



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bret Harte Middle School	01611926056931	April 8, 2026	May 27, 2026

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

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

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

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Plan Description

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

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Schoolwide Program

Schoolwide Program

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

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council, comprised of administration, parents, students, teachers and support staff engaged in ongoing discussion of the goals and progress of the SPSA. With input from SBDM, LCC, ELAC, AASAI, and ILT the School Site Council was able to shift funds to meet student needs and develop allocation recommendations for the 2026-27 SPSA. The SPSA was presented to staff and parents throughout the year in various venues and input was collected from partners related to academic and social emotional needs of students.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

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

Overall ELA CAASPP Performance was low (orange) overall. Suspension rate was moderately high (orange) overall, though it declined from 2025. EL Progress is also low (red) overall.

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

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

Other Needs

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

Student data from the ELA adoption Growth Measure Assessment shows that there are students who need additional reading and math intervention support, as well as designated ELD time.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.20%	%	0.23%	1		1
African American	17.44%	16.99%	13.21%	86	79	58
Asian	5.07%	5.38%	7.52%	25	25	33
Filipino	4.46%	3.87%	3.87%	22	18	17
Hispanic/Latino	58.01%	55.70%	54.90%	286	259	241
Pacific Islander	3.85%	3.44%	2.05%	19	16	9
White	5.48%	5.81%	7.97%	27	27	35
Multiple/No Response	4.87%	7.10%	8.66%	24	33	38
Total Enrollment				493	465	439

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 7	226	237	199
Grade 8	267	228	240
Total Enrollment	493	465	439

Conclusions based on this data:

1. For the past three years we have had consistent enrollment.
2. Hispanic/Latino population has shown the biggest decrease in the past three years, while the Pacific Islander, Asian, and Two or More Races groups have grown. Other student subgroups have remained fairly consistent over the past three years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	70	74	83	14.7%	14.2%	18.9%
Fluent English Proficient (FEP)	135	115	114	29.4%	27.4%	26.0%
Reclassified Fluent English Proficient (RFEP)				24.6%		

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	273	228	232	263	225	228	262	224	227	96.3	98.7	98.3
Grade 8	264	263	232	254	252	222	253	251	221	96.2	95.8	95.7
All Grades	537	491	464	517	477	450	515	475	448	96.3	97.1	97

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2516.	2517.	2516.	8.78	7.14	9.69	26.34	30.36	29.52	32.06	25.00	25.55	32.82	37.50	35.24
Grade 8	2515.	2517.	2509.	6.32	5.58	8.60	24.11	26.69	23.08	32.02	31.08	25.79	37.55	36.65	42.53
All Grades	N/A	N/A	N/A	7.57	6.32	9.15	25.24	28.42	26.34	32.04	28.21	25.67	35.15	37.05	38.84

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	9.92	9.82	9.25	64.12	56.25	63.88	25.95	33.93	26.87
Grade 8	9.88	6.77	14.03	58.10	55.38	42.08	32.02	37.85	43.89
All Grades	9.90	8.21	11.61	61.17	55.79	53.13	28.93	36.00	35.27

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	9.54	15.63	15.04	59.92	50.00	52.21	30.53	34.38	32.74
Grade 8	5.98	9.16	12.22	53.78	53.39	47.51	40.24	37.45	40.27
All Grades	7.80	12.21	13.65	56.92	51.79	49.89	35.28	36.00	36.47

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	9.16	8.93	6.17	74.43	76.79	75.33	16.41	14.29	18.50
Grade 8	7.91	5.18	7.24	75.89	77.29	67.87	16.21	17.53	24.89
All Grades	8.54	6.95	6.70	75.15	77.05	71.65	16.31	16.00	21.65

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	13.74	14.73	12.78	62.98	63.39	63.88	23.28	21.88	23.35
Grade 8	9.49	10.36	12.22	72.33	68.53	61.09	18.18	21.12	26.70
All Grades	11.65	12.42	12.50	67.57	66.11	62.50	20.78	21.47	25.00

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	273	228	232	258	222	227	258	221	227	94.5	97.4	97.8
Grade 8	264	263	231	247	254	219	245	251	219	93.6	96.6	94.8
All Grades	537	491	463	505	476	446	503	472	446	94.0	96.9	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2477.	2476.	2472.	7.36	9.95	8.81	12.40	10.41	11.45	28.68	24.89	22.03	51.55	54.75	57.71
Grade 8	2459.	2505.	2482.	6.94	13.94	12.79	8.16	11.16	7.31	17.55	19.52	21.92	67.35	55.38	57.99
Grade 11															
All Grades	N/A	N/A	N/A	7.16	12.08	10.76	10.34	10.81	9.42	23.26	22.03	21.97	59.24	55.08	57.85

