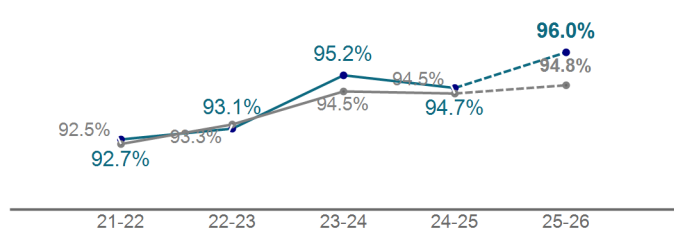
Harte
All Students
N = 738



African American
N = 87



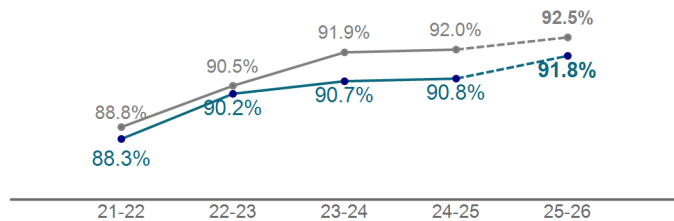
Asian
N = 78



Filipino

Subgroup with fewer than 20 students.

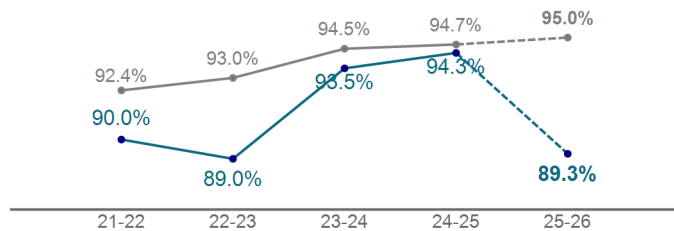
Hispanic
N = 487



Pacific Islander

Subgroup with fewer than 20 students.

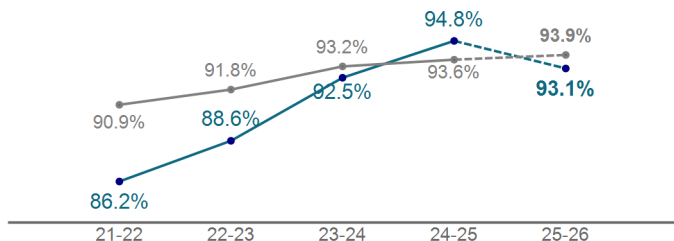
White
N = 24



Native American

Subgroup with fewer than 20 students.

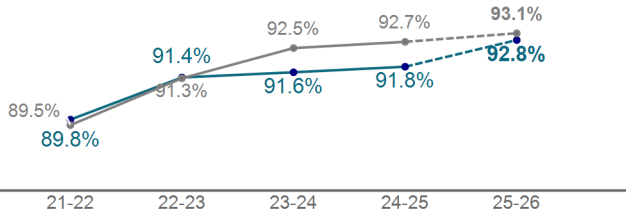
Other
N = 39



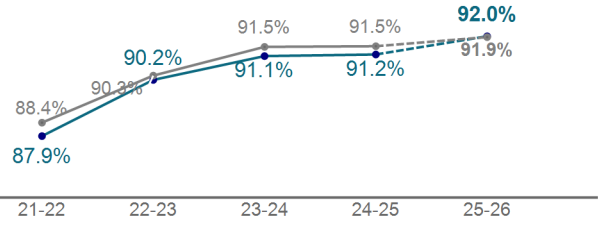
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

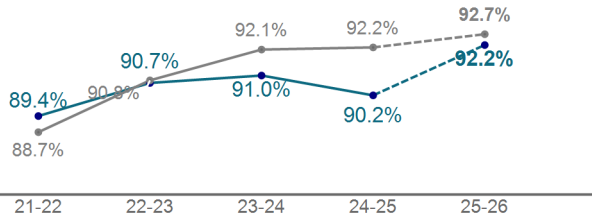
EL + RFEP
N = 204



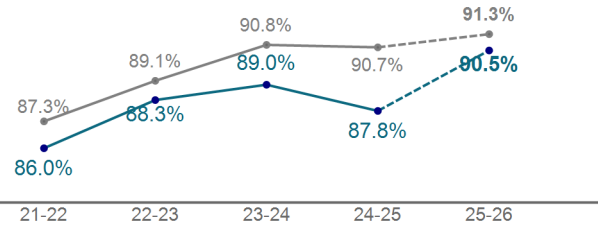
Low SES
N = 549



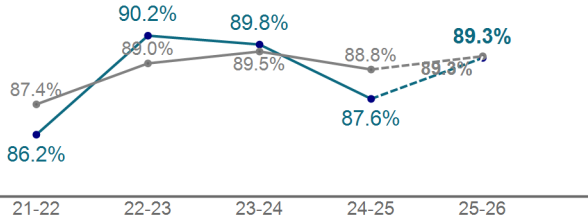
English Learner
N = 155



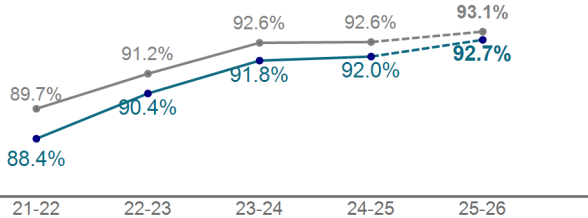
Special Education
N = 119



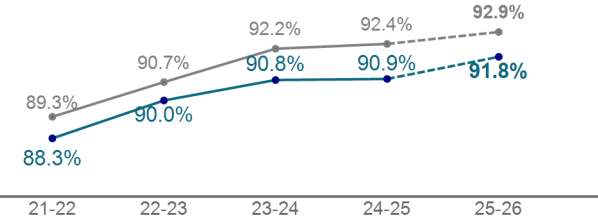
Homeless or Foster Youth
N = 50



Female
N = 376



Male
N = 362



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Chronic Absence by Attendance Bands School Data by Subgroup Harte 2024-2025

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

Category	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate	
All Students	772	772	9	20	19	22	30	28.9%	32.1%	47.7%	24.3%
Grade	Gr. TK	64	13	30	17	19	22	42.2%	43.5%	59.4%	37.5%
	Gr. K	99	14	26	23	19	17	40.4%	40.9%	63.6%	30.6%
	Gr. 01	130	13	19	22	17	28	32.3%	30.0%	54.6%	25.7%
	Gr. 02	119	7	17	18	24	34	23.5%	33.6%	42.0%	21.3%
	Gr. 03	125	8	15	20	26	30	23.2%	32.3%	43.2%	22.2%
	Gr. 04	118	5	19	15	23	37	24.6%	28.9%	39.8%	20.7%
	Gr. 05	117	4	20	15	25	37	23.9%	22.7%	38.5%	20.5%
Ethnicity	African American	106	16	27	17	17	23	43.4%	36.9%	60.4%	33.8%
	American Indian	1					100	0.0%	0.0%	0.0%	28.6%
	Asian	83	4	11	11	19	55	14.5%	11.4%	25.3%	14.8%
	Cambodian	101	3	9	11	22	55	11.9%	20.6%	22.8%	16.1%
	Filipino	10			20	10	70	0.0%	10.0%	20.0%	13.2%
	Hispanic	504	9	22	20	23	26	31.3%	34.4%	51.4%	26.7%
	Pacific Islander	10	30		20	30	20	30.0%	53.3%	50.0%	35.1%
	White	24	4		33	29	33	4.2%	20.8%	37.5%	11.4%
	Other	34	3	6	15	32	44	8.8%	35.9%	23.5%	18.0%
Gender	Female	382	7	18	19	25	32	24.9%	27.8%	43.5%	23.6%
	Male	390	11	22	19	19	29	32.8%	36.4%	51.8%	24.9%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Harte 2024-2025

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

Special Populations	Subgroup	Total	Attendance Bands					Attendance Rates				
			Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	<80%	>=80% & <=90%	>90% & <93%	>=93% & <96%	>=96%
	Low SES	595	9	22	19	21	29	30.8%	33.1%	49.7%	29.5%	
	ELL	137	14	20	15	23	28	34.3%	31.6%	49.6%	26.7%	
	RFEP	62	3	6	15	26	50	9.7%	12.0%	24.2%	13.6%	
	EL + RFEP	199	11	16	15	24	35	26.6%	29.5%	41.7%	23.6%	
	Special Ed.	113	16	30	19	22	13	46.0%	44.4%	64.6%	32.9%	
	Spec Ed. Speech/RSP	31	10	39	13	23	16	48.4%	28.1%	61.3%	26.4%	
	Homeless/Foster	57	21	19	26	18	16	40.4%	45.9%	66.7%	42.6%	
	Foster	4	50	25	25			75.0%	45.5%	100.0%	37.8%	
Homeless	53	19	19	26	19	17	37.7%	46.0%	64.2%	43.6%		
GATE/Excel	87			3	14	25	57	3.4%	15.5%	17.2%	10.5%	

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All Elementary	25,767	6	18	17	23	36	24.3%	24.7%	41.1%
Addams	756	8	22	16	20	34	29.6%	28.9%	45.6%
Alvarado	406	5	22	20	20	33	26.6%	27.6%	46.6%
Barton	444	9	22	22	22	25	31.8%	37.4%	53.4%
Birney	519	5	22	16	25	31	27.2%	27.7%	43.4%
Bixby	559	3	13	15	25	44	15.4%	17.0%	30.6%
Bryant	396	7	24	16	24	28	31.3%	29.4%	47.7%
Burbank	577	7	22	17	20	34	29.3%	28.2%	46.3%
Burcham	425	4	12	17	23	45	16.0%	13.6%	32.7%
Carver	573	3	14	17	24	42	16.9%	13.7%	34.2%
Chavez	341	7	22	15	22	35	28.4%	33.2%	43.4%
Cleveland	460	5	17	12	27	39	21.5%	14.0%	33.7%
Dooley	693	8	24	19	22	27	32.3%	33.3%	51.2%
Edison	466	11	25	11	21	32	36.7%	29.9%	47.2%
Emerson	358	1	8	12	24	55	9.5%	9.9%	21.2%
Fremont	461	3	12	17	24	44	15.0%	14.5%	32.3%
Gant	669	1	12	13	26	47	13.0%	13.0%	26.5%
Garfield	563	8	16	19	21	36	24.0%	21.4%	42.8%
Gompers	387	5	13	20	25	37	18.1%	18.3%	38.2%
Grant	998	9	24	18	21	28	33.2%	31.8%	51.3%
Harte	772	9	20	19	22	30	28.9%	32.1%	47.7%
Henry	798	1	7	13	30	49	8.0%	7.0%	21.1%
Herrera	655	8	22	25	21	24	30.1%	30.6%	54.8%
Holmes	400	5	23	19	20	33	28.3%	26.5%	46.8%
Hudson	229	14	22	15	22	27	35.8%	32.9%	51.1%
Kettering	354	4	12	15	25	45	15.5%	17.5%	30.2%
King	625	12	20	18	23	26	31.8%	29.9%	50.2%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
Lafayette	883	7	20	17	20	35	27.2%	26.7%	44.2%
Lincoln	801	7	20	15	20	39	26.5%	33.7%	41.2%
Longfellow	918	3	13	14	25	45	15.7%	16.6%	30.1%
Los Cerritos	478	4	9	13	25	49	12.8%	12.9%	26.2%
Lowell	622	2	12	16	25	46	13.7%	14.3%	29.3%
Macarthur	345	3	20	17	23	37	23.2%	22.6%	39.7%
Madison	422	6	12	18	25	39	18.0%	21.2%	35.8%
Mann	335	6	18	15	26	36	23.6%	28.3%	38.5%
McKinley	497	7	21	19	24	30	28.2%	32.2%	46.7%
Naples	348	3	13	16	30	38	16.1%	14.2%	31.9%
Oropeza	559	11	27	15	16	31	37.6%	36.0%	52.8%
Prisk	477	2	11	14	27	45	13.0%	13.5%	27.5%
Riley	500	4	17	19	24	37	20.4%	20.1%	39.0%
Roosevelt	836	12	20	16	18	33	32.4%	34.6%	48.2%
Signal Hill	622	5	14	18	23	40	19.0%	21.3%	37.5%
Smith	676	8	20	19	20	34	27.1%	26.3%	46.2%
Stevenson	478	7	26	17	21	28	33.5%	31.6%	50.6%
Twain	483	3	16	18	25	38	19.0%	22.9%	36.9%
Webster	473	9	22	20	20	30	30.2%	29.1%	50.3%
Whittier	560	7	21	18	19	35	28.0%	27.8%	45.9%
Willard	570	10	22	18	20	30	31.8%	30.1%	49.6%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All Middle	12,480	7	14	13	20	45	21.9%	22.8%	35.1%
Bancroft	822	5	12	14	22	47	17.0%	17.3%	30.5%
Franklin	1,033	12	19	13	18	38	31.7%	34.3%	44.6%
Hamilton	785	13	22	17	17	30	35.5%	27.5%	52.9%
Hoover	527	6	12	13	21	48	18.6%	17.4%	31.5%
Hughes	1,230	3	13	14	22	48	16.3%	14.9%	30.2%
Jefferson	1,028	5	13	13	21	48	18.4%	21.5%	30.9%
Keller	519	1	5	11	20	63	5.8%	6.5%	17.0%
Lindbergh	436	9	17	14	21	38	26.4%	29.5%	40.8%
Lindsey	718	8	13	10	18	51	21.4%	27.0%	31.5%
Marshall	958	3	13	13	21	50	16.3%	16.5%	28.9%
Nelson	855	10	18	13	17	42	28.2%	27.8%	41.6%
Rogers	785	3	8	13	22	54	11.5%	15.4%	24.5%
Stanford	1,196	5	9	11	21	54	13.8%	16.1%	24.9%
Stephens	681	11	21	16	19	34	31.3%	33.4%	47.3%
Washington	907	17	21	13	21	28	37.6%	35.6%	51.0%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All K8	5,739	5	15	15	22	43	20.2%	20.2%	35.1%
Avalon	447	9	27	19	25	20	36.0%	31.5%	55.5%
Cubberley	967	2	10	12	22	55	11.7%	12.0%	23.6%
Muir	1,066	7	18	16	21	38	25.0%	22.7%	40.8%
Newcomb	928	3	8	16	23	51	10.8%	10.8%	26.6%
Powell	743	9	23	16	20	31	31.8%	33.9%	48.2%
Robinson	734	9	17	13	19	42	25.9%	26.3%	39.2%
Tincher	854	3	8	13	24	52	11.0%	11.0%	24.4%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All High	20,036	12	15	13	19	40	27.0%	26.7%	40.4%
Browning	348	17	16	12	20	36	32.5%	32.1%	44.3%
Cabrillo	1,686	22	20	14	16	28	42.3%	42.0%	56.8%
CAMS	673	1	6	6	14	74	6.8%	5.2%	12.5%
Jordan	2,356	11	16	13	18	42	27.1%	25.7%	40.3%
Lakewood	2,385	9	17	17	22	35	26.9%	26.1%	43.5%
McBride	685	5	12	12	20	51	17.2%	16.9%	29.1%
Millikan	3,452	5	11	14	23	47	16.4%	16.3%	30.2%
PAAL	135	39	31	13	7	10	70.4%	75.6%	83.0%
Polytechnic	3,818	13	16	14	20	37	29.1%	27.3%	42.9%
Reid	124	87		12			99.2%	91.1%	99.2%
Renaissance	401	6	15	11	17	51	21.2%	21.7%	32.4%
Sato	553	2	4	7	17	69	6.3%	6.8%	13.6%
Wilson	3,420	15	18	13	20	34	33.1%	33.0%	46.5%

The percentages may not equal 100% due to rounding.

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Chronic Absence by Attendance Bands School Comparison by Subgroup All 2024-2025

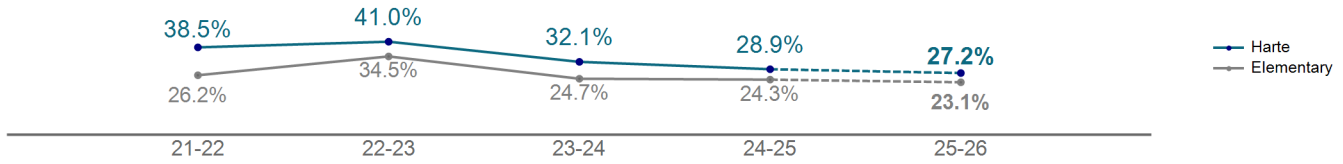
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chonic + At-Risk Rate
District	64,022	8	16	15	21	40	24.3%	24.6%	39.2%

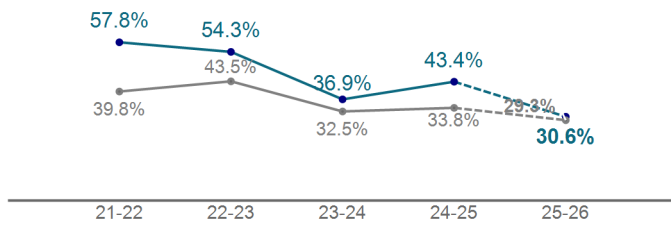
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

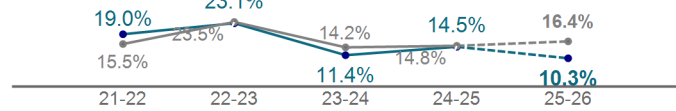
Harte
All Students
N = 728



African American
N = 85



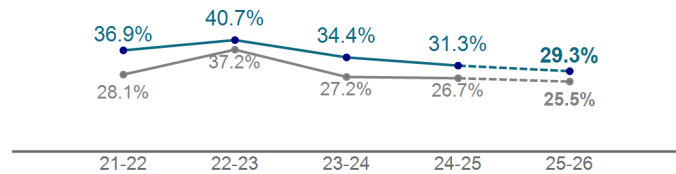
Asian
N = 78



Filipino

Subgroup with fewer than 20 students.

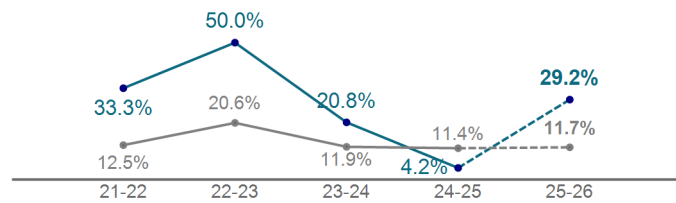
Hispanic
N = 481



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 24



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

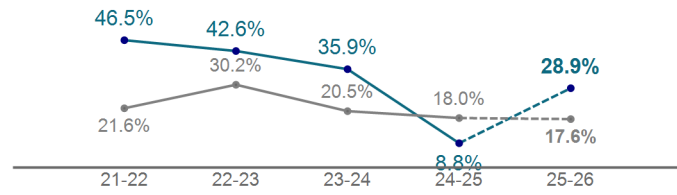
Percent of Students in the Moderately or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

Other

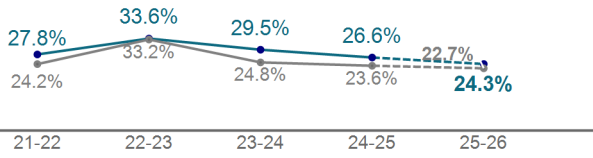
N = 38



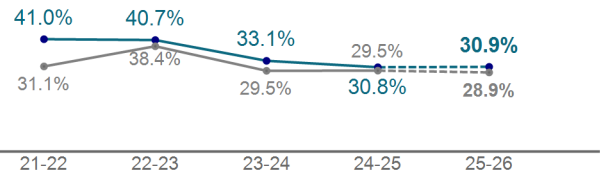
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

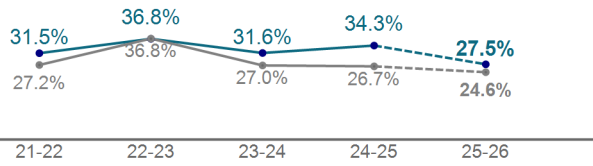
EL + RFEP
N = 202



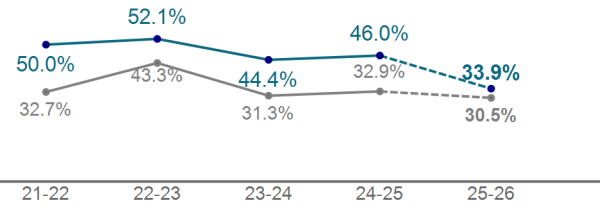
Low SES
N = 550



English Learner
N = 153



Special Education
N = 118



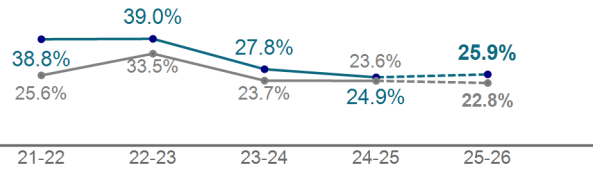
Homeless or Foster Youth

Subgroup with fewer than 20 students.