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	8.91	9.05	8.41	40.31	32.58	37.61	50.78	58.37	53.98
Grade 8	7.38	15.54	13.70	31.56	39.84	35.62	61.07	44.62	50.68
Grade 11									
All Grades	8.17	12.50	11.01	36.06	36.44	36.63	55.78	51.06	52.36

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	5.43	10.86	7.49	50.78	45.70	44.49	43.80	43.44	48.02
Grade 8	8.16	10.36	6.85	37.96	49.80	45.21	53.88	39.84	47.95
All Grades	6.76	10.59	7.17	44.53	47.88	44.84	48.71	41.53	47.98

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	6.59	8.14	9.69	59.69	57.92	49.78	33.72	33.94	40.53
Grade 8	2.86	9.16	9.59	54.69	62.15	52.05	42.45	28.69	38.36
All Grades	4.77	8.69	9.64	57.26	60.17	50.90	37.97	31.14	39.46

Conclusions based on this data:

1. Students are struggling most in the Concepts & Procedures claim. Over the past three years scores have improved in Math, but not as significantly last year.
2. The participation rate for Math is lower than English.
3. Students seem to perform slightly better at 8th grade than 7th. More self-paced academic supports are needed as well as intervention during the school day.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	1554.0	1542.0	1517.8	1559.3	1555.4	1521.0	1548.4	1528.0	1514.0	43	35	42
8	1550.6	1560.9	1531.7	1563.3	1572.2	1533.5	1537.5	1549.1	1529.4	32	32	32
All Grades										75	67	74

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	32.56	26.47	14.29	41.86	38.24	35.71	18.60	26.47	26.19	6.98	8.82	23.81	43	34	42
8	12.50	25.00	12.50	46.88	46.88	34.38	37.50	21.88	37.50	3.13	6.25	15.63	32	32	32
All Grades	24.00	25.76	13.51	44.00	42.42	35.14	26.67	24.24	31.08	5.33	7.58	20.27	75	66	74

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	48.84	52.94	35.71	41.86	38.24	30.95	9.30	5.88	16.67	0.00	2.94	16.67	43	34	42
8	37.50	53.13	21.88	50.00	34.38	53.13	12.50	6.25	12.50	0.00	6.25	12.50	32	32	32
All Grades	44.00	53.03	29.73	45.33	36.36	40.54	10.67	6.06	14.86	0.00	4.55	14.86	75	66	74

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	6.98	8.82	2.38	39.53	20.59	16.67	39.53	35.29	40.48	13.95	35.29	40.48	43	34	42
8	6.25	12.50	6.25	28.13	25.00	15.63	28.13	37.50	50.00	37.50	25.00	28.13	32	32	32
All Grades	6.67	10.61	4.05	34.67	22.73	16.22	34.67	36.36	44.59	24.00	30.30	35.14	75	66	74

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	6.98	14.71	14.29	76.74	52.94	57.14	16.28	32.35	28.57	43	34	42
8	9.38	12.50	18.75	75.00	68.75	65.63	15.63	18.75	15.63	32	32	32
All Grades	8.00	13.64	16.22	76.00	60.61	60.81	16.00	25.76	22.97	75	66	74

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	93.02	91.18	64.29	6.98	5.88	19.05	0.00	2.94	16.67	43	34	42
8	100.00	90.63	50.00	0.00	3.13	40.63	0.00	6.25	9.38	32	32	32
All Grades	96.00	90.91	58.11	4.00	4.55	28.38	0.00	4.55	13.51	75	66	74

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	11.63	11.76	2.38	53.49	41.18	42.86	34.88	47.06	54.76	43	34	42
8	12.50	18.75	15.63	31.25	37.50	25.00	56.25	43.75	59.38	32	32	32
All Grades	12.00	15.15	8.11	44.00	39.39	35.14	44.00	45.45	56.76	75	66	74

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	23.26	5.88	7.14	65.12	85.29	73.81	11.63	8.82	19.05	43	34	42
8	9.38	6.25	0.00	78.13	84.38	87.50	12.50	9.38	12.50	32	32	32
All Grades	17.33	6.06	4.05	70.67	84.85	79.73	12.00	9.09	16.22	75	66	74

Conclusions based on this data:

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

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
465	76.6%	15.9%	0.0%
Total Number of Students enrolled in Bret Harte Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	74	15.9%
Foster Youth	0	0.0%
Homeless	6	1.3%
Socioeconomically Disadvantaged	356	76.6%
Students with Disabilities	69	14.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	79	17%
American Indian	0	0.0%
Asian	25	5.4%
Filipino	18	3.9%
Hispanic	259	55.7%
Two or More Races	33	7.1%
Pacific Islander	16	3.4%
White	27	5.8%

Conclusions based on this data:

1. Our percentage of students who are in the Low SES category has increased over the past three years, as has our percentage of MLL's.

2. Bret Harte's Latinx population is smaller than the district overall, and our African American student population is larger than the district overall.
3. Our Pacific Islander, Asian and Two or More Races populations have increased over the past three years.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Orange
Mathematics Red		
English Learner Progress Red		

Conclusions based on this data:

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

2. Two years ago we made significant gains in Math, but last year it was not as great of a change. ELA has only improved slightly.
3. Though attendance rates have improved, we still need to focus on improving student attendance and lower absenteeism.

School and Student Performance Data

Academic Performance English Language Arts

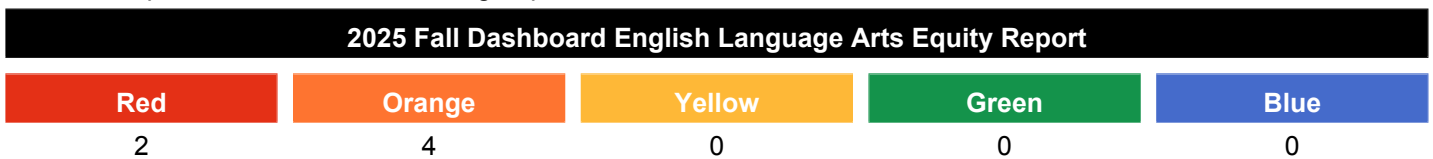
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>44.4 points below standard</p> <p>Declined 3.8 points</p> <p>434 Students</p>	<p>English Learners</p> <p>Red</p> <p>90.6 points below standard</p> <p>Maintained -1.7 points</p> <p>138 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>112.2 points below standard</p> <p>Declined 8 points</p> <p>57 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>52.6 points below standard</p> <p>Maintained 1.7 points</p> <p>352 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>114.7 points below standard</p> <p>Increased 15 points</p> <p>66 Students</p>	<p>African American</p>  <p>Orange</p> <p>60.2 points below standard</p> <p>Declined 18 points</p> <p>76 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>36.8 points above standard</p> <p>Increased 7.1 points</p> <p>21 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>1.6 points above standard</p> <p>Increased 9.7 points</p> <p>17 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>58.7 points below standard</p> <p>Declined 5.6 points</p> <p>241 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0.6 points below standard</p> <p>Increased 8.5 points</p> <p>31 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>42 points below standard</p> <p>Increased 63.4 points</p> <p>13 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>34 points below standard</p> <p>Declined 56.4 points</p> <p>28 Students</p>

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

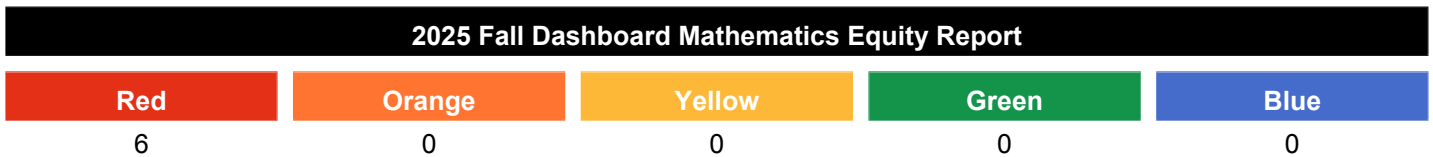
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>96.4 points below standard</p> <p>Declined 11.6 points</p> <p>430 Students</p>	<p>English Learners</p> <p>Red</p> <p>141.2 points below standard</p> <p>Declined 4.3 points</p> <p>136 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>170.5 points below standard</p> <p>Declined 16.7 points</p> <p>56 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>110.8 points below standard</p> <p>Declined 11.2 points</p> <p>349 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>185.9 points below standard</p> <p>Declined 9.1 points</p> <p>66 Students</p>	<p>African American</p>  <p>Red</p> <p>115.4 points below standard</p> <p>Declined 21 points</p> <p>74 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>45.5 points above standard</p> <p>Increased 40.1 points</p> <p>21 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>40.3 points below standard</p> <p>Maintained -0.9 points</p> <p>17 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>117.7 points below standard</p> <p>Declined 12.4 points</p> <p>240 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>64.8 points below standard</p> <p>Declined 39.5 points</p> <p>31 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>109.6 points below standard</p> <p>Increased 24.6 points</p> <p>13 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>53.6 points below standard</p> <p>Declined 73.1 points</p> <p>28 Students</p>