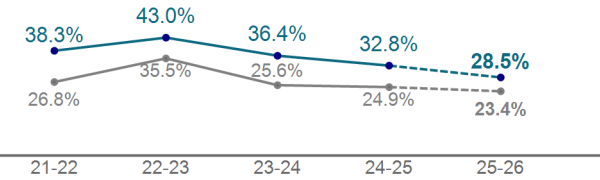
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 370



Male
N = 358



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

SBAC ELA 2025 :: School Data by Subgroup

Harte

Category	Tested		Percent by Achievement Level					2 yr	3 yr	% Cohort	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	31,396	District	48%	27	22	28	24	52%	↑2		↑2
Gender	Female	District	44%	23	21	30	26	56%	↑2		↑2
	Male	District	52%	31	22	26	22	48%	↑3		↑3
	Nonbinary	District	31%	16	16	40	29	69%	↑14		-
Special Populations	EL + RFEP	District	62%	37	25	25	13	38%	↑1		↑4
	ELL	District	90%	67	23	8	1	10%	↓4		↑3
	RFEP	District	38%	12	26	38	23	62%	↑3		↑5
	Foster	District	74%	52	21	19	7	26%	↑3		↑12
	GATE/Excel	District	10%	2	8	31	59	90%	↑2		↓-
	Homeless	District	69%	45	24	21	10	31%	↑1		↑3
	Homeless/Foster	District	70%	46	24	20	9	30%	↑1		↑4
	Low SES	District	58%	34	24	27	15	42%	↑2		↑3
	Special Ed.	District	81%	62	20	13	6	19%	↑2		↑4
	Spec Ed. Speech/RSP	District	81%	57	24	15	4	19%	↓2		↑6

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

SBAC Math 2025 :: School Data by Subgroup

Harte

Category	Tested		Percent by Achievement Level					2 yr	3 yr	% Cohort	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	31,450	District	62%	36	25	19	19	38%	↑2		↓4
Gender	Female	District	64%	37	26	19	17	36%	↑2		↓5
	Male	District	59%	36	24	20	21	41%	↑2		↓2
	Nonbinary	District	67%	41	26	20	13	33%	↑1		↓28
Special Populations	EL + RFEP	District	74%	49	25	15	10	26%	↑2		↓3
	ELL	District	90%	70	21	8	2	10%	↓1		↑1
	RFEP	District	61%	32	29	22	17	39%	↑3		↓5
	Foster	District	80%	57	23	12	8	20%	↑3		↑7
	GATE/Excel	District	20%	5	15	27	53	80%	↑1		↓9
	Homeless	District	82%	59	24	11	7	18%	↑-		↓4
	Homeless/Foster	District	82%	58	24	11	7	18%	↑1		↓3
	Low SES	District	71%	44	26	17	12	29%	↑2		↓2
	Special Ed.	District	85%	68	17	9	6	15%	↑2		↑1
	Spec Ed. Speech/RSP	District	85%	66	20	10	5	15%	↓2		↑2

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

Harte

Category	Tested		Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	13,317	District	72%	15	57	19	9	28%	↑2		-
Gender	Female	District	73%	13	59	19	8	27%	↑1		-
	Male	District	71%	17	54	19	10	29%	↑3		-
	Nonbinary	District	79%	3	76	7	14	21%	↓20		-
Special Populations	EL + RFEP	District	83%	20	63	13	3	17%	↑1		-
	ELL	District	99%	43	56			1%	↓1		-
	RFEP	District	75%	9	66	20	5	25%	↑-		-
	Foster	District	87%	27	60	12	1	13%	↑4		-
	GATE/Excel	District	35%	2	33	38	27	65%	↑1		-
	Homeless	District	86%	26	60	11	3	14%	↑1		-
	Homeless/Foster	District	86%	26	60	11	3	14%	↑1		-
	Low SES	District	81%	19	61	15	4	19%	↑1		-
	Special Ed.	District	92%	37	55	6	2	8%	↓-		-
	Spec Ed. Speech/RSP	District	92%	32	60	7	2	8%	↓2		-

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Harte

2/19/26

Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
				Declined	Below Target	Above Target	Accelerated*	
E L A	All Students	220	53	22	18	29	31	
		All ES	44	22	22	26	31	
		District	28	30	15	17	38	
	Grade	Gr. 04 (Minimum Growth Target: 44) (Min Accelerated Growth Target: 89) (Minimum Board Goal 2 Target: 118)	109	-	34	21	24	21
			All ES	42	24	23	28	25
			District	38	24	24	28	24
		Gr. 05 (Minimum Growth Target: 35) (Min Accelerated Growth Target: 71) (Minimum Board Goal 2 Target: 101)	111	-	11	14	34	41
			All ES	46	21	20	24	36
			District	46	21	20	24	36
	Ethnicity	Hispanic	146	-	22	17	32	29
			All ES	47	22	21	26	31
			District	28	30	14	17	38
Cambodian		27	-	30	11	26	33	
		All ES	40	22	20	28	30	
		District	23	29	15	18	38	
African American		24	-	21	21	17	42	
		All ES	41	24	21	20	35	
		District	25	32	14	15	39	
Asian	24	-	21	8	29	42		
	All ES	42	22	21	27	30		
	District	28	29	15	17	39		

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Harte

2/19/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
Category	Subgroup	N	Average Scale Score Change	Growth Target			
				Declined	Below Target	Above Target	Accelerated*
E L A	Other	11^	-	18	18	45	18
		All ES	38	23	20	28	28
		District	25	31	15	17	37
	White	6^	-	33	17	17	33
		All ES	37	21	23	27	28
		District	27	30	15	19	37
	Pacific Islander	5^	-	40	40	20	
		All ES	93	11	28	28	32
		District	39	30	18	15	37
	Filipino	4^	-	25	50	25	0
		All ES	50	26	22	26	26
		District	37	29	14	17	41
G e n d e r	Female	110	-	28	18	25	28
		All ES	43	23	23	25	29
		District	28	30	15	17	38
	Male	110	-	16	17	33	34
		All ES	45	21	20	26	32
		District	26	31	14	17	38
Nonbinary	All ES^	-1	50	50	0		
	District	19	33	18	48		
Special Populations	EL + RFEP	62	-	23	10	27	40

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Harte

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
ELA	EL + RFEP	All ES	51	22	19	26	33	
		District	28	31	13	16	41	
	ELL	31	-	19	10	23	48	
		All ES	52	24	19	25	33	
	RFEP	District	31	30	15	17	38	
		31	-	26	10	32	32	
	Foster	All ES	51	19	20	28	33	
		District	27	31	11	15	43	
	GATE/Excel	1^	-				100	0
		All ES	33	31	20	16	33	
	Homeless	District	35	38	18	9	35	
		59	-	29	12	39	20	
	Homeless/Foster	All ES	39	23	23	28	26	
		District	30	29	16	19	36	
	Low SES	13^	-	23	15	38	23	
		All ES	51	23	20	21	35	
	Special Populations	District	34	30	15	16	40	
		14^	-	21	14	43	21	
	Special Populations	All ES	48	25	20	20	35	
		District	34	31	15	15	39	
Low SES		177	55	22	18	29	31	

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Harte

2/19/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	Low SES	All ES	47	22	22	25	32
			District	28	30	15	16	39
	Special Ed.	30	-	17	7	30	47	
		All ES	52	22	19	22	37	
		District	31	30	14	17	39	
	Spec Ed. Speech/RSP	10^	-	10	20	70		
		All ES	56	20	17	23	40	
		District	31	31	13	16	41	

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Harte

2/19/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
M a t h	All Students	221	-	25	26	26	23	
		All ES	35	24	29	28	19	
		District	20	34	20	19	27	
	Grade	Gr. 04 (Minimum Growth Target: 42) (Min Accelerated Growth Target: 85)	109	-	22	26	30	22
			All ES	48	20	30	31	20
			District	44	21	30	30	19
		Gr. 05 (Minimum Growth Target: 39) (Min Accelerated Growth Target: 79)	112	-	28	27	21	24
			All ES	20	29	29	25	18
			District	21	30	28	25	17
	Ethnicity	Hispanic	148	-	24	26	26	24
			All ES	38	24	28	28	19
			District	19	36	19	19	27
Cambodian		26	-	23	27	27	23	
		All ES	36	22	28	26	24	
		District	18	30	20	20	30	
African American		24	-	25	21	21	33	
		All ES	46	23	32	25	19	
		District	23	35	20	17	28	
Asian	23	-	26	35	22	17		
	All ES	33	23	29	26	22		
	District	22	31	21	20	29		

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Harte

2/19/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math	Other	11^	-	18	36	36	9
		All ES	30	25	28	29	17
		District	21	31	20	20	28
	White	6^	-	50	33	17	
		All ES	18	26	31	26	17
		District	16	34	20	19	26
	Pacific Islander	5^	-		60	20	20
		All ES	39	23	38	23	17
		District	4	35	22	20	23
	Filipino	4^	-	75	25	0	
		All ES	-8	22	26	33	18
		District	18	30	19	21	30
Gender	Female	110	-	21	32	25	23
		All ES	28	25	30	27	18
		District	17	34	20	18	27
	Male	111	-	29	21	27	23
		All ES	40	24	29	28	19
		District	22	35	19	19	27
Nonbinary	All ES^	-	50	50	0		
	District	-12	52	12	15	21	
Special Populations	EL + RFEP	64	-	27	22	31	20

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Harte

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	EL + RFEP	All ES	37	25	27	28	21
		District	17	37	18	18	27
	ELL	33	-	30	18	30	21
		All ES	31	27	26	26	20
	RFEP	District	25	37	18	18	26
		31	-	23	26	32	19
	Foster	All ES	52	22	27	30	21
		District	14	36	18	18	28
	GATE/Excel	1^	-	100	0		
		All ES	74	31	26	26	17
	Homeless	District	60	35	19	18	28
		59	-	29	25	25	20
	Homeless/Foster	All ES	27	23	30	29	17
		District	16	31	21	21	27
	Low SES	14^	-	29	7	21	43
		All ES	36	25	28	27	21
	Homeless/Foster	District	12	38	19	16	27
		15^	-	33	7	20	40
	Homeless/Foster	All ES	44	26	28	26	20
		District	18	38	19	16	27
Low SES	All ES	177	25	27	25	22	
	District	177	25	27	25	22	

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Harte

2/19/26

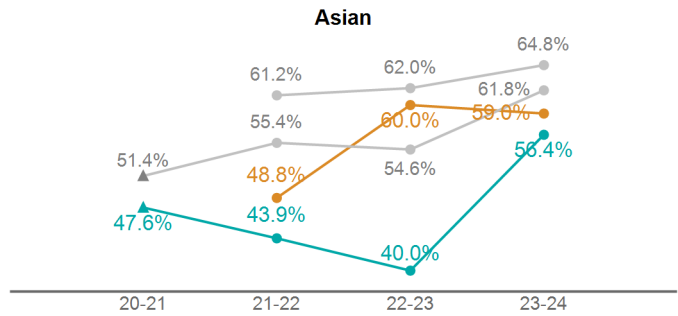
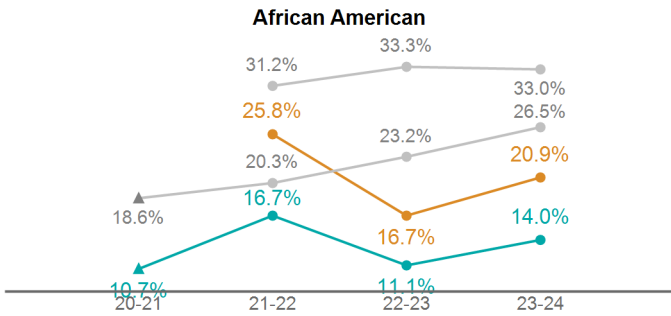
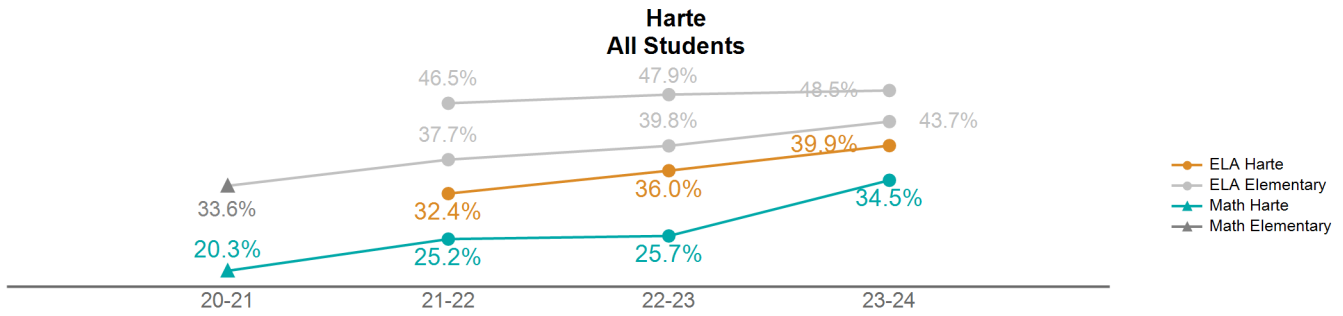
Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	Low SES	All ES	36	24	28	28	19
		District	19	35	19	19	27
	Special Ed.	30	-	20	20	23	37
		All ES	43	26	26	26	23
		District	25	36	17	17	29
	Spec Ed. Speech/RSP	10^	-			40	60
		All ES	36	25	27	24	24
		District	21	37	18	17	29

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

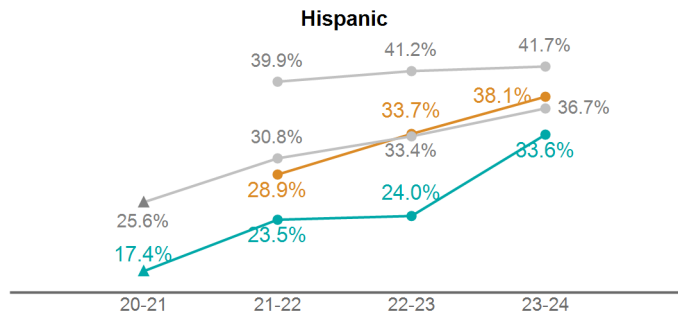
^Not currently a significant subgroup.

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

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



Filipino
Subgroup with fewer than 20 students.

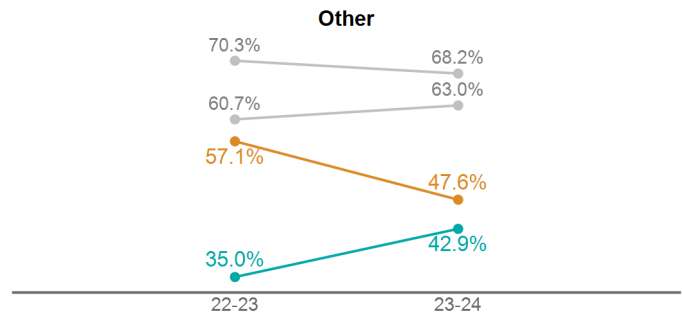


Pacific Islander
Subgroup with fewer than 20 students.

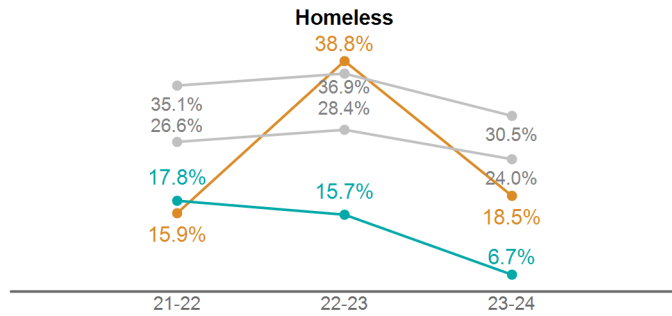
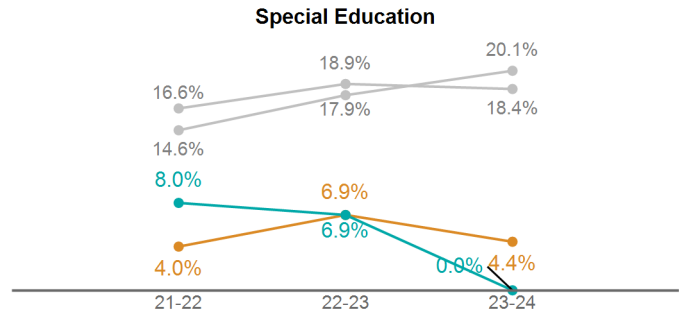
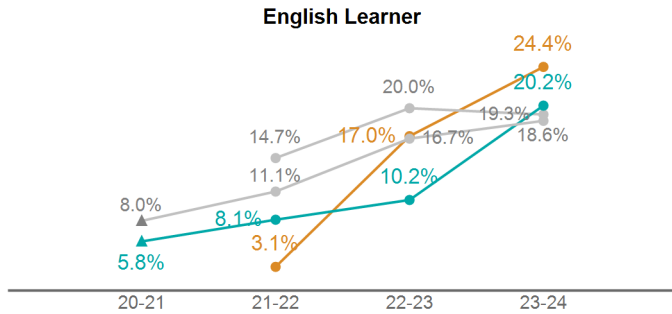
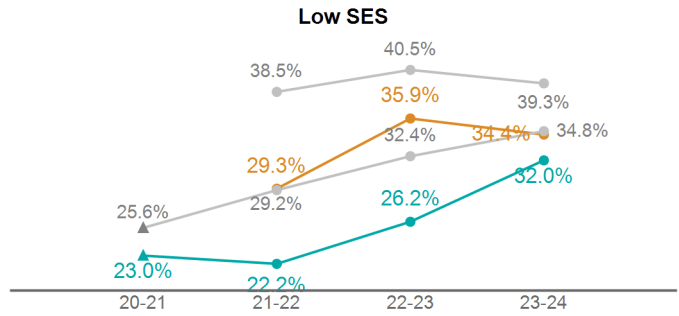
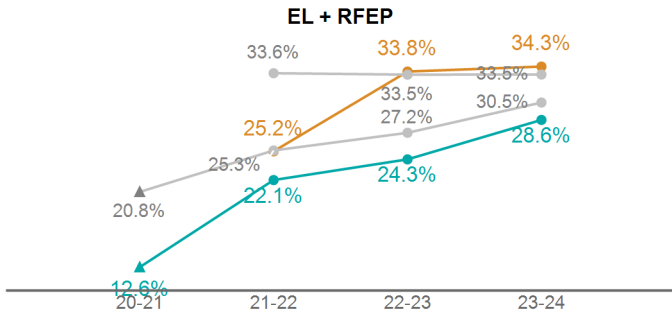
White
Subgroup with fewer than 20 students.

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

Native American
Subgroup with fewer than 20 students.

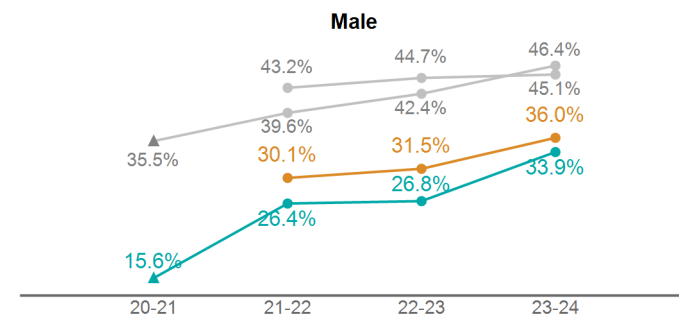
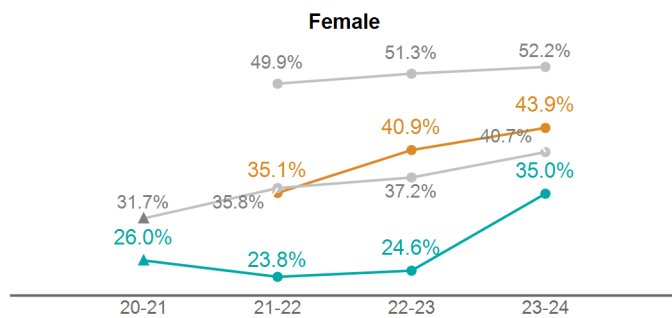


Percent of Students with Achievement Level of Met or Exceeded in SBAC



Foster Youth

Subgroup with fewer than 20 students.