Conclusions based on this data:

1. We need to make significant progress in students meeting standard in Math.
2. Every student group made gains in Math over the past two years, though last year was not as great of a change.
3. Long Term English Learners and Students with Disabilities are the furthest below the standard compared to all of the other subgroups.

School and Student Performance Data

Academic Performance Science

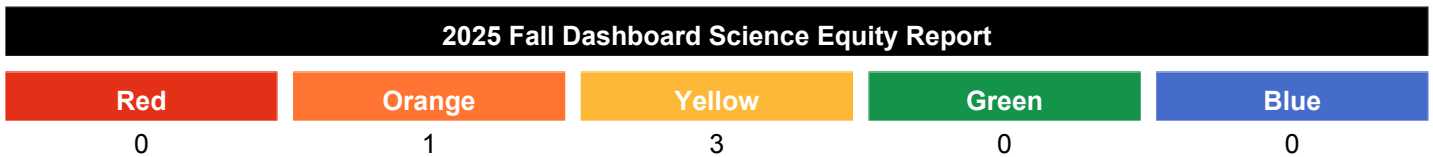
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>50.2 science points</p> <p>Maintained 0.4 points</p> <p>212 Students</p>	<p>English Learners</p> <p>Orange</p> <p>41.1 science points</p> <p>Maintained 1.1 points</p> <p>67 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>38.5 science points</p> <p>Maintained 1.8 points</p> <p>23 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>47.8 science points</p> <p>Maintained 0.3 points</p> <p>171 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>31.5 science points</p> <p>Declined 9.1 points</p> <p>26 Students</p>	<p>African American</p>  <p>Yellow</p> <p>46.4 science points</p> <p>Declined 3.8 points</p> <p>45 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>47.4 science points</p> <p>Maintained 0 points</p> <p>122 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>

Conclusions based on this data:

1. Science scores have remained fairly consistent the past two years.
2. African American students declined in comparison to all students last year.
3. We need to reduce the number of students not meeting the standard in Science.

School and Student Performance Data



Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 38 making progress. Number Students: 71 Students	Long-Term English Learner Progress  Red 37.5 making progress. Number Students: 48 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.9%	45.1%	0%	38%

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>22.7% Chronically Absent</p> <p>Declined 3.5</p> <p>489 Students</p>	<p>English Learners</p> <p>Red</p> <p>30.5% Chronically Absent</p> <p>Increased 2.6</p> <p>95 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>24.2% Chronically Absent</p> <p>Declined 7.4</p> <p>66 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>24.7% Chronically Absent</p> <p>Declined 5.2</p> <p>397 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>27% Chronically Absent</p> <p>Declined 8.3</p> <p>74 Students</p>	<p>African American</p>  <p>Red</p> <p>21.3% Chronically Absent</p> <p>Increased 0.8</p> <p>80 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>21.4% Chronically Absent</p> <p>Increased 14</p> <p>28 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>10% Chronically Absent</p> <p>Increased 5.7</p> <p>20 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>24% Chronically Absent</p> <p>Declined 5.3</p> <p>271 Students</p>
<p>Two or More Races</p>  <p>Red</p> <p>23.8% Chronically Absent</p> <p>Increased 0.5</p> <p>42 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>50% Chronically Absent</p> <p>Declined 10</p> <p>18 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>6.7% Chronically Absent</p> <p>Declined 16.4</p> <p>30 Students</p>

Conclusions based on this data:

1. Chronic absenteeism declined across some student groups.
2. Most significant absenteeism are in the African American and English Learners groups.
3. We need to decrease chronic absenteeism overall.

School and Student Performance Data

Conditions & Climate Suspension Rate

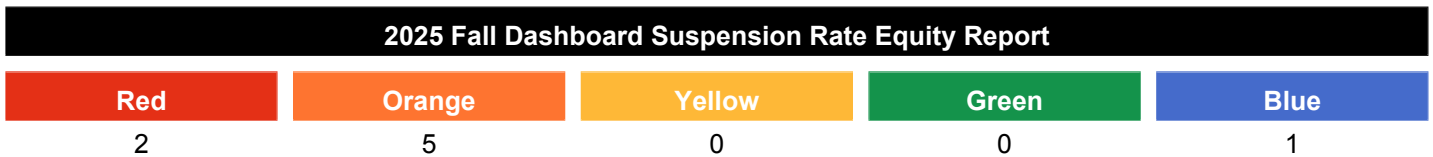
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>14% suspended at least one day</p> <p>Declined 1%</p> <p>499 Students</p>	<p>English Learners</p> <p>Orange</p> <p>11.5% suspended at least one day</p> <p>Increased 0.3%</p> <p>96 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>12.1% suspended at least one day</p> <p>Declined 0.4%</p> <p>66 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>15.8% suspended at least one day</p> <p>Increased 0.4%</p> <p>405 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>17.6% suspended at least one day</p> <p>Declined 2.4%</p> <p>74 Students</p>	<p>African American</p>  <p>Orange</p> <p>19.5% suspended at least one day</p> <p>Declined 11.6%</p> <p>82 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 6.7%</p> <p>30 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 4.3%</p> <p>20 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>15.6% suspended at least one day</p> <p>Increased 3%</p> <p>276 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>14% suspended at least one day</p> <p>Declined 5.4%</p> <p>43 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>11.1% suspended at least one day</p> <p>Declined 3.2%</p> <p>18 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>10% suspended at least one day</p> <p>Increased 10%</p> <p>30 Students</p>

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Deeper Learning -- Language and Literacy

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments. All groups of students will increase their progress toward the standard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal:

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Bret Harte students are underperforming in ELA in comparison with county and state levels. The 2024-25 CAASPP assessments indicated that students increased slightly, but still struggled with Reading, which has been a consistent need, and Writing. Bret Harte's focus students include groups of African American students, Hispanic/Latino students, Special Education students, Foster Youth, English Learners, and Long Term English Learner students. Two student groups are in the red indicator on the CA Dashboard and 4 are in the orange.

The overall student population at our school will increase progress toward the standard on ELA local assessments by 10 points, as measured by pre and post assessments.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	44.4 points below standard on average	Move from Orange to Yellow indicator on CA Dashboard
Benchmark assessments	Approximately 60% of students scoring below grade level	Increase of 10% meeting grade level standards

Strategies/Activities

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

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

	<p>Teachers will continue to use practices learned through professional development around Culturally Responsive Teaching (CRT) and Deeper Learning, and we will continue to integrate our Anti-Bias/Anti-Racism (AB/AR) training in support of dismantling systems at our school that are inequitable or produce predictable outcomes for some student groups.</p> <p>Site Professional development will be facilitated by administration and coaches/contracted providers and will include a focus on inquiry around CRT, Deeper Learning Practices, and the Science of Reading. We will continue to look at trust and relationships in the classroom as a means to facilitating learning partnerships.</p> <p>ELA 7 classes will have access to teaching poets in the classroom through SPARC Poetry.</p> <p>Upfront and Scholastic magazines will be purchased as supplemental materials for ELA and Literature classes.</p> <p>No Red Ink online ELA content will be used to supplement ELA and Literature instruction in both grades 7 and 8.</p> <p>PUENTE program will continue at Bret Harte in 7th grade and 8th grade.</p> <p>Social Science teachers will have access to the Document Based Questions (DBQ) binders for student use and to engage in evaluation of nonfiction text and will continue work on Project Based Learning units.</p> <p>The Mandarin World Language course will continue to foster development of a language pathway program from our DLI feeder Stonebrae Elementary to Bret Harte to Hayward High.</p> <p>Supplemental materials will be purchased for the Mandarin language class to practice writing characters.</p> <p>Our site will engage Latinx and African American students in STEAM activities, college readiness and leadership in their ELA and social science class selections and motivate Latino and African American students through study trips, award celebrations and outside learning activities and opportunities.</p>		<p>Coaching and Others as needed 7,500 Title I 3010 Contract: Spoken Word Poetry Instruction Bay Area Creative 3,000 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined PUENTE 3,000 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined AVID 1,500 Title I 3010 Hourly pay for teacher planning 2,008 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Substitutes for teacher collaboration and professional development 900 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Supplementary reading materials: UpFront magazines 4,000 Title I 3010 No Red Ink online student writing & reading support licenses</p>
<p>1.2</p>	<p>Response to Intervention (RTI) Teachers will be provided an opportunity to share the most effective strategies in ELA as it applies to specific students in grade-level meetings and through detailed analysis of student work and discussion of student outcomes in PLC meetings. To expand opportunities in general education, class modifications and adjustments will be supported and meetings will be planned to address student academic concerns at the early stages. Based on academic achievement and teacher or counselor recommendation, students will be referred to an enrichment program for ELA. This support will be offered with the approval of parents to students who struggle in core classes, as</p>	<p>All students</p>	<p>2,700 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined IXL Subscription for History and Science 500 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined GimKit and Flowcabulary individual licenses</p>