N's are from the current year.
Subgroups under 20 students are not included.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/19/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	11,695	50%	29	21	24	26	50%	↑2	↑3

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

SBAC Math 2024-2025 :: School Comparison by Subgroup

2/19/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	11,758	55%	29	26	23	22	45%	↑1	↓3

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

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/19/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
All Elementary	3,904	68%	17	52	20	12	32%	↑2	-

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

SBAC ELA 2024-2025 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					Met+Exceeded	2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded		Chg	Chg	Chg
All Middle	11,560	49%	26	23	32	19	51%	↑3		↓2

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

SBAC Math 2024-2025 :: School Comparison by Subgroup

All


School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
All Middle	11,563	65%	40	25	17	18	35%	↑2	↑1

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

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/19/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	3,859	72%	15	58	19	8	28%	↑3		-

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

SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/19/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All K-8	3,576	44%	25	20	27	29	56%	↑4	↑-

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

SBAC Math 2024-2025 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
All K-8	3,573	54%	31	23	20	25	46%	↑4	↑3

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

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/19/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
All K-8	1,218	65%	14	51	23	13	35%	↑3	-

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

SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/19/26

All


School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,565	46%	25	21	29	25	54%	↑2		↑5

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

SBAC Math 2024-2025 :: School Comparison by Subgroup

2/19/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,556	73%	50	23	16	11	27%	↑3		↓7

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

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/19/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,336	76%	15	62	18	6	24%	↑-		-

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

SBAC ELA 2024-2025 :: School Comparison by Subgroup

2/19/26

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	31,396	48%	27	22	28	24	52%	↑2		↑2

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

SBAC Math 2024-2025 :: School Comparison by Subgroup

2/19/26

All


School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
District	31,450	62%	36	25	19	19	38%	↑2	↓4

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

SBAC Science 2024-2025 :: School Comparison by Subgroup

2/19/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,317	72%	15	57	19	9	28%	↑2		-

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

Harte

2024-2025

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken	
2024-2025	YR	All	All	31	43	89		
		Grade	Gr. 01		9	3		
			Gr. 02	1	13	26		
			Gr. 03	8	3	26		
			Gr. 04	7	5	12		
			Gr. 05	7	12	15		
			Gr. K	8	1	7		
			Ethnicity	African American	13	10	35	
		Asian		1	2			
		Hispanic		15	18	44		
		Other		1	1	4		
		Pacific Islander		1	1	1		
		White			11	5		
		Gender	Female	11	9	12		
			Male	20	34	77		

Harte

2024-2025

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2024-2025	YR	Fluency	EL + RFEP	7	3	15	
			ELL	6	2	14	
			RFEP	1	1	1	
		Foster	Foster	1	1	3	
		GATE/Excel	GATE/Excel	1	2		
		Homeless	Homeless	4		9	
		LowSES	Low SES	26	17	64	
		SPED	Special Ed.	1	25	37	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	1	12	9	

Harte

2023-2024

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

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

Harte

2023-2024

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

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

Harte

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

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

Harte

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome f

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

Harte

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

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

Harte

2020-2021

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

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

Harte

2019-2020

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

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

Harte

24-25

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

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

Category	subgroup	# Records	YR			
			Percent by Category			
All Students	All	163	26	55	19	
	Grade	Gr. 01	12	75	25	
		Gr. 02	40	33	65	3
		Gr. 03	37	8	70	22
		Gr. 04	24	21	50	29
		Gr. 05	34	35	44	21
		Gr. K	16	6	44	50
Ethnicity	African American	58	17	60	22	
	Asian	3	67	33		
	Hispanic	77	23	57	19	
	Other	6	17	67	17	
	Pacific Islander	3	33	33	33	
	White	16	69	31		
Gender	Female	32	28	38	34	
	Male	131	26	59	15	

Harte

24-25

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

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

Category	subgroup	# Records	YR			
			Percent by Category			
Special Populations	EL + RFEP	25	12	60	28	
	ELL	22	9	64	27	
	Foster	5	20	60	20	
	GATE/Excel	3		67	33	
	Homeless	13		69	31	
	Low SES	107	16	60	24	
	RFEP	3	33	33	33	
	Spec Ed. Speech/RSP	22		55	41	5
	Special Ed.	63	40	59	2	

Harte

24-25

Students by Subgroup Categorized by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
All Students	All	78	36 64
	Gr. 01	3	33 67
Grade	Gr. 02	12	50 50
	Gr. 03	19	32 68
	Gr. 04	14	50 50
	Gr. 05	20	25 75
	Gr. K	10	30 70
	Ethnicity	African American	26
Asian		3	100
Hispanic		40	25 75
Other		2	100
Pacific Islander		3	100
White		4	75 25
Gender	Female	24	25 75
	Male	54	41 59

Harte

24-25

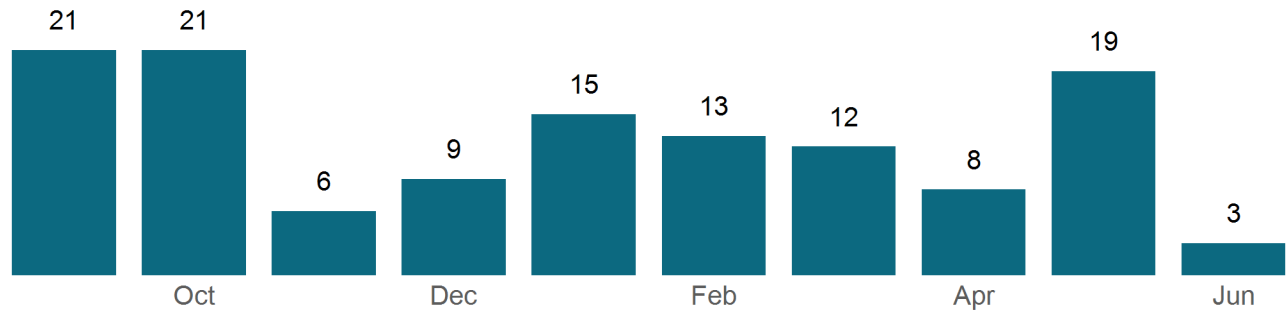
Students by Subgroup Categorized by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
Special Populations	EL + RFEP	16	19 81
	ELL	13	23 77
	Foster	2	50 50
	GATE/Excel	3	100
	Homeless	9	33 67
	Low SES	62	31 69
	RFEP	3	100
	Spec Ed. Speech/RSP	7	86 14
	Special Ed.	20	45 55

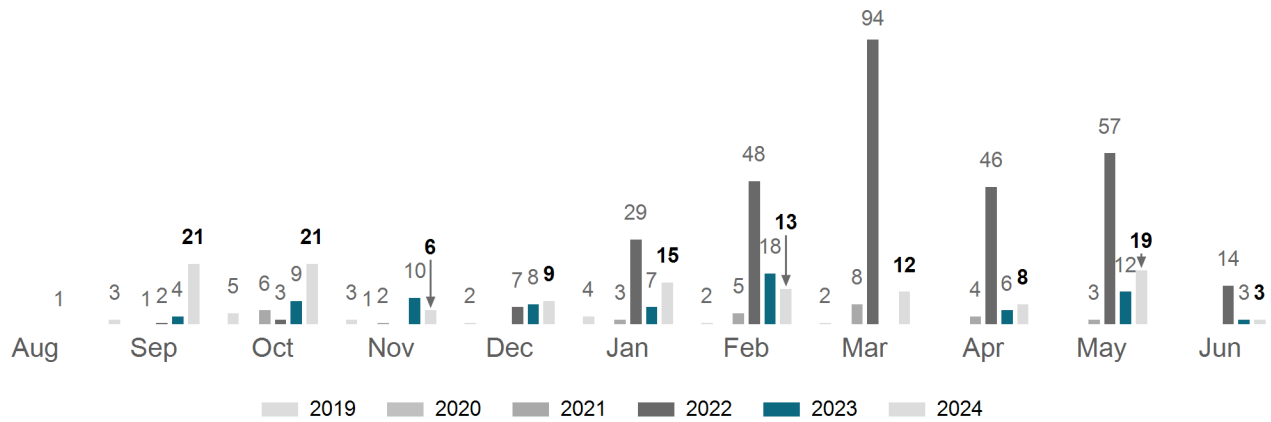
Harte

24-25

By Month for 24-25



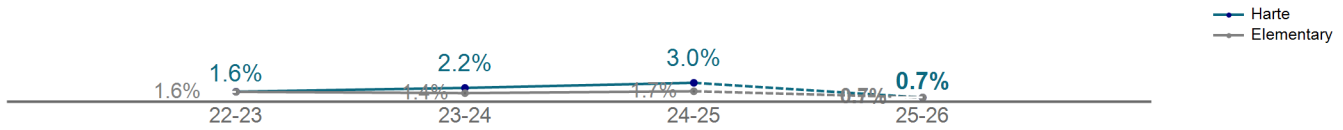
By Month- 5-year comparison



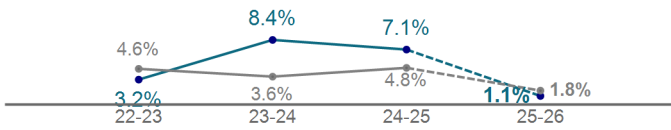
	19-20	20-21	21-22	22-23	23-24	24-25
Aug						1
Sep		3		1	2	4 21
Oct		5		6	3	9 21
Nov		3	1	2		10 6
Dec		2			7	8 9
Jan		4		3	29	7 15
Feb		2		5	48	18 13
Mar		2		8	94	
Apr				4	46	6 8
May				3	57	12 19
Jun					14	3 3

Suspension Rate

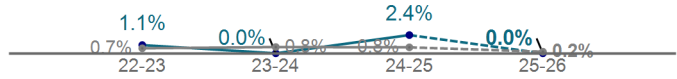
Harte
All Students
N = 756



African American
N = 92



Asian
N = 79



Filipino

Subgroup with fewer than 20 students.

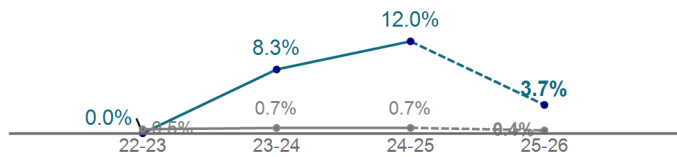
Hispanic
N = 496



Pacific Islander

Subgroup with fewer than 20 students.

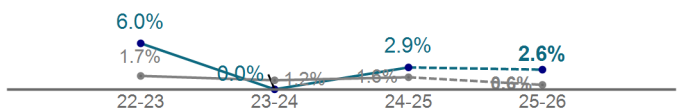
White
N = 27



Native American

Subgroup with fewer than 20 students.

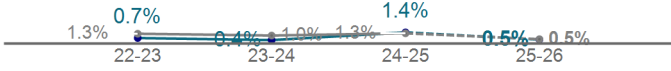
Other
N = 39



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

Suspension Rate

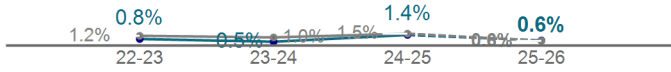
EL + RFEP
N = 206



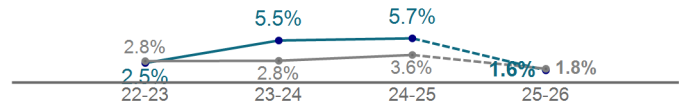
Low SES
N = 561



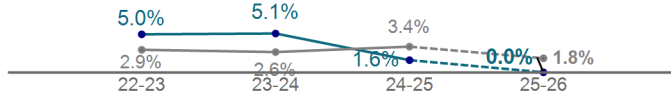
English Learner
N = 157



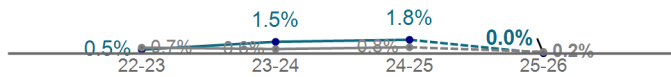
Special Education
N = 128



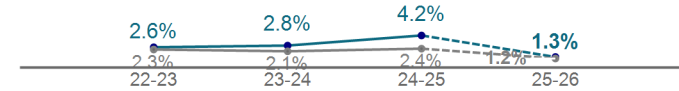
Homeless or Foster Youth
N = 50



Female
N = 385



Male
N = 371



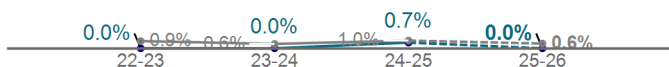
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

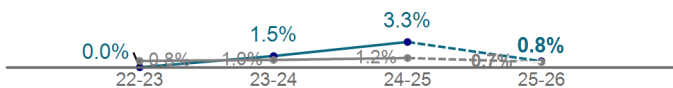
Gr. K
N = 106



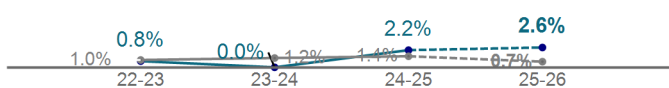
Gr. 01
N = 103



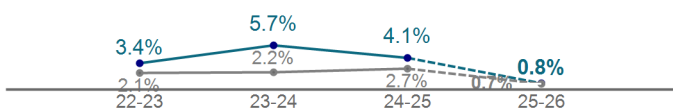
Gr. 02
N = 126



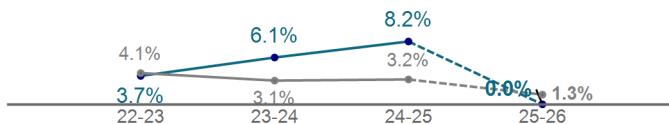
Gr. 03
N = 116



Gr. 04
N = 127



Gr. 05
N = 122



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

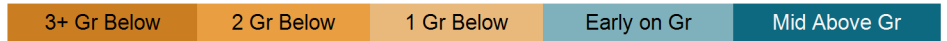


i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2024-2025 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
1	All Students	All	1	117	27	71	2			
			2	114	15	72	8	5		
			3	126	15	59	13	13		
	Teacher	Adams, A	Adams, A	1	30	17	80	3		
				2	30	10	80	3	7	
				3	30	7	53	23	17	
		Dubuque, N	Dubuque, N	1	28	29	71			
				2	26	12	77	12		
				3	29	10	59	14	17	
		Espinosa, N	Espinosa, N	1	26	23	73	4		
				2	26	8	73	12	8	
				3	27	11	56	15	19	
			Gil, B	Gil, B	1	27	30	70		
					2	29	24	59	10	7
					3	29	14	76	3	7
		Vieyra, C	Vieyra, C	1	8	88	13			
				2	5	100				
				3	9	89	11			

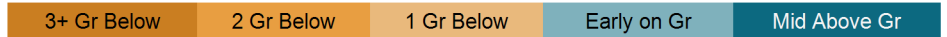
i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2024-2025 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Ethnicity	African American	1	17	29	71			
			2	18	22	78			
			3	19		21	42	32	5
		Asian	1	15	7	93			
			2	15		60	27	13	
			3	16		6	56	6	31
		Hispanic	1	79	30	70			
			2	74	15	76	7	3	
			3	83		17	63	10	11
		Pacific Islander	1	1	100				
			2	1	100				
			3	1	100				
		White	1	2		50	50		
			2	2		50	50		
			3	3		33	33	33	
		Other	1	3		33	33	33	
			2	4		50	25	25	
			3	4		75	25		
		Gender	Female	1	66	27	73		
				2	60	12	83	5	
				3	68		16	60	15
Male	1		51	27	69	4			
	2		54		19	59	11	11	
	3		58		14	57	10	19	
Special Populations	Low SES	1	95	26	72	2			
		2	93	13	74	8	5		
		3	103		15	60	11	15	
	ELL	1	26	54	46				
		2	24	38	63				
		3	27	37	59	4			
	RFEP	1	8	13	88				
		2	8		75	13	13		
		3	8		50	25	25		

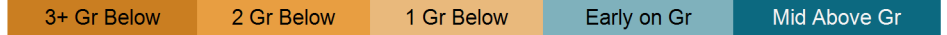


i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2024-2025 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Special Populations	EL + RFEP	1	34	44	56			
			2	32	28	66	33		
			3	35	29	57	9	6	
		Special Ed.	1	12	75	25			
			2	9	44	44	11		
			3	14	57	36	7		
		Spec Ed. Speech/RSP	1	2	50	50			
			2	4	75	25			
			3	4	75	25			
		Foster	1	1	100				
			2	1	100				
			3	1	100				
		Homeless	1	7	43	57			
			2	6	17	83			
			3	7	43	29	14	14	

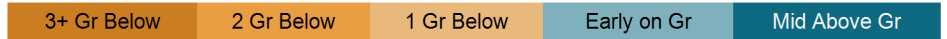
i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2024-2025 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	114	43	51	6		
			2	116	28	60	8	3	
			3	113	18	62	10	11	
	Teacher	Alvarez, P	1	26	38	50	12		
			2	26	15	65	12	8	
			3	26	15	50	15	19	
		Azpeitia, A	1	25	48	52			
			2	25	28	64	4	4	
			3	25	20	60	12	8	
		Buda, V	1	25	36	52	12		
			2	25	28	56	16		
			3	25	4	72	8	16	
	Herrera, S	1	9	100					
		2	9	78	22				
		3	9	67	33				
	Rivera, A	1	24	29	71				
		2	24	29	67	4			
		3	24	8	83	8			
	Ethnicity	African American	1	11	55	45			
			2	10	20	80			
			3	9	11	78	11		
		American Indian	1	1	100				
			2	1	100				
			3	1	100				
		Asian	1	14	36	50	14		
			2	15	13	73	13		
			3	14	7	64	21	7	
		Filipino	1	2	50	50			
			2	2	100				
			3	2	100				
Hispanic		1	76	47	47	5			
		2	78	35	55	9	1		
		3	78	23	59	6	12		

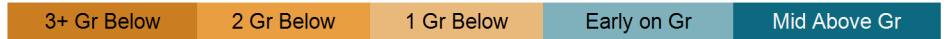
i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2024-2025 Grade 2



Legend

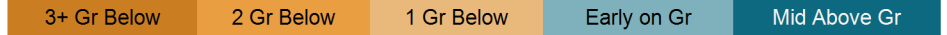


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
2	Ethnicity	Pacific Islander	1	2	100						
			2	2	50		50				
			3	2	50		50				
		White	1	4	100						
			2	4	75		25				
			3	3	67		33				
		Other	1	4	75		25				
			2	4	25	50		25			
			3	4	50		25	25			
	Gender	Female	1	53	40	51		9			
			2	52	19	65		12	4		
			3	52	10	69		6	15		
		Male	1	61	46	51		3			
			2	64	36	56		5	3		
			3	61	25	56		13	7		
	Special Populations	Low SES	1	81	48	48		4			
			2	84	30	63		5	2		
			3	82	18	66		7	9		
		ELL	1	20	80		20				
			2	24	63		38				
			3	23	43		57				
		RFEP	1	10	20	80					
			2	10	10	60		30			
			3	10	10	50		10	30		
		EL + RFEP	1	30	60		40				
			2	34	47		44		9		
			3	33	33		55		3	9	
Special Ed.		1	18	83		17					
		2	18	56		39		6			
		3	17	53		41		6			
Spec Ed. Speech/RSP	1	4	100								
	2	3	67		33						
	3	4	50		50						



i-Ready Math Overall Relative Placement
School Data by Subgroup
Harte 2024-2025 Grade 2

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category		
2	Special Populations	Homeless	1	7	86	14	
			2	7	57	43	
			3	6	17	83	
		GATE/Excel	1	12	58	42	
			2	12	8	58	33
			3	12	8	92	

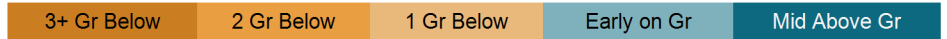
i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2024-2025 Grade 3



Legend

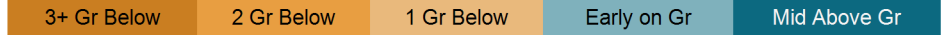


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	All Students	All	1	125	27	32	38	2		
			2	121	20	25	42	9	4	
			3	120	11	16	46	12	16	
	Teacher	Herrera, S	1	7	100					
			2	7	86			14		
			3	7	86			14		
		Karkanen, S	1	27	30	44	26			
			2	27	11	44	41	4		
			3	27	11	26	56	7		
		Kenmuir, W	1	30	20	73	3			
			2	30		57	27	17		
			3	30		20	27	53		
		Ramos, S	1	27	37	41	22			
			2	28	25	29	43	4		
			3	28	11	18	64	7		
		Williams, A	1	28	21	36	39	4		
			2	27	19	33	44	4		
			3	27	4	22	56	15	4	
		Ethnicity	African American	1	18	33	39	22	6	
				2	17	29	47	12	6	6
				3	16	6	31	31	13	19
	Asian		1	10	20	80				
			2	10		10	60	20	10	
			3	10			40	30	30	
	Filipino		1	1	100					
			2	1	100					
			3	1	100					
Hispanic	1		82	30	32	37	1			
	2		80	21	20	48	8	4		
	3		79	14	14	51	9	13		
Pacific Islander	1	2		50		50				
	2	1					100			
	3	2		50		50				

i-Ready Math Overall Relative Placement
School Data by Subgroup
Harte 2024-2025 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	Ethnicity	White	1	6	33	17	50			
			2	6	17	33	33	17		
			3	6	17	17	50	17		
		Other	1	6	17	50	33			
			2	6	17	50	33			
			3	6		33	17	33	17	
	Gender	Female	1	57	23	42	35			
			2	56	14	34	46	2		
			3	55	5	20	56	7	11	
		Male	1	68	31	24	41	3		
			2	65		25	17	38	15	5
			3	65		15	12	37	15	20

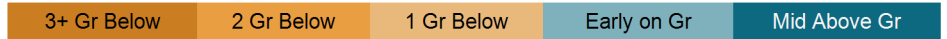
i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2024-2025 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Special Populations	Low SES	1	94	33	34	31	1	4
			2	92	25	28	41	23	
			3	91	13	20	46	9	12
		ELL	1	25	36	48	16		
			2	25	16	32	48	4	
			3	26	12	15	62	12	
		RFEP	1	13	15	85			
			2	13		8	46	38	8
			3	12			25	25	50
		EL + RFEP	1	38	24	37	39		
			2	38	13	21	47	16	3
			3	38	8	11	50	16	16
		Special Ed.	1	20	80	10	10		
			2	20	65	10	25		
			3	20	40	15	35	10	
		Spec Ed. Speech/RSP	1	10	80	10	10		
			2	10	60	20	20		
			3	10	20	20	40	20	
		Foster	1	1	100				
		Homeless	1	13	31	46	15	8	
			2	13	38	15	38	8	
3	10		10	20	50	20			
GATE/Excel	1	16	88	6	6				
	2	16			44	25	31		
	3	16				6	13	81	