	<p>evidenced by progress report and quarter grades and teacher input. Support will be provided by a credentialed teacher in a 0.2 TSA position funded by District CCSEIS grant funding.</p> <p>Staff, students, and community will create environments where each student's cultural/linguistic identity is respected, self-esteem, self-motivation, and learner autonomy are developed, and social skills and competency are modeled and practiced Interactions and instruction will be intentionally planned and structured to develop a sense of community, self-determination, trust, and democracy.</p> <p>Students at ELD levels 1, 2, and 3 will receive integrated ELD across content areas and designated ELD as appropriate.</p>		
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

All contracts for 2025-26 were executed successfully. The poetry program was a success and students requested additional services. Culturally Responsive Teaching professional development was implemented through PD sessions.

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

There were no major differences.

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

Most programs will continue where student growth was seen. Nearpod and Flocabulary licenses for individual teachers will also continue since they did show success. The reading intervention has been very successful with tier 3 students and will continue.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Deeper Learning -- Mathematics

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments. All groups of students will increase their progress toward standard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal:

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Bret Harte students are underperforming in Math in comparison with county and state levels. The 2024-25 CAASPP assessments indicated that students increased, but still struggled with Concepts & Procedures, which has been a consistent need. Bret Harte's focus students include significant subgroups of African American students, Hispanic/Latino students, Special Education students, Foster Youth, English Learners, Long Term English Learners, and Socio-Economically Disadvantaged students. All six student groups are in the red indicator on the CA Dashboard.

The overall student population at our school will increase progress toward the standard on Math local assessments by 10 points as demonstrated through IXL and other classroom formative assessments by the end of the 2026-27 school year, as measured by pre and post assessments.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	96.4 points below standard on average	Move from Red to Orange indicator on CA Dashboard
Benchmark assessments	No baseline, new measure	50% of students at grade level

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Teachers will work in Professional Learning Communities (PLC's) to create units and lessons that are rigorous and engaging and are aligned to the CCSS. Teachers will continue to receive professional development around Culturally Responsive Teaching (CRT) and Deeper Learning, and we will	All students	1,200 Title I 3010 Hourly pay for teacher planning 1,600

	<p>continue to integrate our Anti-Bias/Anti-Racism (AB/AR) training in support of dismantling systems at our school that are inequitable or produce predictable outcomes for some student groups. Site Professional development will be facilitated by administration, coaches/contacted professionals and will include a focus on inquiry around CRT and Deeper Learning Practices as well as Math knowledge ad reasoning and pacing guides. We will continue to look at trust and relationship building in the classrooms as a means to creating learning partnerships (emphasized through CRT). Additionally, staff will focus on structures to support meaningful, productive collaboration.Coaching specific to CLR Writiiing for our Science department will focus on reading primary source documents and sourcing evidence from more than one reference and integrating group work. We will continue our elective program with a focus on building STEAM opportunities for our students. STEAM classes will include Engineering 1 and 2, as well as a STEM course for 7th and 8th graders. All students will have access to STEAM content in core curriculum through Science classes. Our site will engage Latino and African American students in STEAM activities, college readiness and leadership in their math and science class selections and motivate female and Latino and African American students through study trips, award celebrations and outside learning activities and opportunities.</p>		<p>LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Substitutes for professional development and coaching 2,000 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Math Intervention Materials</p>
<p>2.2</p>	<p>Bret Harte classrooms and community environments will be culturally responsive learning environments where every student has representation and honor. Teachers will be provided an opportunity to share the most effective strategies in Math as it applies to specific students in grade level meetings and through detailed analysis of student work and discussion of student outcomes in PLC meetings. To expand opportunities in general education, class modifications and adjustments will be supported and meetings will be planned to address student academic concerns at the early stages. Based on academic achievement and teacher or counselor recommendation, students will be referred to an enrichment program for Math. This support will be offered with the approval of parents to students who struggle in core classes, as evidenced by progress report and quarter grades and teacher input. Support will be provided by a credentialed teacher in a 0.2 TSA position. Staff, students, and community will create environments where each student's cultural/linguistic identity is respected, self-esteem, self-motivation, and learner autonomy are developed, and social skills and competency are modeled and practiced. Interactions and instruction will be intentionally planned and structured to</p>	<p>All Students</p>	<p>30,000 Title I 3010 TSA Partner Teacher 0.2 FTE 800 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Hourly pay for after school tutoring</p>

develop a sense of community, self-determination, trust, and democracy.		
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

All contracts were executed as planned. Budget allocations were used as planned as well. It is challenging to review student achievement data since the current adoption for math has no formative assessments and there are no district benchmark assessments. The newly adopted Math Strategic Plan offers new oppoirtunities for 2026-27.

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

There were no major differences in expenditures.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Deeper Learning -- English Language Development

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal:

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC scores	38.0 making progress	Move from Red to Orange indicator on CA Dashboard
Reclassification rate	Reclassification rate currently about 15% annually	5% increase in reclassification rate with a focus on long-term Multilingual Learners

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide support in ELA classes for long-term Multilingual Learner (MLL) students, offer after school enrichment and/or language support classes, utilize monitoring forms and catch-up plans to increase growth and review ELPAC/CAASPP/Benchmark achievement results with students annually to set goals. ELD courses will be offered to students as appropriate. EL Specialist will set up and conduct parent meetings to support catch-up plan goals and to	All Multilingual Learner students	15,594 Title I 3010 EL Specialist position increase 0.1 FTE 200 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Reclassification Ceremony materials & supplies

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

SPSA Year Reviewed: 2025-26

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

Analysis

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

With the change to a new 0.5 EL Specialist, we were not able to accomplish as many tasks as we did in 2024-25.

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

There were no major differences in the implementation.

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

This year significant funding has been lost for our school site and we will no longer have a Family Engagement Specialist. This will impact site initiatives and actions.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Deeper Learning -- Visual and Performing Arts

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal:

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Bret Harte will promote arts integration by offering Art and Music classes, hosting student performances and performances from contract organizations, showcasing student work, and providing teachers with arts integration professional development. Teachers will have an opportunity to work in PLC's in our electives department to generate and test lessons for cross-curricular arts integration. Our Art and Music teachers will be allocated additional hours for planning and collaborating. Through the Deeper Learning English Language Arts goal (Goal 1), all 7th grade students will engage in Performance Poetry through English classes and both grade levels will have access to	All students	500 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Extra hours for collaboration & lesson design

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

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

There were no major differences.

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

The changes made in this goal include course programming options.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal:

Student engagement, school climate.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS	18% increase in students who feel connected to the school.	Increase school connectedness by 10%
Suspension Rate	Increase in suspension rate by 25% over 3 years.	Move from Orange to Yellow indicator on CA Dashboard

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	School wide climate assemblies and motivational activities will be available to support students. Assemblies will address student ownership over and responsibility for their actions, being an ally and building community. Bret Harte will continue training in Restorative Practices and Anti bias/Anti racism through site led PD to support relationship building and development of a strong campus community. Site will implement strategies to help support Latinx and African American students through engaging them in STEAM activities, college readiness and	All students	1,025 Title I 3010 Kahoot Educator accounts

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

SPSA Year Reviewed: 2025-26

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

Analysis

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

The activities were implemented but some had more impact than others. The motivational assembly and the anti-bullying assembly were well received by students and seemed to make a difference. Students also enjoy the student produced assemblies such as BSU and LSU assemblies. The suspension rate has been slightly lower, but the offenses have changed. We are seeing more non-violent offenses such as vaping as a coping mechanism and weapon possession related to safety outside of school.