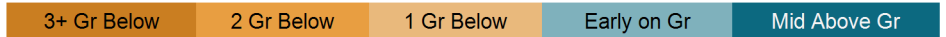
i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2024-2025 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	115	20	20	42	17	2
			2	115	16	15	37	22	10
			3	113	14	15	29	26	16
	Teacher	Camer, C	1	25	12	32	48	8	
			2	25	8	16	44	28	4
			3	25	4	20	32	32	12
		Coleman, A	1	12	83			17	
			2	12	83	8	8		
			3	12	75	17	8		
		Hok, P	1	28	11	21	57		11
			2	28	4	14	54	25	4
			3	28	7	14	32	43	4
	James, B	1	28	25	25	46		4	
		2	28	18	25	50		7	
		3	28	14	21	54	7	4	
	Ramos, S	1	19			26	63	11	
		2	19			11	37	53	
		3	19			5	32	63	
	Ethnicity	African American	1	16	19	31	44		6
			2	15	13	40	27	13	7
			3	14	14	14	36		36
		Asian	1	13	8	8	23	46	15
			2	14	7	21		43	29
			3	14	7	14		21	57
Filipino		1	3			67		33	
		2	3			33		33	
		3	2				50	50	
Hispanic		1	72	21	19	46		14	
		2	71	18	13	42	20	7	
		3	71	17	15	31	25	11	
Pacific Islander	1	2	50		50				
	2	3	33		67				
	3	3	33		67				



i-Ready Math Overall Relative Placement
School Data by Subgroup
Harte 2024-2025 Grade 4

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Ethnicity	White	1	5	40	20	40		
			2	5	20	20	40	20	
			3	5	40	40	20		
		Other	1	4	25	25	25	25	
			2	4		25	25	50	
			3	4		50	50		
	Gender	Female	1	57	16	19	46	18	2
			2	59	10	15	41	22	12
			3	57	9	18	30	32	12
		Male	1	58	24	21	38	16	2
			2	56	21	14	34	21	9
			3	56	20	13	29	20	20

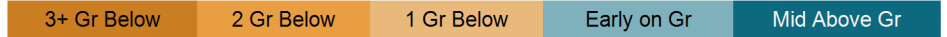
i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2024-2025 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Special Populations	Low SES	1	91	21	20	44	13	2
			2	92	17	14	37	20	12
			3	90	17	12	30	26	16
		ELL	1	20	50	15	35		
			2	21	43	19	19	19	
			3	20	45	20	20	15	
		RFEP	1	14	14	57	21	7	
			2	13		46	31	23	
			3	13		38	23	38	
		EL + RFEP	1	34	29	15	44	9	3
			2	34	26	12	29	24	9
			3	33	27	12	27	18	15
		Special Ed.	1	18	72	22	6		
			2	18	61	22	11	6	
			3	18	50	28	22		
		Spec Ed. Speech/RSP	1	6	50	33	17		
			2	6	17	50	17	17	
			3	6	50	50			
		Homeless	1	11	64	18	18		
			2	10	50	10	20	10	10
			3	9	44	22	22	11	
GATE/Excel	1	27		33	59	7			
	2	27		22	37	41			
	3	27		11	33	56			

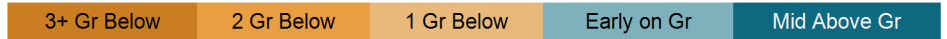
i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2024-2025 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	All Students	All	1	116	21	19	43	13	4	
			2	115	18	13	42	22	5	
			3	115	12	12	37	27	12	
	Teacher	Coleman, A	1	5	80	20				
			2	5	80	20				
			3	5	80	20				
		Evans, C	1	32	31	19	34	16		
			2	32	22	25	31	19	3	
			3	32	16	16	34	28	6	
		Negrete, T	1	30	13	27	43	13	3	
			2	30	17	7	50	20	7	
			3	30	7	10	43	27	13	
		Ramos, S	1	14			43	29	29	
			2	14			21	57	21	
			3	14			7	36	57	
		Santiesteban, M	1	33	18	15	61	6		
			2	33	15	15	55	15		
			3	33	9	15	48	27		
		Ethnicity	African American	1	12	33	33	33		
				2	11	45	27	9	18	
				3	11	27	27	27	9	9
	Asian		1	12	8		58	17	17	
			2	12	8	8	42	33	8	
			3	12			33	58	8	
Filipino	1		1					100		
	2		1					100		
	3		1					100		
Hispanic	1		81	22	21	41	14	2		
	2		81	17	12	46	19	6		
	3		81	14	12	38	22	14		
Pacific Islander	1	2	100							
	2	2			50	50				
	3	2			50	50				

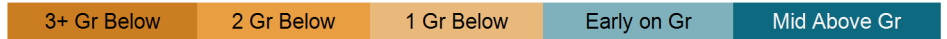
i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2024-2025 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
5	Ethnicity	White	1	1	100					
			2	1	100					
			3	1	100					
		Other	1	7	29	43	29			
			2	7	14	14	43	29		
			3	7	14	43	29	14		
	Gender	Female	1	61	28	18	43	11		
			2	59	22	15	42	19	2	
			3	59	15	19	32	22	12	
		Male	1	55	13	20	44	15	9	
			2	56	14	11	41	25	9	
			3	56	9	5	41	32	13	
	Special Populations	Low SES	1	92	25	17	42	12	3	
			2	93	20	15	40	19	5	
			3	93	15	12	37	26	11	
		ELL	1	16	44	44	13			
			2	15	40	27	33			
			3	15	27	27	40	7		
		RFEP	1	17	6	6	53	24	12	
			2	17	6	53	24	18		
			3	17	41	35	24			
		EL + RFEP	1	33	24	24	33	12	6	
			2	32	22	13	44	13	9	
			3	32	13	13	41	22	13	
		Special Ed.	1	13	62	15	23			
			2	13	54	23	15	8		
			3	13	46	15	31	8		
Spec Ed. Speech/RSP	1	4	25	50	25					
	2	4	50	25	25					
	3	4	75	25						
Foster	1	1	100							
	2	1	100							
	3	1	100							



i-Ready Math Overall Relative Placement

School Data by Subgroup

Harte 2024-2025 Grade 5

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Special Populations	Homeless	1	6	17	17	67		
			2	5	20		80		
			3	5	20	20	60		
		GATE/Excel	1	32			44	41	16
			2	32			34	47	19
			3	32			13	47	41

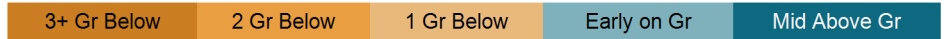
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Harte 2024-2025 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
1	All Students	All	1	123	15	73	7	5			
			2	120	8	68	13	11			
			3	123	7	46	19	28			
	Teacher	Adams, A	A	1	30	3	80	13	3		
				2	30	7	63	20	10		
				3	30	3	43	20	33		
		Dubuque, N	N	1	28	14	86				
				2	28		86	4	11		
				3	29		55	24	21		
		Teacher	Espinosa, N	N	1	26	12	81	4	4	
					2	26	4	62	15	19	
					3	27	7	33	11	48	
	Gil, B		B	1	28	21	57	7	14		
				2	29	10	59	21	10		
				3	29	3	41	21	34		
	Teacher	Vieyra, C	C	1	8		63	13	13	13	
				2	6	67	33				
				3	9	44	56				

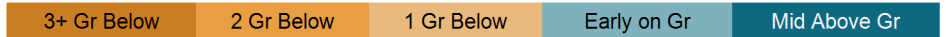
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Harte 2024-2025 Grade 1



Legend

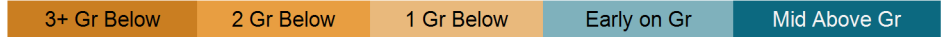


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
1	Ethnicity	African American	1	20	5	85	5	5			
			2	19	5	68	16	11			
			3	19		53	16	32			
		Asian	1	15	7	67	20	7			
			2	15		60	13	27			
			3	16	6	25	25	44			
		Hispanic	1	80	20	74	4	3			
			2	79	11	70	13	6			
			3	80	9	50	20	21			
		Pacific Islander	1	1		100					
			2	1		100					
			3	1		100					
		White	1	3		33	33	33			
			2	2			50	50			
			3	3				100			
		Other	1	4	25	50	25				
			2	4		75	25				
			3	4		50	50				
		Gender	Female	1	67	12	81	4	3		
				2	65	8	72	9	11		
				3	66	6	44	20	30		
Male	1		56	20	64	9	7				
	2		55	9	62	18	11				
	3		57	7	49	18	26				
Special Populations	Low SES	1	100	15	74	6	5				
		2	98	6	70	13	10				
		3	100	5	48	18	29				
	ELL	1	26	31	62	4	4				
		2	26	23	77						
		3	28	18	61	18	4				
	RFEP	1	8		88	13					
		2	8		50	25	25				
		3	7		29	29	43				

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Harte 2024-2025 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Special Populations	EL + RFEP	1	34	24	68	6	3	
			2	34	18	71	6	6	
			3	35	14	54	20	11	
		Special Ed.	1	15	40	40	7	13	
			2	12	42	50	8		
			3	15	27	53	7	13	
		Spec Ed. Speech/RSP	1	4	75		25		
			2	4	75		25		
			3	4	50		50		
		Foster	1	1	100				
			2	1	100				
			3	1	100				
		Homeless	1	7	14	86			
			2	7	29	71			
			3	6	17	50	17	17	

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Harte 2024-2025 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
2	All Students	All	1	113	34	45	12	9		
			2	116	22	42	16	19		
			3	113	17	35	20	28		
	Teacher	Alvarez, P		1	26	35	42	4	19	
				2	26	15	42	23	19	
				3	26	15	31	23	31	
		Azpeitia, A		1	25	28	52	16	4	
				2	25	24	44	16	16	
				3	25	8	44	24	24	
		Buda, V		1	25	20	52	16	12	
				2	25	4	44	24	28	
				3	25	4	32	24	40	
		Herrera, S		1	9	78	22			
				2	9	78	22			
				3	9	78	11	11		
	Rivera, A		1	24	25	50	17	8		
			2	24	13	54	8	25		
			3	25	8	48	16	28		
	Ethnicity	African American		1	10	30	70			
				2	10	20	50	10	20	
				3	10	30	40		30	
		American Indian		1	1	100				
				2	1	100				
				3	1	100				
		Asian		1	12	17	50	8	25	
				2	15	20	33	27	20	
				3	14	7	21	29	43	
Filipino			1	1	100					
			2	2	50		50			
			3	2	50		50			
Hispanic		1	79	41	38	14	8			
		2	79	25	46	14	15			
		3	77	18	39	21	22			

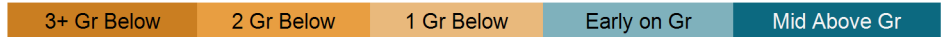
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Harte 2024-2025 Grade 2



Legend

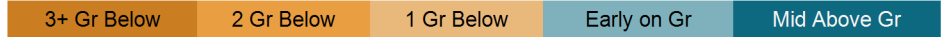


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Ethnicity	Pacific Islander	1	2	50	50			
			2	2				100	
			3	2				100	
		White	1	4	75	25			
			2	4	50	25	25		
			3	4	25	25	50		
		Other	1	4	75	25			
			2	3				67	33
			3	3				67	33
	Gender	Female	1	51	20	49	20	12	
			2	52	8	50	17	25	
			3	51	2	39	20	39	
		Male	1	62	45	42	6	6	
			2	64	34	36	16	14	
			3	62	29	31	21	19	
	Special Populations	Low SES	1	82	32	52	10	6	
			2	85	22	48	16	13	
			3	82	18	37	26	20	
		ELL	1	23	74	26			
			2	25	52	44	4		
			3	22	32	59	9		
		RFEP	1	9	56	33	11		
			2	10	40	30	30		
			3	10	20	30	50		
		EL + RFEP	1	32	53	34	9	3	
			2	35	37	43	11	9	
			3	32	22	47	16	16	
Special Ed.		1	19	84	11	5			
		2	19	74	16	11			
		3	17	71	24	6			
Spec Ed. Speech/RSP		1	4	100					
		2	4	75	25				
		3	4	25	75				

**i-Ready Reading Overall Relative Placement
School Data by Subgroup
Harte 2024-2025 Grade 2**



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Special Populations	Homeless	1	7	71	29			
			2	7	29	57	14		
			3	6	17	67	17		
		GATE/Excel	1	12		17	42	42	
			2	12			25	75	
			3	12				100	

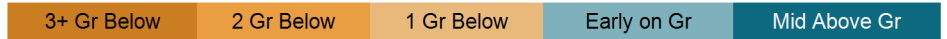
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Harte 2024-2025 Grade 3



Legend

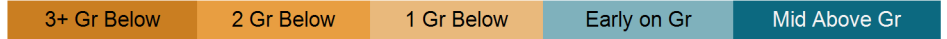


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	All Students	All	1	122	22	30	25	18	4	
			2	121	17	19	26	24	14	
			3	118	13	13	28	28	19	
	Teacher	Herrera, S	1	8	88	13				
			2	7	86	14				
			3	7	86	14				
		Karkanen, S	1	27	19	44	26	11		
			2	27	7	22	37	30	4	
			3	27	7	19	44	22	7	
		Kenmuir, W	1	30	3	20	60	17		
			2	30	3	43	53			
			3	30	3	40	57			
		Ramos, S	1	27	30	44	22	4		
			2	28	21	29	46	4		
			3	28	11	21	36	29	4	
		Williams, A	1	28	14	43	39	4		
			2	28	14	29	29	29		
			3	27	11	22	33	26	7	
		Ethnicity	African American	1	18	39	33	11	11	6
				2	16	31	31	13	13	13
				3	16	13	38	25	6	19
	Asian		1	10	30	20	30	20		
			2	10	10	10	10	40	30	
			3	10	10	20	20	50		
	Filipino		1	1	100					
			2	1				100		
			3	1				100		
Hispanic	1		80	24	29	28	20			
	2		80	16	18	33	24	10		
	3		78	14	12	27	36	12		
Pacific Islander	1		2	50			50			
	2		2	50			50			
	3		2	50			50			

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Harte 2024-2025 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	Ethnicity	White	1	5	20	60	20			
			2	6		17	17	17	17	33
			3	5			40	20		40
		Other	1	6	33	50	17			
			2	6		33	17	33	17	
			3	6	17	50	33			
	Gender	Female	1	56	13	36	29	20	4	
			2	57	7	23	35	26	9	
			3	53	4	11	36	36	13	
		Male	1	66	30	26	23	17	5	
			2	64	25	16	19	22	19	
			3	65	20	14	22	22	23	

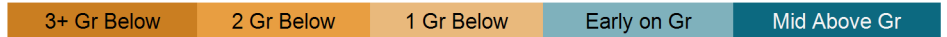
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Harte 2024-2025 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	Special Populations	Low SES	1	91	26	32	26	12	3	
			2	92	18	23	27	22	10	
			3	89	15	16	31	24	15	
		ELL	1	24	29	46	13	13		
			2	24	17	25	33	25		
			3	26	19	12	42	27		
		RFEP	1	11		9	36	45	9	
			2	13			8	15	38	38
			3	12			8	50	42	
		EL + RFEP	1	35	20	34	20	23	3	
			2	37	11	19	27	30	14	
			3	38	13	8	32	34	13	
		Special Ed.	1	21	71	14	10	5		
			2	20	70	10	10	10		
			3	20	40	25	15	15	5	
		Spec Ed. Speech/RSP	1	10	70	20	10			
			2	10	70	20	10			
			3	10	20	50	10	10	10	
		Foster	1	1					100	
		Homeless	1	12	50	25	8	17		
			2	12	33	25	17	17	8	
3	10		30	20	20	20	10			
GATE/Excel	1	15				67	33			
	2	16				19	81			
	3	16				6	94			

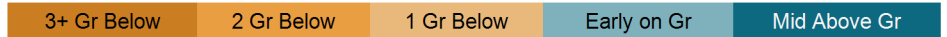
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Harte 2024-2025 Grade 4



Legend

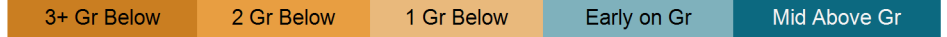


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	113	23	8	43	14	12
			2	109	17	10	42	15	16
			3	114	15	7	43	17	18
	Teacher	Camer, C	1	25	12	20	48	16	4
			2	25	4	12	52	28	4
			3	25	4	4	52	24	16
		Coleman, A	1	12	92	8			
			2	12	67	17	17		
			3	12	67	8	25		
		Hok, P	1	28	14	7	68	4	7
			2	28	11	4	68	11	7
			3	28	4	11	57	25	4
	James, B	1	28	25	11	50	11	4	
		2	28	21	21	46	11		
		3	28	21	11	61	7		
	Ramos, S	1	19			16	42	42	
		2	19			11	16	74	
		3	19				21	79	
	Ethnicity	African American	1	15	27	7	53	7	7
			2	14	21	14	43	7	14
			3	14	21		57	14	7
		Asian	1	13		8	31	31	31
			2	12		8	25	25	42
			3	14			29	21	50
		Filipino	1	3				33	67
			2	2				50	50
			3	3			33	33	33
		Hispanic	1	71	24	10	49	10	7
			2	69	17	12	48	13	10
			3	71	15	10	45	15	14
Pacific Islander		1	3	33		67			
		2	3	33		67			
		3	3	33		67			

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Harte 2024-2025 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Ethnicity	White	1	4	50				
			2	5	20	20	20	20	20
			3	5	40	20	20	20	
		Other	1	4	25	25	25	25	
			2	4	25	25	25	25	
			3	4	25	25	25	25	
	Gender	Female	1	57	19	4	51	14	12
			2	56	16	5	46	18	14
			3	57	11	9	42	19	19
		Male	1	56	27	13	36	14	11
			2	53	19	15	38	11	17
			3	57	19	5	44	14	18

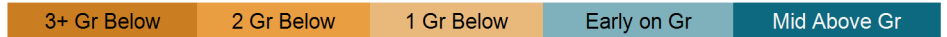
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Harte 2024-2025 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Special Populations	Low SES	1	89	22	9	46	11	11
			2	86	19	8	45	13	15
			3	91	15	7	45	18	15
		ELL	1	21	38	14	43	5	
			2	21	33	5	57	5	
			3	20	40		50	10	
		RFEP	1	13		8	54	8	31
			2	11			64	18	18
			3	14			50	21	29
		EL + RFEP	1	34	24	12	47	6	12
			2	32	22	3	59	9	6
			3	34	24		50	15	12
		Special Ed.	1	19	79		5	16	
			2	18	67		22	11	
			3	18	56	17	28		
		Spec Ed. Speech/RSP	1	6	50	17	33		
			2	5	60		40		
			3	6	33	33	33		
		Homeless	1	11	82		9	9	
			2	11	64		18	9	9
			3	9	67		11	11	11
GATE/Excel	1	27			22	37	41		
	2	26			19	19	62		
	3	27			7	26	67		

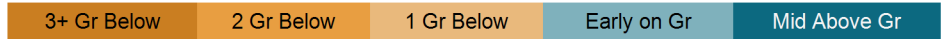
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Harte 2024-2025 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	All Students	All	1	117	15	32	32	17	3	
			2	115	10	25	30	26	9	
			3	112	9	21	33	25	12	
	Teacher	Coleman, A	All	1	5	80	20			
				2	5	60	20	20		
				3	5	100				
		Evans, C	All	1	32	22	25	41	13	
				2	32	16	22	28	25	9
				3	32	6	28	34	22	9
		Negrete, T	All	1	30	7	43	30	17	3
				2	30	3	40	27	23	7
				3	30	3	30	30	23	13
	Ramos, S	All	1	14	14	43	36	7		
			2	14		29	43	29		
			3	14		21	43	36		
	Santiesteban, M	All	1	33	15	39	24	18	3	
			2	33	9	27	36	24	3	
			3	33	6	18	45	27	3	
	Ethnicity	African American	All	1	12	42	17	33	8	
				2	11	27	27	27	18	
				3	10	10	20	50	20	
		Asian	All	1	12	25	50	25		
				2	12	8	58	25	8	
				3	12		8	33	42	17
		Filipino	All	1	1	100				
				2	1				100	
				3	1					
Hispanic		All	1	82	16	35	27	20	2	
			2	81	11	30	23	25	11	
			3	81	11	23	30	26	10	
Pacific Islander	All	1	2	100						
		2	2		50	50				
		3	2	50	50					

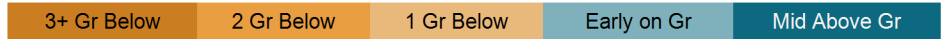
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Harte 2024-2025 Grade 5



Legend

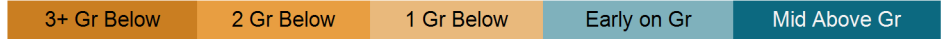


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
5	Ethnicity	White	1	1	100						
			2	1	100						
			3	1	100						
		Other	1	7	43	43	14				
			2	7	14	43	43				
			3	6	17	33	33	17			
	Gender	Female	1	61	18	30	36	15	2		
			2	59	10	29	29	24	8		
			3	57	9	25	33	23	11		
		Male	1	56	13	36	29	20	4		
			2	56	11	21	30	29	9		
			3	55	9	18	33	27	13		
	Special Populations	Low SES	1	93	17	33	33	15	1		
			2	93	11	28	29	26	6		
			3	91	10	22	34	24	10		
		ELL	1	16	31	50	19				
			2	15	40	40	13	7			
			3	15	27	40	33				
		RFEP	1	17	35	35	29				
			2	17	12	35	47	6			
			3	17	6	41	47	6			
		EL + RFEP	1	33	15	42	27	15			
			2	32	19	25	25	28	3		
			3	32	13	22	38	25	3		
		Special Ed.	1	13	62	31	8				
			2	13	38	38	15	8			
			3	12	50	25	17	8			
Spec Ed. Speech/RSP		1	4	50	25	25					
		2	4	25	25	50					
		3	3	33	33	33					
Foster	1	1	100								
	2	1	100								
	3	1	100								

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Harte 2024-2025 Grade 5



Legend

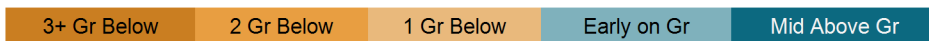


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Special Populations	Homeless	1	6	17	50	17	17	
			2	5	20	40	20	20	
			3	5		40	20	40	
		GATE/Excel	1	32	6	47	41	6	
			2	32		25	47	28	
			3	30		13	50	37	

i-Ready Math Overall Relative Placement School Data by Subgroup Harte 2024-2025



Legend



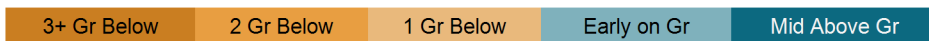
Category		Diagnostic Window	# Students	Percent by Category				
All Students	596	3	596	7	15	47	17	14
Grade	Gr. 01	3	127	16	58	13	13	
	Gr. 02	3	113	18	62	10	11	
	Gr. 03	3	121	12	16	45	12	16
	Gr. 04	3	115	14	15	30	25	16
	Gr. 05	3	115	12	12	37	27	12
Ethnicity	African American	3	70	10	21	40	21	7
	Asian	3	67	1	3	42	25	28
	Hispanic	3	398	9	16	49	14	12
	Other	3	25		20	36	28	16
Gender	Female	3	295	6	16	50	16	12
	Male	3	301	9	14	44	18	15
Special Populations	Low SES	3	465	9	15	48	15	12
	ELL	3	114	14	29	49	7	
	RFEP	3	61		2	41	25	33
	EL + RFEP	3	175	9	19	46	13	12
	Special Ed.	3	84	27	33	33	15	
	Spec Ed. Speech/RSP	3	28	7	25	54	4	11
	Homeless	3	38	18	24	45	3	11
	GATE/Excel	3	87				9	31

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Harte 2024-2025



Legend



Category		Diagnostic Window	# Students	Percent by Category				
All Students		3	595	7	13	37	22	21
	Gr. 01	3	128	6	45	19	30	
Grade	Gr. 02	3	115	17	35	21	28	
	Gr. 03	3	121	12	14	28	27	18
	Gr. 04	3	116	15	7	44	16	18
	Gr. 05	3	115	9	22	33	25	11
Ethnicity	African American	3	73	8	18	44	8	22
	Asian	3	66		25	26	27	41
	Hispanic	3	394	8	14	38	24	16
	Other	3	25	4	8	36	24	28
Gender	Female	3	292	4	11	38	23	23
	Male	3	303	10	15	36	20	20
Special Populations	Low SES	3	462	8	13	39	22	18
	ELL	3	112	15	19	50	15	
	RFEP	3	61		2	31	36	31
	EL + RFEP	3	173	10	13	43	23	12
	Special Ed.	3	84	29	33	26	6	6
	Spec Ed. Speech/RSP	3	28	14	36	32	4	14
	Homeless	3	38	29	16	29	16	11
	GATE/Excel	3	87				8	28

The percentages may not equal 100% due to rounding.