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

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

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

For the 2026-27 school year we are exploring the use of additional alternative interventions for non-violent behavior issues.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

Relationship-Centered Schools -- Parent Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal:

Parent Involvement, School Climate.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Bret Harte will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing/variety of options. Bret Harte will offer translation for parents as needed and implement parent surveys to determine parent-requested topics of discussion. Bret Harte Middle School will no longer have a Family Engagement Specialist position or a Community Schools Specialist funded by the district. The main priority for the year will be recruiting and retaining parents for ELAC, SSC, and AASAI, as well as coordinating Parent Ambassador activities, maintaining the Parent Resource Room, and assisting teachers in communicating with parents. Weekly emails to parents from administration will announce important events and keep parents	All students	200 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Smore Online Newsletter subscription for parent communication 1,000 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined Refreshments for parent meetings & events 2,000

	<p>informed. Bret Harte will offer refreshments at parent events and meetings. As a means of connecting with and engaging our African American community, Bret Harte will continue to host the annual African American Family Conference.</p>	<p>LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined African American Family Conference materials & supplies 2,500 LCFF Supplemental and Concentration Funds 0001-0999: Unrestricted: Locally Defined African American Family Conference refreshments/lunch</p>
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Most activities were implemented as planned. The parent events have had higher attendance, especially for 7th grade and our incoming 6th grade families. We also had a very successful African American Family Conference with higher registration than normal. We were not able to hire a Family Engagement Specialist until January which impacted the beginning of the year.

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

There were no major differences.

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

We have lost significant support with the elimination of the FES and CSS positions for 2026-27, which will undoubtedly impact services provided to families and family outreach and engagement.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Bret Harte will decrease chronic absenteeism by 10%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal:

Student Achievement, Student Engagement, School Climate.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A2A data	Bret Harte attendance is at approximately 94%	Attendance rate of 96% or greater
Chronic truancy rate	22.7 chronically absent	Move from Yellow to Green on the CA School Dashboard indicator

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Bret Harte will utilize school-wide assemblies, recognition events, and motivational activities to ensure and encourage daily attendance. We will address attendance in ELAC, AASAI, and SSC meetings, as well as Back to School Night, Open House, and Parent Days. Attendance clerk, CWA Outreach Worker, Reflection Room Supervisor and EL Specialist will complete parent outreach to truant students and families or students in need of support. The Coordination of Services Team (COST) will regularly discuss attendance issues and goals,	All students, specifically students identified in COST or who have truancy concerns.	500 Title I 3010 Motivational assemblies & events Bay Area Creative

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

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

There were no major differences.

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

We are losing our FES and CSS positions, so this will definitely impact our progress toward this goal in 2026-27.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$86,227.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$86,227.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$61,319.00

Subtotal of additional federal funds included for this school: \$61,319.00

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

State or Local Programs	Allocation (\$)
LCFF Supplemental and Concentration Funds	\$24,908.00

Subtotal of state or local funds included for this school: \$24,908.00

Total of federal, state, and/or local funds for this school: \$86,227.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental and Concentration Funds	24,908	0.00
Title I	61,319	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	24,908.00
Title I	61,319.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	24,908.00
3010	61,319.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	LCFF Supplemental and Concentration Funds	24,908.00
3010	Title I	61,319.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,108.00
Goal 2	35,600.00
Goal 3	15,794.00
Goal 4	500.00
Goal 5	1,025.00

Goal 6

5,700.00

Goal 7

500.00

School Site Council Membership

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

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

Name of Members	Role
Alexandra Slatoff	Classroom Teacher
Seana Condit Gordon	Principal
Janette Johnson	Classroom Teacher
Angelica Janet Gutierrez	Parent or Community Member
Maile Del Castillo-Garcia	Secondary Student
Cynthia Garcia	Other School Staff
Evelina Elwood	Classroom Teacher
Maude Carreon	Parent or Community Member
Jeni Marchisotto	Parent or Community Member
Kristy Colyer	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

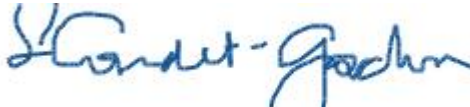

Signature	Committee or Advisory Group Name
	Departmental Advisory Committee
	Other: SBDM

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

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

This SPSA was adopted by the SSC at a public meeting on April 8, 2026.

Attested:

	Principal, Seana Condit-Gordon on 4/8/2026
	SSC Chairperson, Angelica Janet Gutierrez on 4/8/2026
	ELAC Representative, Ana Navidad on 4/8/2026