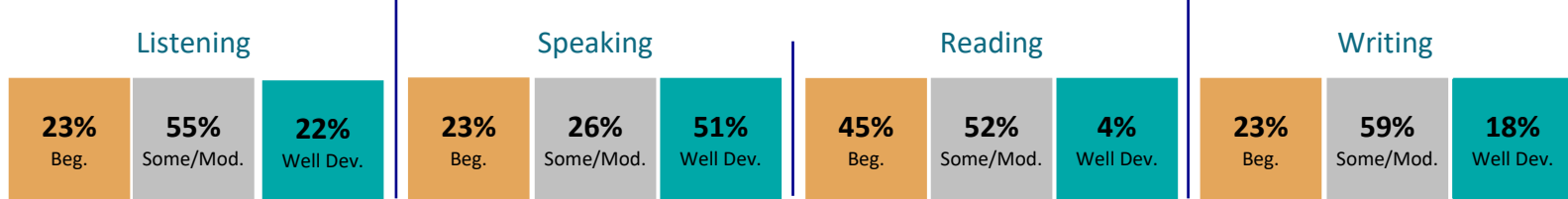
ELPAC Summative Assessment Grade Level Summary 2024-2025

Site :: Harte

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	63%	25%	13%	0%	63%	38%	0%	50%	25%	13%	75%	25%	0%	63%	38%	0%
01	28%	22%	31%	19%	25%	64%	11%	31%	31%	39%	31%	64%	6%	36%	33%	31%
02	33%	33%	23%	10%	30%	47%	23%	27%	47%	27%	60%	30%	10%	30%	57%	13%
03	17%	19%	47%	17%	11%	67%	22%	17%	19%	64%	36%	64%	0%	8%	72%	19%
04	20%	27%	40%	13%	23%	43%	30%	17%	20%	60%	53%	43%	0%	13%	80%	3%
05	14%	5%	64%	18%	14%	55%	32%	9%	9%	82%	36%	59%	5%	14%	59%	27%

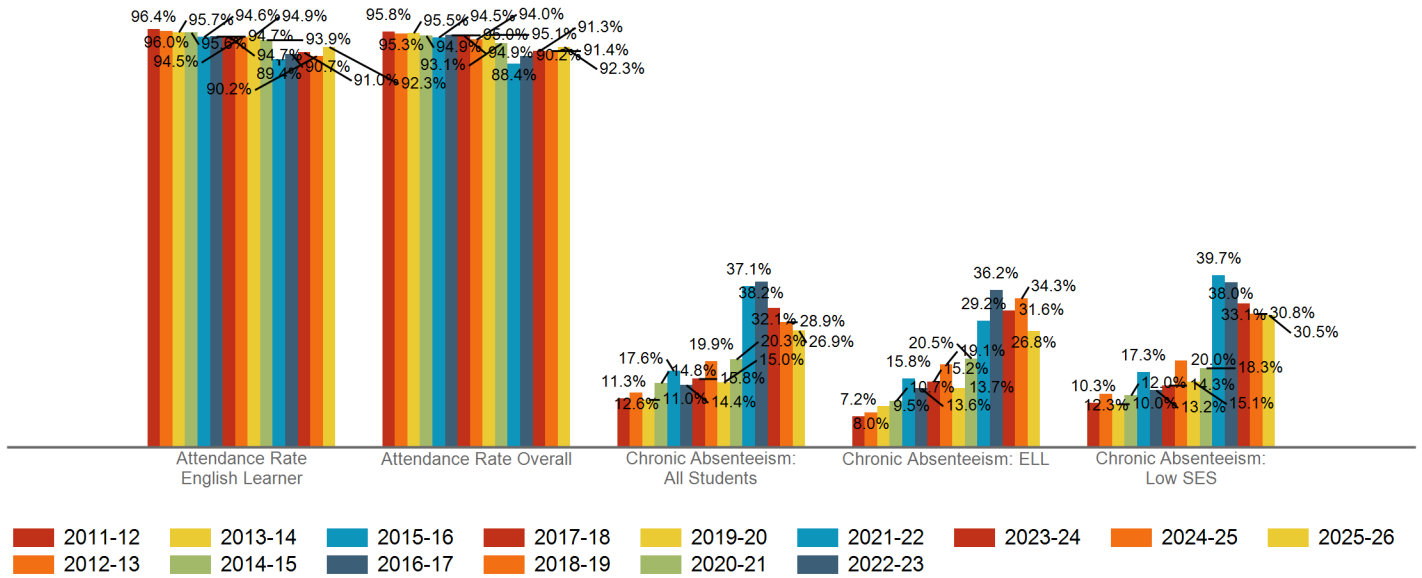
Attendance/Chronic Absenteeism Rate

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>Core/Pulse Survey</p> <p>By June 2025, there will be an increase of 10% in the area of Safety on the Spring 2025 Core Survey as compared to the Spring 2024 CORE Survey. During the Spring 2024 administration, we saw a 7% drop in this same area.</p> <p>Based on the analysis it has been determined that Harte will focus on the following:</p> <ol style="list-style-type: none"> 1) Quarterly incident data analysis to identify cause and frequency of incidents, as well as reflect on current adult supervision and classroom management practices and their impact on such. 2) PBIS: The continued implementation of school-wide structured procedures and systems for the classroom, playground and school activities or events. Furthermore, the site will continue to partner with parents and families, as they also have a role in implementing PBIS. 3) Conflict resolution and restorative practices (Counselor and AP) 4) In addition, a system for teachers to request support for behavior interventions will be utilized for Minor (Tiers 2) & Major (Tier 3) incidents. Google Form will be used for Tier 2 incidents and Office Data Referral Form will be used for Tier 3 incidents (See Next Slide) 5) Age-appropriate lessons on bullying prevention, sexual harassment prevention, and suicide prevention, to be delivered by counselor. 6) PBIS P.A.W.S. Handbook review, training, and implementation for all staff. <p>Discipline/Infractions For the academic year 2023-24, there were approximately 156 incidents and 23 suspensions. Seventy-eight incidents were entered into Synergy and, overall, the majority of incidents involved students in the 4th and 5th grades. Of the 23 suspensions, 47.8% (or 11 suspensions), involved black students, 43.5% (or 10 suspensions) involved Hispanic students, and 0% involved multi-ethnic students. The majority of these suspensions involved fighting.</p> <p>An analysis of all incident data revealed that 50% took place on the playground and 41% took place in classrooms. Only about 3% took place in the cafeteria, with the remainder taking place either in the library, hallway or other area. Lastly, the majority of these incidents (78) involved student hitting and slapping or fighting (Note there were 19 fights; and 59 hit/slap/push incidents).</p> <p>Goals: By June 2025, the overall suspension rate for Harte's student population will decrease from 2.2% to 1.2%. By June 2025, the suspension rate for the Harte African American students will match the suspension rate for the overall Harte student population (goal being 1.2%) For the 2024-25 academic year, the suspension rate of Harte's multi-ethnic population will remain at 0% (down from 6% in the 2022-23 year).</p> <p>Based on the discipline incident analysis, it was determined Harte would focus on and implement the following under the umbrella of our Harte Positive Behavioral Interventions and Supports:</p> <ol style="list-style-type: none"> 1) quarterly incident data analysis to identify location, cause and frequency of incidents, as well as reflect on current adult supervision and classroom management practices and their impact on such, 2) the continued implementation of school-wide structured procedures and systems for the classroom, playground and school activities or events, 3) implicit biases, 4) trauma informed practices training, which focuses on how past trauma may impact student behavior and how to create a safe and supportive environment by meeting the physical and emotional needs of students (knowledge of student triggers, communication skills & relationship building, executive functioning, creating a safe space, deep breathing, etc.) and , 5) conflict resolution and restorative practices. <p>Furthermore, the site will continue to partner with parents and families, as they also have a role in implementing PBIS.</p> <p>Progress Monitoring The PBIS team will analyze student discipline data on a monthly basis to determine next steps (e.g. Check in-Check out implementation, expectations assemblies, classroom lessons) Counselor response to Pulse Survey results (small group sessions after each administration) Schedule SSTs as needed Spring Family Information Night</p>

Attendance/Chronic Absenteeism Rate

School Year: 24-25



Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	The Positive Behavioral Interventions and Supports (PBIS) Team will use this planning day to: reflect on the 2023-24 school year, data analysis, update the PBIS Staff Handbook, plan student Expectations Assemblies, Student Incentives, Parent Communication, and, etc.		Teacher Hourly Extra Comp
	The Counselor will be responsible for scheduling and facilitating the Case Management process by working with teachers and administration to monitor student progress and effectiveness to monitor students progress and effectiveness of intervention plans. Provide classroom lessons, TK-5th, centered around SEL/Guidelines for Success; small group counseling sessions for students experiencing behavioral, SEL and attendance challenges; and, 1:1 individual counseling support. In collaboration with Admin, conduct Check In/Check Out daily meetings with identified students requiring Tier 3 supports - weekly data tracking of work with these at-promise students. Indirect services to include outside referrals, teacher collaboration, and parent consultation.		Counselor
2	Health Assistant to increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduce time missed from class. Enhance parent engagement/involvement by providing individual and group health education in the school setting.		Senior Health Assistant
7	All day substitute teacher to cover teachers to participate in Student Success Team (SST) meetings. The team, which includes the teacher, family members, school counselor, school psychologist, and other interventionists to support students.		Substitute teacher full day
9	An important component of Harte's Positive Behavioral Interventions and Supports (PBIS) program is the student store. Students earn points (Bulldog Boasts) for positive behavior and are then able to use those points to purchase items as an award. The impact is great and as a result, we have seen a decrease in the overall suspension and office data referrals.		Materials
Total			

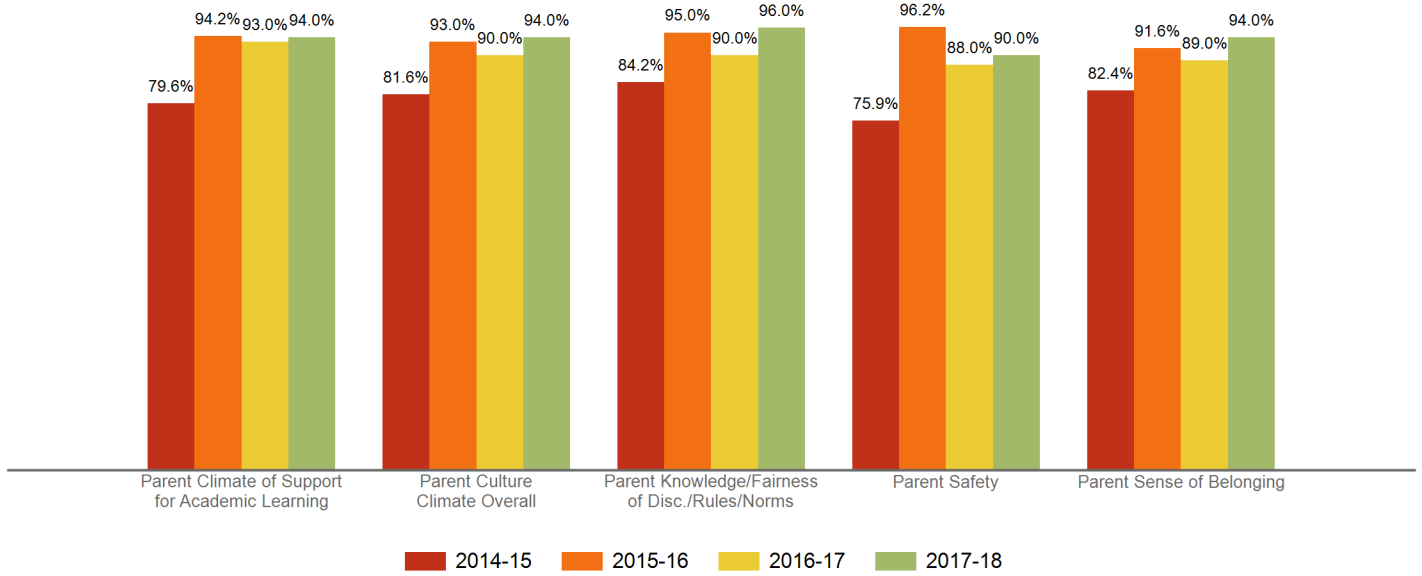
Culture-Climate Survey (Parent)

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>Core/Pulse Survey</p> <p>By June 2025, there will be an increase of 10% in the area of Safety on the Spring 2025 Core Survey as compared to the Spring 2024 CORE Survey. During the Spring 2024 administration, we saw a 7% drop in this same area.</p> <p>Based on the analysis it has been determined that Harte will focus on the following:</p> <ol style="list-style-type: none"> 1) Quarterly incident data analysis to identify cause and frequency of incidents, as well as reflect on current adult supervision and classroom management practices and their impact on such. 2) PBIS: The continued implementation of school-wide structured procedures and systems for the classroom, playground and school activities or events. Furthermore, the site will continue to partner with parents and families, as they also have a role in implementing PBIS. 3) Conflict resolution and restorative practices (Counselor and AP) 4) In addition, a system for teachers to request support for behavior interventions will be utilized for Minor (Tiers 2) & Major (Tier 3) incidents. Google Form will be used for Tier 2 incidents and Office Data Referral Form will be used for Tier 3 incidents (See Next Slide) 5) Age-appropriate lessons on bullying prevention, sexual harassment prevention, and suicide prevention, to be delivered by counselor. 6) PBIS P.A.W.S. Handbook review, training, and implementation for all staff. <p>Discipline/Infractions</p> <p>For the academic year 2023-24, there were approximately 156 incidents and 23 suspensions. Seventy-eight incidents were entered into Synergy and, overall, the majority of incidents involved students in the 4th and 5th grades. Of the 23 suspensions, 47.8% (or 11 suspensions), involved black students, 43.5% (or 10 suspensions) involved Hispanic students, and 0% involved multi-ethnic students. The majority of these suspensions involved fighting.</p> <p>An analysis of all incident data revealed that 50% took place on the playground and 41% took place in classrooms. Only about 3% took place in the cafeteria, with the remainder taking place either in the library, hallway or other area. Lastly, the majority of these incidents (78) involved student hitting and slapping or fighting (Note there were 19 fights; and 59 hit/slap/push incidents).</p> <p>Goals:</p> <p>By June 2025, the overall suspension rate for Harte's student population will decrease from 2.2% to 1.2%.</p> <p>By June 2025, the suspension rate for the Harte African American students will match the suspension rate for the overall Harte student population (goal being 1.2%)</p> <p>For the 2024-25 academic year, the suspension rate of Harte's multi-ethnic population will remain at 0% (down from 6% in the 2022-23 year).</p> <p>Based on the discipline incident analysis, it was determined Harte would focus on and implement the following under the umbrella of our Harte Positive Behavioral Interventions and Supports:</p> <ol style="list-style-type: none"> 1) quarterly incident data analysis to identify location, cause and frequency of incidents, as well as reflect on current adult supervision and classroom management practices and their impact on such, 2) the continued implementation of school-wide structured procedures and systems for the classroom, playground and school activities or events, 3) implicit biases, 4) trauma informed practices training, which focuses on how past trauma may impact student behavior and how to create a safe and supportive environment by meeting the physical and emotional needs of students (knowledge of student triggers, communication skills & relationship building, executive functioning, creating a safe space, deep breathing, etc.) and , 5) conflict resolution and restorative practices. <p>Furthermore, the site will continue to partner with parents and families, as they also have a role in implementing PBIS.</p> <p>Progress Monitoring</p> <p>The PBIS team will analyze student discipline data on a monthly basis to determine next steps (e.g. Check in-Check out implementation, expectations assemblies, classroom lessons)</p> <p>Counselor response to Pulse Survey results (small group sessions after each administration)</p> <p>Schedule SSTs as needed</p> <p>Spring Family Information Night</p>

Culture-Climate Survey (Parent)

School Year: 24-25



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	The Intermediate Office Assistant will work additional hourly to support school/family communication by building the school's website.		Hourly - Intermediate Office Assistant
2	Harte's VAPA (Visual and Performing Arts) teacher will host a schoolwide Art Night. The materials and supplies needed to engage the students and families include but are not limited to: pipe cleaners, shower curtain art displays, beads, paint, sidewalk chalk, ink blotter, paint pen, photobooth props, photo backdrop, etc.		Materials
	Student planners help to ensure students are learning and practicing time management skills to assist them in daily classroom tasks and to help prepare them for middle school by writing important reminders, assignments and more. Students and parents can quickly see important deadlines, notes and goals. This is also an effective tool between home and school.		Materials
5	Ground Education is a community partner that teaches robust garden lessons in elementary school grades and green spaces that nurture every student's academic, physical and emotional well-being.		Services
7	All day substitute teacher to cover teachers to participate in Student Success Team (SST) meetings. The team, which includes the teacher, family members, school counselor, school psychologist, and other interventionists to support students.		Substitute teacher full day
9	An important component of Harte's Positive Behavioral Interventions and Supports (PBIS) program is the student store. Students earn points (Bulldog Boasts) for positive behavior and are then able to use those points to purchase items as an award. The impact is great and as a result, we have seen a decrease in the overall suspension and office data referrals.		Materials
Total			

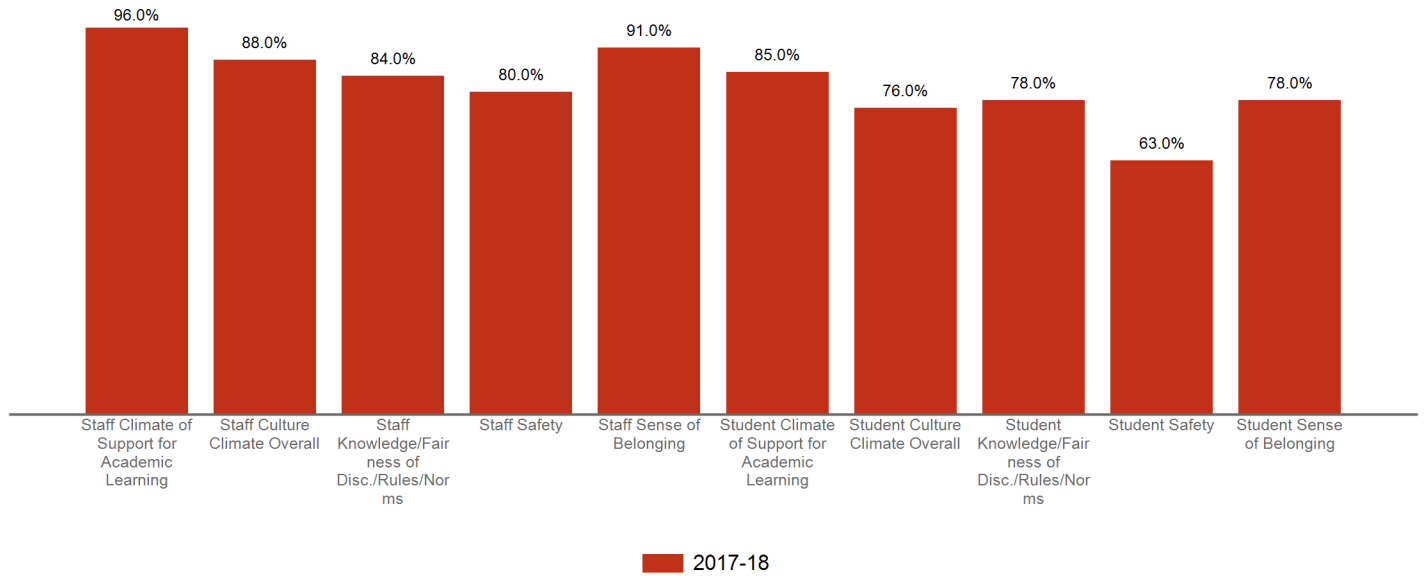
Culture-Climate Survey (Student-Staff)

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>Core/Pulse Survey</p> <p>By June 2025, there will be an increase of 10% in the area of Safety on the Spring 2025 Core Survey as compared to the Spring 2024 CORE Survey. During the Spring 2024 administration, we saw a 7% drop in this same area.</p> <p>Based on the analysis it has been determined that Harte will focus on the following:</p> <ol style="list-style-type: none"> 1) Quarterly incident data analysis to identify cause and frequency of incidents, as well as reflect on current adult supervision and classroom management practices and their impact on such. 2) PBIS: The continued implementation of school-wide structured procedures and systems for the classroom, playground and school activities or events. Furthermore, the site will continue to partner with parents and families, as they also have a role in implementing PBIS. 3) Conflict resolution and restorative practices (Counselor and AP) 4) In addition, a system for teachers to request support for behavior interventions will be utilized for Minor (Tiers 2) & Major (Tier 3) incidents. Google Form will be used for Tier 2 incidents and Office Data Referral Form will be used for Tier 3 incidents (See Next Slide) 5) Age-appropriate lessons on bullying prevention, sexual harassment prevention, and suicide prevention, to be delivered by counselor. 6) PBIS P.A.W.S. Handbook review, training, and implementation for all staff. <p>Discipline/Infractions</p> <p>For the academic year 2023-24, there were approximately 156 incidents and 23 suspensions. Seventy-eight incidents were entered into Synergy and, overall, the majority of incidents involved students in the 4th and 5th grades. Of the 23 suspensions, 47.8% (or 11 suspensions), involved black students, 43.5% (or 10 suspensions) involved Hispanic students, and 0% involved multi-ethnic students. The majority of these suspensions involved fighting.</p> <p>An analysis of all incident data revealed that 50% took place on the playground and 41% took place in classrooms. Only about 3% took place in the cafeteria, with the remainder taking place either in the library, hallway or other area. Lastly, the majority of these incidents (78) involved student hitting and slapping or fighting (Note there were 19 fights; and 59 hit/slap/push incidents).</p> <p>Goals:</p> <p>By June 2025, the overall suspension rate for Harte's student population will decrease from 2.2% to 1.2%.</p> <p>By June 2025, the suspension rate for the Harte African American students will match the suspension rate for the overall Harte student population (goal being 1.2%)</p> <p>For the 2024-25 academic year, the suspension rate of Harte's multi-ethnic population will remain at 0% (down from 6% in the 2022-23 year).</p> <p>Based on the discipline incident analysis, it was determined Harte would focus on and implement the following under the umbrella of our Harte Positive Behavioral Interventions and Supports:</p> <ol style="list-style-type: none"> 1) quarterly incident data analysis to identify location, cause and frequency of incidents, as well as reflect on current adult supervision and classroom management practices and their impact on such, 2) the continued implementation of school-wide structured procedures and systems for the classroom, playground and school activities or events, 3) implicit biases, 4) trauma informed practices training, which focuses on how past trauma may impact student behavior and how to create a safe and supportive environment by meeting the physical and emotional needs of students (knowledge of student triggers, communication skills & relationship building, executive functioning, creating a safe space, deep breathing, etc.) and , 5) conflict resolution and restorative practices. <p>Furthermore, the site will continue to partner with parents and families, as they also have a role in implementing PBIS.</p> <p>Progress Monitoring</p> <p>The PBIS team will analyze student discipline data on a monthly basis to determine next steps (e.g. Check in-Check out implementation, expectations assemblies, classroom lessons)</p> <p>Counselor response to Pulse Survey results (small group sessions after each administration)</p> <p>Schedule SSTs as needed</p> <p>Spring Family Information Night</p>

Culture-Climate Survey (Student-Staff)

School Year: 24-25



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	The Positive Behavioral Interventions and Supports (PBIS) Team will use this planning day to: reflect on the 2023-24 school year, data analysis, update the PBIS Staff Handbook, plan student Expectations Assemblies, Student Incentives, Parent Communication, and, etc.		Teacher Hourly Extra Comp
	Materials to support Culture Climate/SEL work and Core Curriculum. Materials include books for professional development, enrichment programs to support technology and art integration. Additional materials will include incentives for growth in these areas and classroom and schoolwide materials to support the instructional work.		Materials
	The Counselor will be responsible for scheduling and facilitating the Case Management process by working with teachers and administration to monitor student progress and effectiveness to monitor students progress and effectiveness of intervention plans. Provide classroom lessons, TK-5th, centered around SEL/Guidelines for Success; small group counseling sessions for students experiencing behavioral, SEL and attendance challenges; and, 1:1 individual counseling support. In collaboration with Admin, conduct Check In/Check Out daily meetings with identified students requiring Tier 3 supports - weekly data tracking of work with these at-promise students. Indirect services to include outside referrals, teacher collaboration, and parent consultation.		Counselor
2	Harte's VAPA (Visual and Performing Arts) teacher will host a schoolwide Art Night. The materials and supplies needed to engage the students and families include but are not limited to: pipe cleaners, shower curtain art displays, beads, paint, sidewalk chalk, ink blotter, paint pen, photobooth props, photo backdrop, etc.		Materials
	Health Assistant to increase student access to all curriculum by providing health services, health assessments, and referrals for health services as needed. Improve student health to improve student attendance and reduce time missed from class. Enhance parent engagement/involvement by providing individual and group health education in the school setting.		Senior Health Assistant
	Student planners help to ensure students are learning and practicing time management skills to assist them in daily classroom tasks and to help prepare them for middle school by writing important reminders, assignments and more. Students and parents can quickly see important deadlines, notes and goals. This is also an effective tool between home and school.		Materials
3	TK and Kindergarten teachers will participate in Kinder Orientation AKA Popsicles with the Principal to support kinder students and parents with the transition into these grades. Teachers will present information, show their classrooms and be available to parents who have questions.		Teacher Hourly Extra Comp
4	Harte's VAPA teacher will provide all Harte students with a rich and well-rounded arts education program. This program includes the 5 units of study: procedures, innovation, collaboration, ideation and expression.		Teacher - Elementary
	Parent Engagement and parent communication is a priority at Harte. Our parent involvement monies will be used for the following: parent communication, technology, supplies, materials for workshops, and parent meetings.		Materials

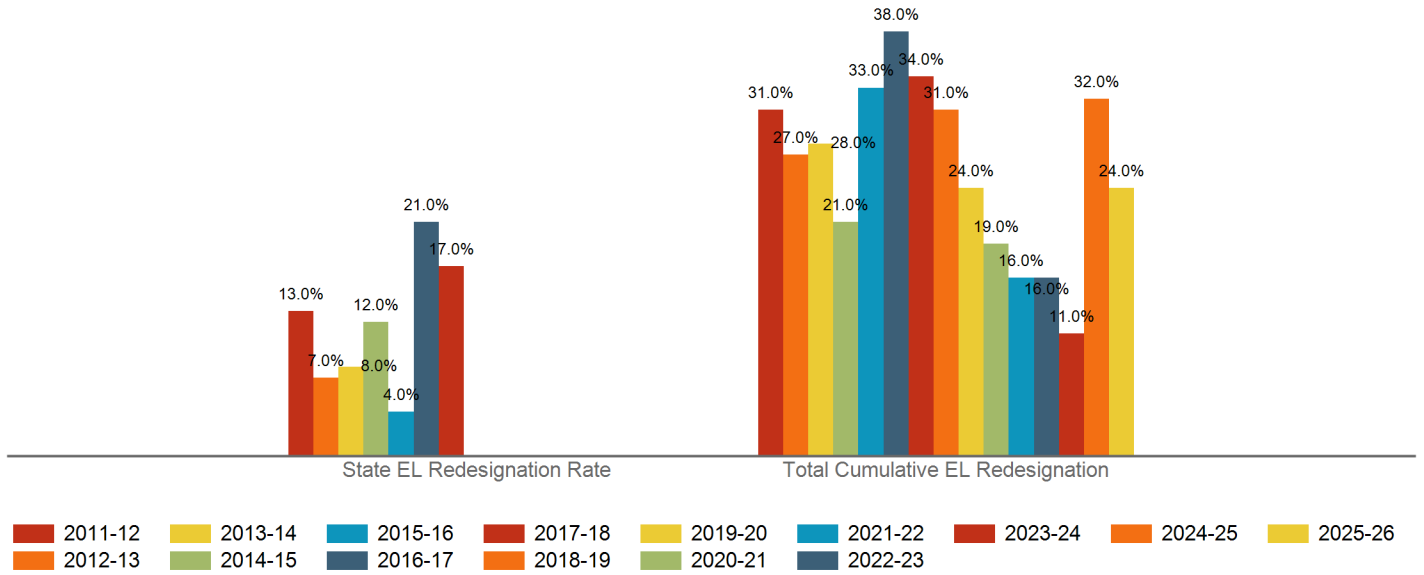
Culture-Climate Survey (Student-Staff)

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
5	Ground Education is a community partner that teaches robust garden lessons in elementary school grades and green spaces that nurture every student's academic, physical and emotional well-being.		Services
6	An important component of Harte's mathematics program is ST Math. Our Math Lead has created an incentive program where students who have completed a certain percentage of puzzles throughout the year will be rewarded with brag tags. These tags serve as an incentive for puzzle completion.		Materials
7	All day substitute teacher to cover teachers to participate in Student Success Team (SST) meetings. The team, which includes the teacher, family members, school counselor, school psychologist, and other interventionists to support students.		Substitute teacher full day
9	An important component of Harte's Positive Behavioral Interventions and Supports (PBIS) program is the student store. Students earn points (Bulldog Boasts) for positive behavior and are then able to use those points to purchase items as an award. The impact is great and as a result, we have seen a decrease in the overall suspension and office data referrals.		Materials
10	7 Recreation Aides will work 3.75 hours per day for 180 days before school, during outdoor learning, during lunch and after school.		Hourly - Recreation Aide
11	The lunch time chess club is a 6 weeks program designed to prepare beginner, intermediate, advanced and individual players for the next level. Learning chess offers numerous cognitive and personal benefits including improved memory, problem solving skills, increased focus and creativity.		Services
12	The Assistant Principal will meet with the recreation aides to review and further train them on our schools wide Positive Behavior Interventions and Supports (PBIS) program.		Hourly - Recreation Aide
Total			

EL Reclassification

School Year: 24-25



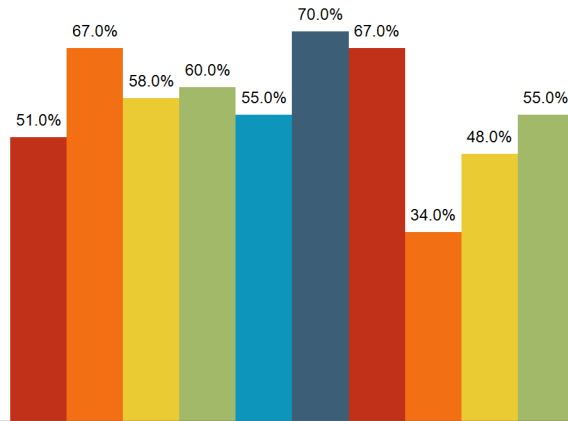
Budgeted Items			
Line Number	Description	Cost	Personnel Summary
8	Harte teachers will provide after school tutoring to address the needs/gaps of our students as identified by the most current assessments: i-Ready Diagnostic 2, PEAR, Fluency and Foundational Reading Skills. In addition to identifying all students at the nearly proficient/nearly met levels, newcomers and LTELs will also be prioritized.		Teacher Hourly Extra Comp
Total			

EL Reclassification Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
20684	12	9/23/24	11/22/24	43	0.33	14.19
	12					14.19

Elementary Reading - FRSA

School Year: 24-25

Goals	
Area	Description
ELA Goals	<p>Harte's English-Language Arts data shows an increase in the SBAC assessment in spring of 2024. However, there are still groups of students, and all students overall who are not meeting grade level standards as demonstrated by these results.</p> <p>Goal All Harte students will achieve at least one year of academic growth in literacy and math by June 2025. ELA 48% of 3-5 students will score Met/Exceeded on SBAC, up from 40%.31% of 3-5</p> <p>By Cycle 3 of the FRSA, Black/AA in grades K-2 will show 80% "On Track" of meeting proficiency in all grades. All AA students in Grades 1-5 will demonstrate an overall increase of 10% of the i-Ready Reading Assessment 26% of Black/AA students will score Met/Exceeded on SBAC, up from 21%; 44% of 3-5 ELs/RFEP students will score Met/Exceeded on SBAC, up from 34%. 50% (115 students) of 4-5 students who were Not Met or Nearly Met on the prior years SBAC ELA and Math will meet their accelerated growth target in June 2025, up from 71 in June 2025. 79% of K-2nd grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 69% in June 2024. 32% of Grade 1-2 students will be Early On or Mid-Above on their i-Ready reading Diagnostic 3 assessment in March 2025, up from 22% in March 2024.</p> <p>Action Plan In K-2, we will continue to implement Quality Core Instruction (QCI), using the Daily Decoding Routine (DDR), including a strong focus on Fluency in second grade.</p> <p>The Literacy Lead and Instruction and Intervention Coordinator will continue to support the primary classrooms with daily Tier 1 support. Teachers will continue to attend district QCI professional learning and will collaborate during grade level as well as whole staff meetings. Newcomers and students performing below grade level standards as indicated by i-Ready assessments and Pear assessments will receive reading intervention from Harte's Literacy Teachers.</p> <p>Progress Monitoring FRSA Assessments (dates determined by the ELA pacing guides) i-Ready Diagnostic Assessments 2 & 3</p>



■ 2012-13
 ■ 2013-14
 ■ 2014-15
 ■ 2015-16
 ■ 2016-17
 ■ 2017-18
 ■ 2018-19
 ■ 2019-20
 ■ 2020-21
 ■ 2021-22

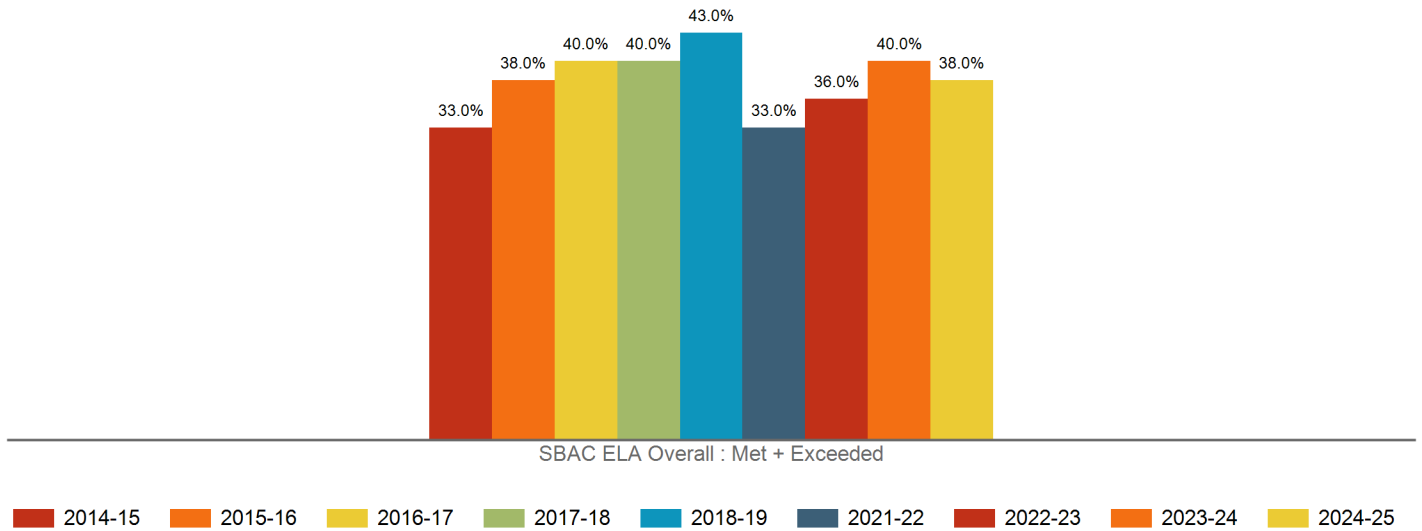
Budgeted Items			
Line Number	Description	Cost	Personnel Summary
8	Harte teachers will provide after school tutoring to address the needs/gaps of our students as identified by the most current assessments: i-Ready Diagnostic 2, PEAR, Fluency and Foundational Reading Skills. In addition to identifying all students at the nearly proficient/nearly met levels, newcomers and LTELs will also be prioritized.		Teacher Hourly Extra Comp
Total			

Elementary Reading - FRSA

School Year: 24-25

Reading-FRSA Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
26658	0	1/7/25	6/3/26	40	0.5	20
26690	8	1/13/25	6/7/25	40	0.33	13.2
26693	8	1/13/25	6/5/26	40	0.33	13.2
	16					46.4

Goals	
Area	Description
ELA Goals	<p>Harte's English-Language Arts data shows an increase in the SBAC assessment in spring of 2024. However, there are still groups of students, and all students overall who are not meeting grade level standards as demonstrated by these results.</p> <p>Goal All Harte students will achieve at least one year of academic growth in literacy and math by June 2025. ELA 48% of 3-5 students will score Met/Exceeded on SBAC, up from 40%.31% of 3-5</p> <p>By Cycle 3 of the FRSA, Black/AA in grades K-2 will show 80% "On Track" of meeting proficiency in all grades. All AA students in Grades 1-5 will demonstrate an overall increase of 10% of the i-Ready Reading Assessment 26% of Black/AA students will score Met/Exceeded on SBAC, up from 21%; 44% of 3-5 ELs/RFEP students will score Met/Exceeded on SBAC, up from 34%. 50% (115 students) of 4-5 students who were Not Met or Nearly Met on the prior years SBAC ELA and Math will meet their accelerated growth target in June 2025, up from 71 in June 2025. 79% of K-2nd grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 69% in June 2024. 32% of Grade 1-2 students will be Early On or Mid-Above on their i-Ready reading Diagnostic 3 assessment in March 2025, up from 22% in March 2024.</p> <p>Action Plan In K-2, we will continue to implement Quality Core Instruction (QCI), using the Daily Decoding Routine (DDR), including a strong focus on Fluency in second grade.</p> <p>The Literacy Lead and Instruction and Intervention Coordinator will continue to support the primary classrooms with daily Tier 1 support. Teachers will continue to attend district QCI professional learning and will collaborate during grade level as well as whole staff meetings. Newcomers and students performing below grade level standards as indicated by i-Ready assessments and Pear assessments will receive reading intervention from Harte's Literacy Teachers.</p> <p>Progress Monitoring FRSA Assessments (dates determined by the ELA pacing guides) i-Ready Diagnostic Assessments 2 & 3</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Harte teachers will have release time to collaboratively plan and align quality core instruction and align expectations and common assessments around data analysis and achievement reports.		Substitute teacher half day
Total			

SBAC ELA

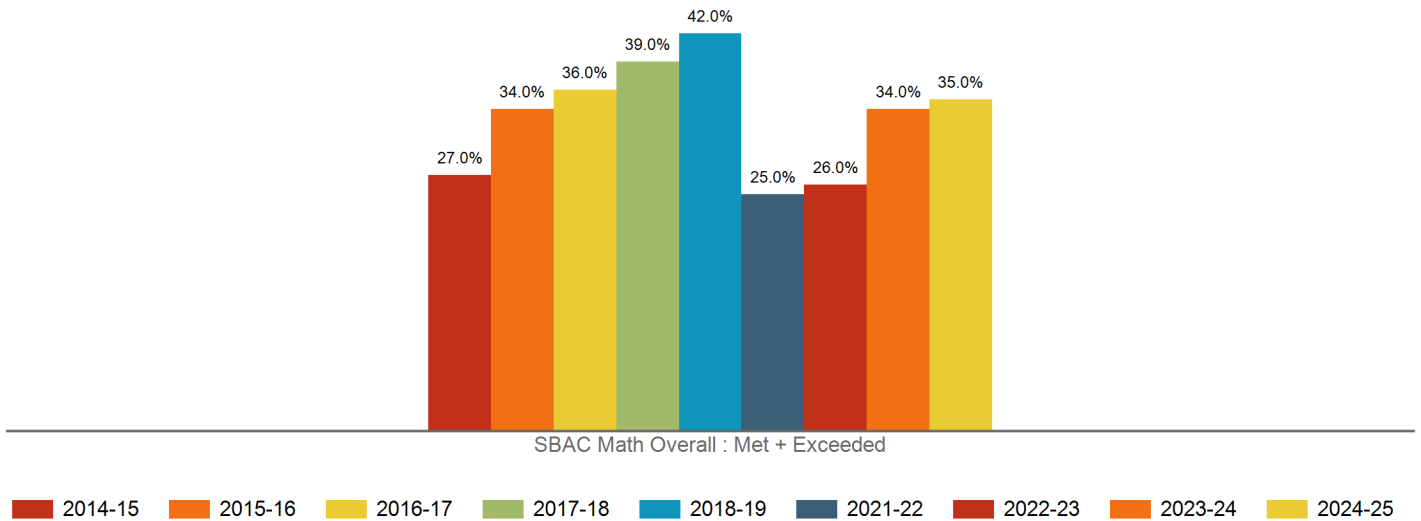
School Year: 24-25

Reading-SBAC/Benchmark Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
20683	7	9/23/24	11/22/24	43	0.75	32.25
20685	5	9/23/24	11/22/24	43	0.75	32.25
20686	5	9/23/24	11/22/24	43	0.75	32.25
20687	6	9/23/24	11/22/24	43	0.75	32.25
	23					129

SBAC Math

School Year: 24-25

Goals	
Area	Description
Math Goals	<p>In grades 3-5, with a focus on Quality Core Instruction in math and the consistent support of Harte's Math Lead, we saw great gains in the SBAC summative assessment. It is important to implement the inquiry lesson structure: Launch - Collaborate - Consolidate</p> <p>Goal Forty-four percent (44%) of 3-5 students will score Met/Exceeded on SBAC, up from 34%. With the support of our Math Lead, along with QCI professional learning, and teacher grade level and grade level span collaboration, teachers will institute a PDSA reflect on their teaching practices, and student outcomes. Twenty-two (22%) of Black/AA students will score Met/Exceeded on SBAC, up from 14%. Thirty-seven (37%) of ELs/RFEP students will score Met/Exceeded on SBAC, up from 29%. Fifty-percent (50%) (115 students) of 4-5 students who were Not Met or Nearly Met on the prior years SBAC ELA and Math will meet their accelerated growth target in June 2025, up from 57 in June 2025. Thirty-two (32%) of Grade 1-2 students will be Early On or Mid-Above on their i-Ready math Diagnostic 3 assessment in March 2025, up from 22% in March 2024.</p> <p>Action Plan In grades 3-5, we will implement the inquiry lesson structure The Math Lead and Instruction and Intervention Coordinator will continue to support the intermediate classrooms with daily Tier 1 support. Teachers will continue to attend district QCI professional learning and will collaborate during grade level as well as whole staff meetings. Each grade level, 3-5 will make and adhere to Teacher Commitments (the what and how) and those commitments drive their instruction.</p> <p>Progress Monitoring Math Unit Assessments i-Ready Diagnostic Assessments 2 & 3</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Harte teachers will have release time to collaboratively plan and align quality core instruction and align expectations and common assessments around data analysis and achievement reports.		Substitute teacher half day
6	An important component of Harte's mathematics program is ST Math. Our Math Lead has created an incentive program where students who have completed a certain percentage of puzzles throughout the year will be rewarded with brag tags. These tags serve as an incentive for puzzle completion.		Materials
Total			

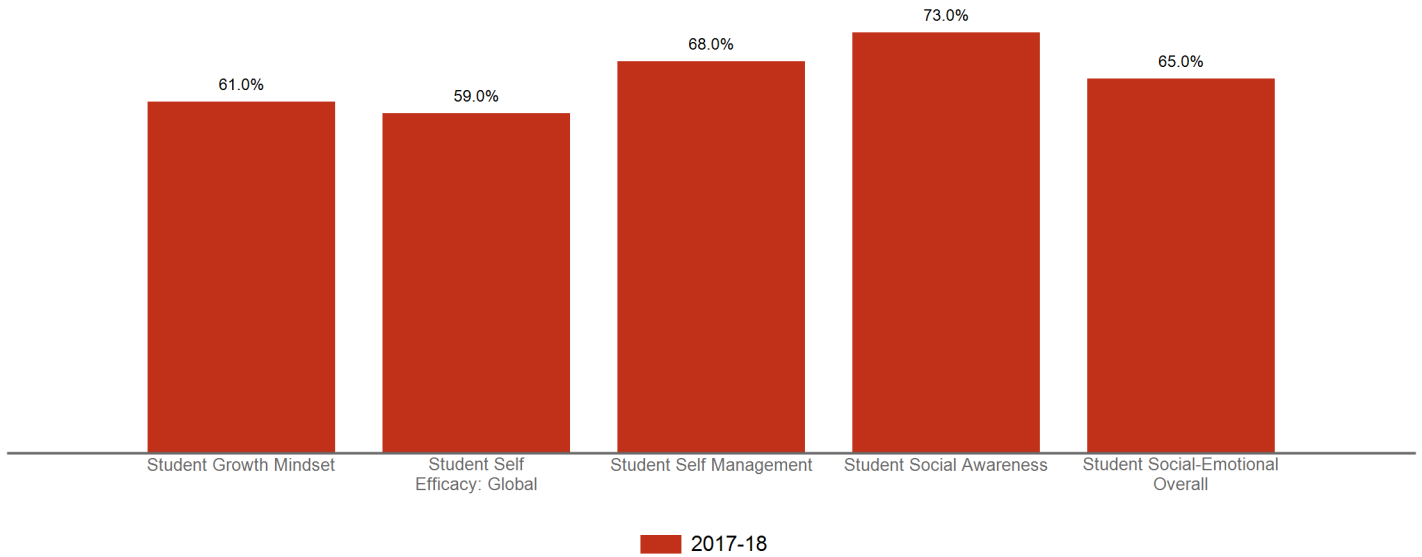
SEL Survey

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>Core/Pulse Survey</p> <p>By June 2025, there will be an increase of 10% in the area of Safety on the Spring 2025 Core Survey as compared to the Spring 2024 CORE Survey. During the Spring 2024 administration, we saw a 7% drop in this same area.</p> <p>Based on the analysis it has been determined that Harte will focus on the following:</p> <ol style="list-style-type: none"> 1) Quarterly incident data analysis to identify cause and frequency of incidents, as well as reflect on current adult supervision and classroom management practices and their impact on such. 2) PBIS: The continued implementation of school-wide structured procedures and systems for the classroom, playground and school activities or events. Furthermore, the site will continue to partner with parents and families, as they also have a role in implementing PBIS. 3) Conflict resolution and restorative practices (Counselor and AP) 4) In addition, a system for teachers to request support for behavior interventions will be utilized for Minor (Tiers 2) & Major (Tier 3) incidents. Google Form will be used for Tier 2 incidents and Office Data Referral Form will be used for Tier 3 incidents (See Next Slide) 5) Age-appropriate lessons on bullying prevention, sexual harassment prevention, and suicide prevention, to be delivered by counselor. 6) PBIS P.A.W.S. Handbook review, training, and implementation for all staff. <p>Discipline/Infractions</p> <p>For the academic year 2023-24, there were approximately 156 incidents and 23 suspensions. Seventy-eight incidents were entered into Synergy and, overall, the majority of incidents involved students in the 4th and 5th grades. Of the 23 suspensions, 47.8% (or 11 suspensions), involved black students, 43.5% (or 10 suspensions) involved Hispanic students, and 0% involved multi-ethnic students. The majority of these suspensions involved fighting.</p> <p>An analysis of all incident data revealed that 50% took place on the playground and 41% took place in classrooms. Only about 3% took place in the cafeteria, with the remainder taking place either in the library, hallway or other area. Lastly, the majority of these incidents (78) involved student hitting and slapping or fighting (Note there were 19 fights; and 59 hit/slap/push incidents).</p> <p>Goals:</p> <p>By June 2025, the overall suspension rate for Harte's student population will decrease from 2.2% to 1.2%.</p> <p>By June 2025, the suspension rate for the Harte African American students will match the suspension rate for the overall Harte student population (goal being 1.2%)</p> <p>For the 2024-25 academic year, the suspension rate of Harte's multi-ethnic population will remain at 0% (down from 6% in the 2022-23 year).</p> <p>Based on the discipline incident analysis, it was determined Harte would focus on and implement the following under the umbrella of our Harte Positive Behavioral Interventions and Supports:</p> <ol style="list-style-type: none"> 1) quarterly incident data analysis to identify location, cause and frequency of incidents, as well as reflect on current adult supervision and classroom management practices and their impact on such, 2) the continued implementation of school-wide structured procedures and systems for the classroom, playground and school activities or events, 3) implicit biases, 4) trauma informed practices training, which focuses on how past trauma may impact student behavior and how to create a safe and supportive environment by meeting the physical and emotional needs of students (knowledge of student triggers, communication skills & relationship building, executive functioning, creating a safe space, deep breathing, etc.) and , 5) conflict resolution and restorative practices. <p>Furthermore, the site will continue to partner with parents and families, as they also have a role in implementing PBIS.</p> <p>Progress Monitoring</p> <p>The PBIS team will analyze student discipline data on a monthly basis to determine next steps (e.g. Check in-Check out implementation, expectations assemblies, classroom lessons)</p> <p>Counselor response to Pulse Survey results (small group sessions after each administration)</p> <p>Schedule SSTs as needed</p> <p>Spring Family Information Night</p>

SEL Survey

School Year: 24-25



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	The Counselor will be responsible for scheduling and facilitating the Case Management process by working with teachers and administration to monitor student progress and effectiveness to monitor students progress and effectiveness of intervention plans. Provide classroom lessons, TK-5th, centered around SEL/Guidelines for Success; small group counseling sessions for students experiencing behavioral, SEL and attendance challenges; and, 1:1 individual counseling support. In collaboration with Admin, conduct Check In/Check Out daily meetings with identified students requiring Tier 3 supports - weekly data tracking of work with these at-promise students. Indirect services to include outside referrals, teacher collaboration, and parent consultation.		Counselor
3	The Library Media Assistant will participate in the daily operations of the Harte library; promote student use of the library; and adjust to changing priorities to assure smooth and efficient daily library operations. The library media assistant will be funded .20 and will collaborate with the Teacher Librarian and each grade level to support effeciant use of the library.		Library Media Assistant
4	Harte's VAPA teacher will provide all Harte students with a rich and well-rounded arts education program. This program includes the 5 units of study: procedures, innovation, collaboration, ideation and expression.		Teacher - Elementary
Total			

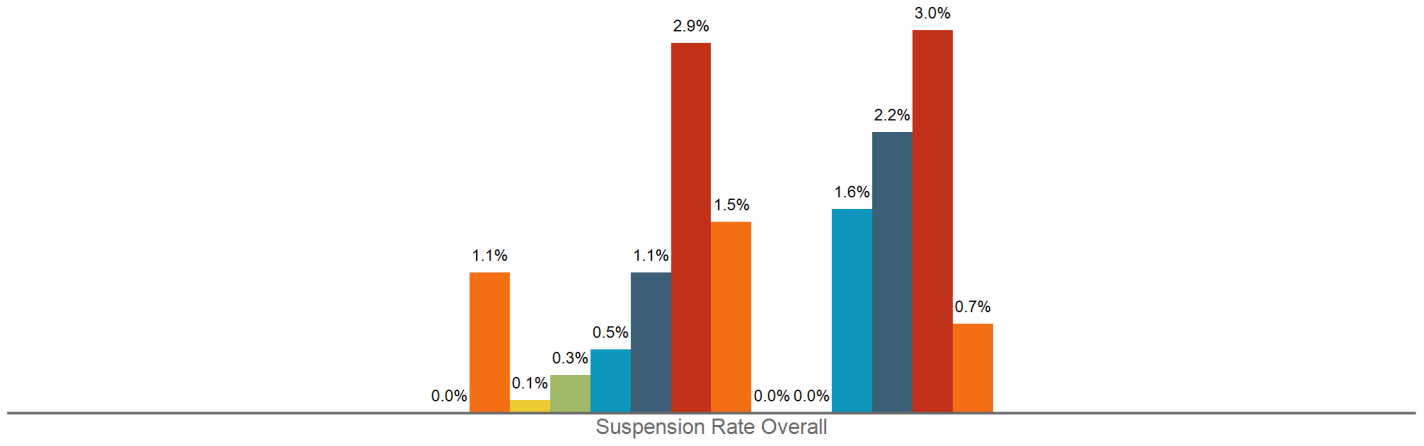
Suspension/Expulsion Rate

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>Core/Pulse Survey</p> <p>By June 2025, there will be an increase of 10% in the area of Safety on the Spring 2025 Core Survey as compared to the Spring 2024 CORE Survey. During the Spring 2024 administration, we saw a 7% drop in this same area.</p> <p>Based on the analysis it has been determined that Harte will focus on the following:</p> <ol style="list-style-type: none"> 1) Quarterly incident data analysis to identify cause and frequency of incidents, as well as reflect on current adult supervision and classroom management practices and their impact on such. 2) PBIS: The continued implementation of school-wide structured procedures and systems for the classroom, playground and school activities or events. Furthermore, the site will continue to partner with parents and families, as they also have a role in implementing PBIS. 3) Conflict resolution and restorative practices (Counselor and AP) 4) In addition, a system for teachers to request support for behavior interventions will be utilized for Minor (Tiers 2) & Major (Tier 3) incidents. Google Form will be used for Tier 2 incidents and Office Data Referral Form will be used for Tier 3 incidents (See Next Slide) 5) Age-appropriate lessons on bullying prevention, sexual harassment prevention, and suicide prevention, to be delivered by counselor. 6) PBIS P.A.W.S. Handbook review, training, and implementation for all staff. <p>Discipline/Infractions</p> <p>For the academic year 2023-24, there were approximately 156 incidents and 23 suspensions. Seventy-eight incidents were entered into Synergy and, overall, the majority of incidents involved students in the 4th and 5th grades. Of the 23 suspensions, 47.8% (or 11 suspensions), involved black students, 43.5% (or 10 suspensions) involved Hispanic students, and 0% involved multi-ethnic students. The majority of these suspensions involved fighting.</p> <p>An analysis of all incident data revealed that 50% took place on the playground and 41% took place in classrooms. Only about 3% took place in the cafeteria, with the remainder taking place either in the library, hallway or other area. Lastly, the majority of these incidents (78) involved student hitting and slapping or fighting (Note there were 19 fights; and 59 hit/slap/push incidents).</p> <p>Goals:</p> <p>By June 2025, the overall suspension rate for Harte's student population will decrease from 2.2% to 1.2%.</p> <p>By June 2025, the suspension rate for the Harte African American students will match the suspension rate for the overall Harte student population (goal being 1.2%)</p> <p>For the 2024-25 academic year, the suspension rate of Harte's multi-ethnic population will remain at 0% (down from 6% in the 2022-23 year).</p> <p>Based on the discipline incident analysis, it was determined Harte would focus on and implement the following under the umbrella of our Harte Positive Behavioral Interventions and Supports:</p> <ol style="list-style-type: none"> 1) quarterly incident data analysis to identify location, cause and frequency of incidents, as well as reflect on current adult supervision and classroom management practices and their impact on such, 2) the continued implementation of school-wide structured procedures and systems for the classroom, playground and school activities or events, 3) implicit biases, 4) trauma informed practices training, which focuses on how past trauma may impact student behavior and how to create a safe and supportive environment by meeting the physical and emotional needs of students (knowledge of student triggers, communication skills & relationship building, executive functioning, creating a safe space, deep breathing, etc.) and , 5) conflict resolution and restorative practices. <p>Furthermore, the site will continue to partner with parents and families, as they also have a role in implementing PBIS.</p> <p>Progress Monitoring</p> <p>The PBIS team will analyze student discipline data on a monthly basis to determine next steps (e.g. Check in-Check out implementation, expectations assemblies, classroom lessons)</p> <p>Counselor response to Pulse Survey results (small group sessions after each administration)</p> <p>Schedule SSTs as needed</p> <p>Spring Family Information Night</p>

Suspension/Expulsion Rate

School Year: 24-25



- 2012-13
- 2014-15
- 2016-17
- 2018-19
- 2020-21
- 2022-23
- 2023-24
- 2024-25
- 2025-26
- 2013-14
- 2015-16
- 2017-18
- 2019-20
- 2021-22

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	The Positive Behavioral Interventions and Supports (PBIS) Team will use this planning day to: reflect on the 2023-24 school year, data analysis, update the PBIS Staff Handbook, plan student Expectations Assemblies, Student Incentives, Parent Communication, and, etc.		Teacher Hourly Extra Comp
Total			

School Plan for Student Achievement Addendum 2025-2026

Additional Targeted Support and Improvement (ATSI) ▾

Harte Elementary School ▾

If TSI/ATSI, identify subgroups:

- | | | |
|---|---|--|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input type="checkbox"/> Homeless | <input checked="" type="checkbox"/> Two or More Races |
| <input type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the above identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

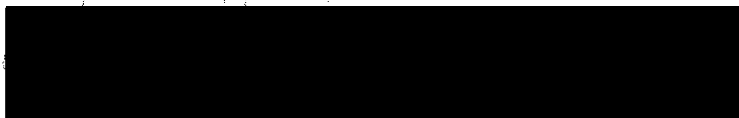
In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District’s LCAP regarding our identification as a CSI/ATSI/TSI school. Resource Inequities and LBUSD’s CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI/TSI responsibilities.

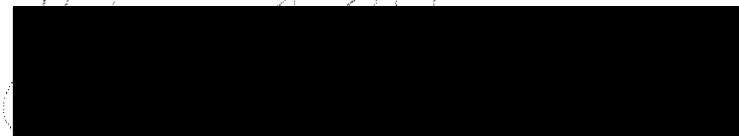
Date Approved by SSC

January 14, 2026

Signature of Principal



Signature of SSC Chair



Resource Inequities

Schools eligible for CSI, TSI, or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI/TSI targeted student groups.

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

- There are no resource inequities in our SPSA.** Our CSI/ATSI/TSI targeted students are a priority and receive appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI/TSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities (*optional*)

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings and Expectations framework. Since 2014, LBUSD District staff in an effort to better support sites has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with educational partners. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create “watch lists” – i.e., lists of classrooms to monitor closely and lists of students requiring further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program.
- Based on the research and “gap” analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year

timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will be customized by schools but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors (Level office staff, curriculum leaders, and other district support departments) develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors (Level office staff, curriculum leaders, and other district support departments) will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, the LROIX platform developed by LBUSD's Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are "at-promise" across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Plan Escolar para el Logro Estudiantil Anexo 2025-2026

Apoyo y Mejora Específica Adicional (ATSI) ▾

Harte Elementary School ▾

Si es TSI o ATSI, identifique los subgrupos:

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

Atestación:

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

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

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

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

**por sus siglas en inglés*

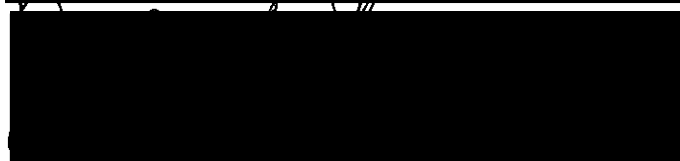
Fecha de aprobación por el SSC

January 14, 2026

Firma del director



Firma del presidente del SSC



Inequidad de recursos

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

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

- No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI/ATSI/TSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.
- Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI/ATSI/TSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos (*opcional*)

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

Apoyo para Escuelas Identificadas

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

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

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

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

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

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

Supervisión y evaluación de la eficacia

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

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

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

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

**Home School Compact**
2025-2026

We know that learning can take place only when there is a combination of effort, interest, and motivation. As we are all committed to your child's success in school, we are going to do our best to promote his/her achievement. This agreement is a promise to work together. We believe that this agreement can be fulfilled with our team effort. Together we can improve teaching and learning.

As a **student**, I pledge to:

- Come to school ready to learn.
- Make safe, responsible choices.
- Be friendly and bully free.
- Be accountable for my actions.
- Do my best on class work and homework.
- Come to school in uniform and on time by 8:00 a.m.
- Show respect to all adults on campus.
- I will pledge to adhere to the schoolwide PAWS (Prepare for Success, Act Respectfully, Work Together and Stay Safe).

Date: _____ Student Name/Signature: _____

Our district deeply values family partnership as essential to student success. We warmly invite and encourage your involvement in your child's education. To ensure we can provide the best support possible, we ask that appointments be scheduled in advance when possible. Conferences will focus on your child's needs, and we are committed to working together in a respectful, solution-oriented manner. If you need language support, scheduling assistance, or other accommodations, we're here to help.

As a **parent**, I pledge to:

- Attend formal and informal conferences, Back to School Night and Open House, and attempt to attend other school functions.
- Communicate with teachers, administrators, and other school staff by responding to letters, phone calls, and/or e-mails.
- Discuss reports, conferences, test scores, homework, and notes with my child.
- Provide a quiet, well lit work space and assistance with my child's homework.
- Make sure my child gets sufficient rest on school nights, and attends school on time each day.
- Read with my child, ask about his/her learning experiences, and support teachers with classroom procedures and behavioral expectations.
- Send my child to school in a clean uniform, on time, and have had a nutritious breakfast.
- Talk to our children about respecting others and no bullying.
- *Provide support when needed while allowing my child to work independently.*
- Show respect to all on campus.
- I will pledge to adhere to the schoolwide PAWS (Prepare for Success, Act Respectfully, Work Together and Stay Safe).

Date: _____ Parent Name/Signature: _____

As a **teacher**, I pledge to:

- Communicate through conferences, report cards, phone calls, progress reports, Open House, Back to School Night, workshops, emails/ School Messenger, newsletters, agendas, awards, certificates and assemblies.
- Offer and/or participate in when necessary: retention conferences, ELL addendums, SSTs, IEPs, Achievement Report, assessments, recommendations for special programs, and reminders about upcoming assessments/activities.
- Provide individualized instruction when appropriate, materials, a safe learning environment, and access to the core curriculum, instructional resources, and motivational-strategies.
- Create a welcoming environment for students and parents.
- Explicitly teach students skills to support social emotional learning.
- Show respect to all on campus.
- I will pledge to adhere to the schoolwide PAWS (Prepare for Success, Act Respectfully, Work Together and Stay Safe).

Date: _____ Teacher Name/Signature: _____

As **principal**, I pledge to:

- Create a welcoming environment for students and parents.
- Communicate the school's mission, goals and objectives.
- Ensure a safe and orderly learning environment.
- Invite parents to participate in their child's learning.
- Act as the instructional leader.
- Provide appropriate learning opportunities for all members of the Bret Harte learning community.
- Show respect to all on campus.
- I will pledge to adhere to the schoolwide PAWS (Prepare for Success, Act Respectfully, Work Together and Stay Safe).

Date: _____ Principal Name/Signature: _____

**Pacto Entre Escuela y Hogar**
2025-2026

Sabemos que el aprendizaje sólo puede tener lugar cuando hay una combinación de esfuerzo, interés y motivación. Como todos estamos comprometidos con el éxito de su hijo en la escuela, haremos todo lo posible para promover su rendimiento. Este acuerdo es una promesa de trabajar juntos. Creemos que este acuerdo se puede cumplir con el esfuerzo de nuestro equipo. Juntos podemos mejorar la enseñanza y el aprendizaje.

Como **estudiante**, me comprometo a:

- Venir a la escuela listo para aprender.
- Tome decisiones seguras y responsables.
- Sea amigable y libre de intimidaciones.
- Sea responsable de mis acciones.
- Hacer mi mejor esfuerzo en el trabajo de clase y la tarea.
- Venga a la escuela en uniforme ya tiempo antes de las 8:00 am
- Respetar a todos los adultos en el plantel.
- Me comprometo a cumplir con las normas de toda la escuela (PAWS-Prepararme para el éxito, Actuar respetuosamente, Trabajar juntos y Mantenerse seguro/a.

Fecha: _____ Nombre/firma del estudiante: _____

Nuestro distrito valora profundamente la colaboración familiar como elemento esencial para el éxito de los estudiantes. Le invitamos y animamos cordialmente a participar en la educación de su hijo. Para garantizar que podamos ofrecerle el mejor apoyo posible, le rogamos que, en la medida de lo posible, concierte cita previa. Las reuniones se centrarán en las necesidades de su hijo, y nos comprometemos a trabajar juntos de forma respetuosa y orientada a la búsqueda de soluciones. Si necesita ayuda con el idioma, asistencia para concertar citas u otras adaptaciones, estamos aquí para ayudarle.

Como **padre**, me comprometo a:

- Asistir a conferencias formales e informales, Noche de Regreso a Clases y Casa Abierta e intentar asistir a otras funciones escolares.
- Comuníquese con maestros, administradores y otro personal de la escuela respondiendo cartas, llamadas telefónicas y / o correos electrónicos.
- Discuta informes, conferencias, puntajes de exámenes , tareas y notas con mi hijo. / Tareas de lienzo
- Proporcionar un espacio de trabajo tranquilo y bien iluminado y ayuda con la tarea de mi hijo.
- Asegúrese de que mi hijo descanse lo suficiente en las noches escolares y asista a la escuela a tiempo todos los días.
- Leer con mi hijo, preguntarle sobre sus experiencias de aprendizaje y apoyar a los maestros con los procedimientos del salón de clases y las expectativas de comportamiento.
- Enviar a mi hijo a la escuela con un uniforme limpio, a tiempo y haber tenido un desayuno nutritivo.
- Hable con nuestros hijos sobre respetar a los demás y no intimidar.
- *Brindar apoyo cuando sea necesario y al mismo tiempo permitir que mi hijo trabaje de forma independiente*
- Respetar a todos en el plantel.
- Me comprometo a ayudar a mi hijo/a cumplir con las normas de toda la escuela (PAWS-Prepararme para el éxito, Actuar respetuosamente, Trabajar juntos y mantenerlo/a seguro/a.

Fecha: _____ Nombre/firma del padre: _____

Como **maestro**, me comprometo a:

- Comunicarme a través de conferencias, boletas de calificaciones, llamadas telefónicas, informes de progreso, Casa Abierta, Noche de Regreso a Clases, talleres, correos electrónicos / School Messenger, boletines, agendas , premios, certificados y asambleas.
- Ofrecer y / o participar cuando sea necesario: conferencias de retención, apéndices de ELL, SST, IEP, informe de logros, evaluaciones, recomendaciones para programas especiales y recordatorios sobre las próximas evaluaciones / actividades.
- Proporcionar instrucción individualizada cuando sea apropiado, materiales, un ambiente de aprendizaje seguro y acceso al plan de estudios básico, recursos educativos y estrategias motivacionales.
- Cree un ambiente acogedor para estudiantes y padres.
- Enseñe explícitamente a los estudiantes habilidades para apoyar el aprendizaje socioemocional.
- Respetar a todos los adultos en el plantel.
- Me comprometo a ayudar a los estudiantes a cumplir con las normas de toda la escuela (PAWS-Prepararme para el éxito, Actuar respetuosamente, Trabajar juntos y Mantenerse seguro/a.

Fecha: _____ Nombre/firma del maestro: _____

Como **principal**, me comprometo a:

- Crear un ambiente acogedor para estudiantes y padres.
- Comunicar la misión, las metas y los objetivos de la escuela.
- Garantizar un entorno de aprendizaje seguro y ordenado.
- Invite a los padres a participar en el aprendizaje de sus hijos.
- Actúe como líder de instrucción.
- Brindar oportunidades de aprendizaje adecuadas para todos los miembros de la comunidad de aprendizaje de Bret Harte.
- Respetar a todos los adultos en el plantel.
- Me comprometo a ayudar a los estudiantes a cumplir con las normas de toda la escuela (PAWS-Prepararme para el éxito, Actuar respetuosamente, Trabajar juntos y Mantenerse seguro/a.

Fecha: _____ Nombre/firma del director: _____



Bret Harte Elementary School Family Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Harte has developed jointly with the members of School Site Council and distributed to families of participating children, School Family Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Harte's expectations for family involvement and describe how the school will implement a number of specific family involvement activities. The Home-School Compact is incorporated into the School Family Involvement Guidelines.

PART I

Harte agrees to implement the following requirements:

- jointly develop with and distribute to families of participating children, School Family Involvement Guidelines that the school and families of participating children agree on.
- notify families about the School Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the family can understand.
- make the School Family Involvement Guidelines available to the local community.
- periodically update the School Family Involvement Guidelines to meet the changing needs of families and the school.
- adopt the school's home-school compact as a component of its School Family Involvement Guidelines.
- agrees to be governed by the following statutory definition of family involvement, and will carry out programs, activities and procedures in accordance with this definition:

PART II

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

1. Harte will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Attendance at one of the district trainings or school site training. Topics include:
 - i. Responsibilities & Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. Single Plan for Student Achievement
 - v. Role of ELAC and other advisory committees
 - Plan meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other families and stakeholders to attend the meeting
 - ii. Advertise in Title I Newsletter, at Back-to-School night, through teleparent, etc.

- At Meeting
 - i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Family Involvement Guidelines & Home-School Compacts
 - iii. Oral and written translations be made available for Spanish and Khmer families to allow for discussions
2. Harte will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
 - At a SSC & ELAC meeting
 - Section of Newsletter
 - Annual Title I Meeting
 - Main Office Counter
 - Back to School Night
 - On the School Website
 3. Harte will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school:
 - At SSC and ELAC meetings
 - Family information meetings
 - School site council must vote to approve the guidelines
 4. Harte will convene an Annual Title I Public Meeting to inform families of the following:
 - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
 - Hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language families can understand
 - Announcement made on school marquee, through SchoolMessenger and Canvas
 - Child care provided
 5. Harte will provide updated information to families about Title I programs throughout the school year:
 - Section of Newsletter
 - On Main Office Counter
 - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
 6. Harte will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Harte will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Family workshops; Family surveys
 - Principal chats
 - In school newsletters
 - Back-to-School night
 - At SSC & ELAC meetings
 7. Harte will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families in participating more fully in early education of their children by:
 - Coordination of Transitional Kindergarten at selected sites
 - Promotion/advertisement of the District's Kindergarten festivals
 8. Harte will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
 - At School site council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Harte will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
 - District trainings offered for families and staff
 - Family education workshops on site
 - Family-Teacher Conferences
 - Family Workshops posted on district website
 - DCAC, DELAC and other district family forums/meetings
 - District website resources: click "P" for Parent University
2. Harte will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
 - Outlines shared responsibility of home, school and student in academic achievement
 - Developed, discussed and reviewed at first SSC and ELAC meetings
 - School site council must vote to approve compact
 - The Home School Compact will be distributed annually at Family Conferences
3. Harte will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
 - the state's academic content standards
 - the state and local academic assessments including alternate assessments
4. Harte will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
 - Family Workshops (SBAC Training, Support for EL Students)
5. Harte will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
 - Teacher/Staff In-services to include trainings on the use of School Messenger, Synergy Messages
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
 - Carmen Flores, Community Worker, Bilingual will be doing the translations of written materials/notifications that are sent to families

PART IV

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

The School Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its families, chooses to undertake to build families' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance the involvement of other families;
- in order to maximize family involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

* * * * *

PART V
ADOPTION

Harte’s Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on 10/15/25 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 11/14/2025. Harte, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

Oct 29, 2025

Date



Bret Harte Elementary School

Guía de Participación Escolar para las Familias

Como escuela que recibe fondos del Título I, Parte A (Título I), la Escuela Bret Harte ha desarrollado junto con los miembros del Concilio del Plantel Escolar y distribuido a las familias de los niños que participan, la Guía de Participación para las Familias, que contiene información requerida por la sección 1118(b) de la Ley de Educación para Escuelas Primarias y Secundarias (ESEA-según sus siglas en inglés). La Guía establece las expectativas de la Escuela Bret Harte para la participación de las familias y describe la manera en que la escuela implementará una cantidad específica de actividades que requieren la participación de las familias. El Contrato entre el Hogar y la Escuela está incorporado en la Guía de Participación Escolar para las Familias.

PARTE I

La Escuela Bret Harte está de acuerdo en implementar los siguientes requisitos:

- desarrollar conjuntamente con y distribuir a las familias de niños participantes, la Guía de Participación Escolar para las Familias que la escuela y las familias hayan acordado.
- informar a las familias acerca de la Guía de Participación Escolar para las Familias en un formato comprensible y uniforme y, al grado posible, distribuir esta Guía a las familias en un idioma que ellos puedan entender.
- hacer que la Guía de Participación Escolar para las Familias esté disponible a la comunidad local.
- periódicamente actualizar la Guía de Participación Escolar para las Familias para satisfacer las necesidades cambiantes de las familias y de la escuela.
- adoptar el contrato entre el hogar y la escuela, el cual aborda a la importancia de una comunicación continua y significativa (es decir, conferencias anuales, reportes de progreso, acceso al personal y oportunidades para servir como voluntarios en el salón de clase) entre la escuela y la familia, como un componente de la Guía de Participación Escolar para las Familias.
- ser gobernada según la siguiente definición legal de participación de la familia, y llevar a cabo los programas, las actividades y los procedimientos de acuerdo con esta definición:

PARTE II: DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

1. La Escuela Bret Harte tomará las siguientes acciones para incluir a las familias en el desarrollo y acuerdo en conjunto de la Guía de Participación Escolar para las Familias y su plan a nivel escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:

(Nombre las acciones que constituye planificar, revisar, y mejorar el Programa del Título I, por ejemplo, recolectar y propagar a los padres de familia para revisar los siguientes materiales.)

- La asistencia a una de las siguientes capacitaciones que ofrece el Distrito o el plantel escolar. Los temas incluirán:
 - i. Responsabilidades y Papel que Desempeña el SSC (Concilio del Plantel Escolar) y sus miembros
 - ii. Composición del SSC
 - iii. Consideraciones Presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - v. Papel que Desempeña ELAC (Comité Asesor del Estudiantado que Está Aprendiendo Inglés) y otros comités asesores

- Planeará una reunión con los miembros de SSC y ELAC (en un horario conveniente) para repasar la Guía del año anterior y las actividades en el Plan Único para el Rendimiento Estudiantil.
 - i. Invitar a otros padres de familia y personas interesadas para asistir a la reunión
 - ii. Anunciarlo en el Boletín Informativo del Título I, en Noche de Regreso a la Escuela, por medio de llamadas telefónicas automáticas, etc.
 - En las reuniones:
 - i. Repasar el Plan Único para el Rendimiento Estudiantil, y como grupo, anotar los cambios y hacer ajustes (eliminar o agregar) según sea necesario
 - ii. Escribir o actualizar la Guía de Participación Escolar para las Familias y el Contrato entre el Hogar y la Escuela
 - iii. Tener disponible interpretes para las traducciones orales y escritas para las familias en Español y Camboyano para permitir discusiones
2. La Escuela Bret Harte tomará las siguientes acciones para distribuir a las familias y a la comunidad local, la Guía de Participación Escolar para las Familias:
 - En la reunión del SSC y ELAC
 - Sección del Boletín Informativo
 - Reunión Anual del Título I
 - Mostrador de la Oficina Principal
 - Noche de Regreso a la Escuela
 3. La Escuela Bret Harte actualizará periódicamente sus Guía de Participación Escolar para las Familias para cumplir con las necesidades cambiantes de las familias y la escuela: (Nombrar las actividades de frecuencia y precipitadas que inicien repasos regulares, por ejemplo, actividades de la situación de las mejoras escolares, participación de la familia en etapas de mejoras [acción correctiva, reestructura], asuntos de seguridad, etc.)
 - En las reuniones de SSC y ELAC
 - Reuniones informativas para las familias
 - El Concilio del Plantel Escolar deberá votar para aprobar la guía
 4. La Escuela Bret Harte convocará una Reunión Anual Pública de Título I para informar a las familias de lo siguiente:
 - Los requisitos del Título I, cómo se utilizan los fondos en esta escuela, y el derecho de las familias de estar involucrados
 - Llevar a cabo distintas reuniones durante horarios flexibles
 - Notificaciones/volantes enviados a casa en el idioma que entiendan las familias
 - Anuncios en el tablero electrónico de la escuela, por medio de “SchoolMessenger” y Canvas
 - Se proporcionará cuidado de niños
 5. La Escuela Bret Harte proveerá información actualizada a las familias acerca de los Programas de Título I durante el año lectivo: (Nombrar Actividades)
 - Sección del boletín informativo
 - Mostrador de la Oficina Principal
 - En las reuniones del SSC, ELAC y otras reuniones para la familia (PTA/PTO/CAAP, etc.)
 6. La Escuela Bret Harte les proveerá a las familias una descripción y explicación del plan de estudio que se utiliza en la escuela, los formularios de las evaluaciones académicas utilizadas para medir el progreso estudiantil, y los niveles de capacidad que se espera que logren los estudiantes. La Escuela Bret Harte también brindará oportunidades de reuniones regulares para formular sugerencias y participar, según sea apropiado, en decisiones relacionadas a la educación de sus niños: (Nombrar Actividades)
 - Talleres para las familias; encuestas para las familias
 - Pláticas con el director(a)
 - En el boletín informativo de la escuela
 - Noche de Regreso a la Escuela
 - En las reuniones del SSC y ELAC

7. La Escuela Bret Harte coordinará e integrará los programas de la participación de la familia, con otros programas del distrito, incluyendo “Head Start”, “Early Head Start”, escuelas públicas preescolares, etc., y conducir actividades que fomentan y apoyan a las familias en su participación más activamente en la educación temprana de sus hijos al:
 - Coordinación de Kindergarten Transicional y Kindergarten Transicional Temprano en escuelas selectas
 - Promoción/publicidad de los festivales de Kindergarten del Distrito
8. La Escuela Bret Harte entregará al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar según la sección (1114)(b)(2) no es satisfactorio para las familias de los niños participantes:
 - En las reuniones del Concilio del Plantel Escolar

PARTE III: RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DEL ESTUDIANTE

1. La Escuela Bret Harte construirá la capacidad de la escuela y de las familias para fortalecer la participación de las familias, para poder asegurar la participación efectiva de las familias y apoyar la asociación entre la escuela, las familias y la comunidad para mejorar el rendimiento académico estudiantil, por medio de las siguientes actividades específicamente descritas a continuación: (Nombrar acciones, tal como, describir el proceso, identificar quien será responsable para dirigir las actividades y explicar qué papel desempeñan las familias.)
 - Talleres ofrecidos por el Distrito para las familias y el personal escolar
 - Talleres educativos para la familia en el plantel escolar
 - Conferencias Entre Familias y Maestros
 - Talleres para la familia publicadas en la página del Internet del Distrito
 - DCAC, DELAC y otros foros/reuniones para las familias del distrito
 - Recursos de la página del Internet del Distrito: oprimir “P” para Universidad de Padres
2. La Escuela Bret Harte incorporará el Contrato entre la Familia y la Escuela como un componente de la Guía de Participación Escolar para las Familias:
 - Delinean las responsabilidades compartidas del hogar, la escuela y el estudiante en cuanto al rendimiento académico
 - Desarrollado, discutido y repasado en las primeras reuniones del SSC y ELAC
 - El Concilio del Plantel Escolar deberá votar para aprobar el contrato
 - Describir el proceso distribución
3. La Escuela Bret Harte con la ayuda del distrito, proveerá asistencia a las familias de niños que reciben servicios de la escuela para entender temas tales como los que se encuentran a continuación:
 - las normas del contenido académico del Estado
 - las evaluaciones académicas alternativas Estatales y locales, incluyendo las evaluaciones alternativas
4. La Escuela, Bret Harte con la ayuda del distrito, proveerá materiales y capacitación para ayudar a las familias a trabajar con sus niños para mejorar el rendimiento académico, según sea apropiado, para fomentar la participación de las familias, por medio de:
 - Talleres para las familias (agregar títulos)
5. La Escuela, Bret Harte con la ayuda del distrito y las familias, educará a sus maestros y otros miembro del personal, sobre cómo prestar ayuda a, comunicarse con, y trabajar con las familias como socios iguales, por medio de:
 - Talleres para Maestros y miembros del personal (nombrar específicamente)
6. La Escuela, Bret Harte al grado que sea posible y adecuado, tomará las siguientes acciones para asegurar que la información relacionada con los programas de las familias, reuniones y otras actividades, se envíe a las familias de los niños que participan en un formato comprensible y en un idioma que las familias puedan entender: (Nombrar acciones)

- Nombre a la persona en la escuela quien hará las traducciones por escrito de los materiales/avisos que se mandan a las familias.

PARTE IV: COMPONENTES DISCRECIONALES DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

La Guía de Participación Escolar para las Familias puede incluir párrafos adicionales nombrando y describiendo otras actividades discrecionales que la escuela, en consulta con sus familias, elije comprometerse para fomentar la capacidad de las familias para la participación en la escuela para apoyar a sus hijos en el rendimiento académico, tales como las actividades discrecionales mencionadas según la sección 1118(e) del ESEA:

- incluir a las familias en el desarrollo de la capacitación de maestros, directores y otros educadores para mejorar la efectividad de dicha capacitación;
- proveer la capacitación de alfabetización necesaria para las familias del Título I, fondos de Parte A, si el distrito escolar ha agotado, con toda razón, todos los otros recursos disponibles para brindar fondos para dicha capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación de las familias, incluyendo los costos de transporte y cuidado de niños, para permitir la participación de las familias en reuniones relacionadas a la escuela y sesiones de capacitación;
- capacitar a las familias para mejorar la participación de otras familias;
- para poder maximizar la participación de las familias y la participación en la educación de sus niños, programar reuniones escolares en distintos horarios, o realizar conferencias en casa entre maestros u otros educadores, quienes trabajan directamente con los niños que participan, con familias que no pueden asistir a dichas conferencias en la escuela;
- adoptar e implementar los métodos modelos para mejorar la participación de las familias;
- establecer un concilio asesor de familias a nivel distrito (DCAC) para brindar consejos en todos los asuntos relacionados a la participación de las familias en el Título I, programas parte A;
- desarrollar apropiadamente los papeles que desempeñan las organizaciones en la comunidad y negocios, incluyendo las organizaciones de fe, en las actividades que participan las familias; y
- proveer otro apoyo razonable para actividades que requieren la participación de las familias según la sección 1118 de acuerdo a lo que puedan solicitar las familias.

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PARTE V: ADOPCIÓN

Esta Guía de Participación de la Escuela Bret Harte para las Familias se han desarrollado conjuntamente y de acuerdo con, las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela el 10/15/2025 y estarán vigentes por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el 11/14/2025 o antes. La Escuela, Bret Harte al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.

Firma del Director(a)


Oct. 29 2025

Fecha