

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Bret Harte Elementary

50 711676052633
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

May 11, 2023

Local Board Approval Date

June 20, 2023

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Section 1 School Mission Statement and Description

School Mission Statement:

Every Bret Harte scholar will be equipped with the skills to respond to grade level performance tasks and consistently model our PeaceBuilder behavior.

School Description:

Bret Harte Elementary School is located in a low socio-economic area in South Modesto in a neighborhood community. School-wide enrollment is approximately 900 students pre-school through sixth grade, with 850 students in transitional kindergarten through sixth grade. 69% of the total students enrolled from transitional kindergarten through sixth grade are English Learners. Currently there are two instructional programs at Bret Harte, which include sheltered English classes from transitional kindergarten through sixth grade and the Modesto City Schools Dual Language Academy, which currently includes grades kindergarten through sixth grade.

The educational program at Bret Harte includes the implementation of Common Core Standards. The teaching staff at Bret Harte participates in ongoing professional development related to providing all students access to grade level content standards. Transitional Kindergarten through sixth grade will engage in weekly writing impact teams focused on effective, research-based teaching strategies and student-produced writing. The English Language Arts Curriculum utilized is Wonders/Maravillas. SWUN Math is currently implemented in mathematics and provides teachers an opportunity to focus on conceptual and procedural lessons in tandem with basic facts instruction. Computer literacy teachers enhance the educational experience by providing students with Common Core aligned technological instruction. Staff meetings, as well early release teacher collaboration meetings, are utilized to provide ongoing professional development to teachers so that students may receive the best instructional program possible. A TK-6 leadership team meets to analyze achievement data of students and to look for practices and recommendations that will support continual student growth.

Migrant Education supplemental instructional and support services are provided to the Modesto City Schools migrant students through California State University, Stanislaus Mini Corps. These services are directly provided by Migrant Education staff to elementary students. The migrant student eligibility list is maintained and cross referenced with the district student data base in conjunction with California State University, Stanislaus Mini Corps lists. Referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area are completed by Bret Harte personnel. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Students in need of additional support receive assistance through Bret Harte's Site-Wide Reading Intervention Support. Small group instruction is provided to students in the general classroom setting, through targeted interventions within the school day or through pull-out targeted intervention groups. English Learners receive integrated English Language Development daily; teachers plan and deliver lessons to meet the specific language needs of students. All teachers will participate in ongoing professional development to refine designated English Language Development lessons and facilitate academic language acquisition through a research-based lesson design and delivery approach.

In an effort to create and foster a secure learning environment, an abundance of services and resources are available to our student community including: After School Learning Program, RISE academic intervention in English and in Spanish, PeaceBuilders® Program, student clubs, and Second Cup of Coffee/Cookies with Conteh Meetings for parents. Additional opportunities for parents and the school to interact include the English Learner Advisory Committee, Attendance Patrol, Library Club and Parent Involvement/Engagement Committee. Positive Behavioral Interventions & Supports professional development will provided to staff to effectively establish and implement behavioral expectations for Bret Harte. These PBIS professional development sessions will help to promote building peace on campus at all times.

By closely monitoring and adjusting the academic program, Bret Harte Elementary School parents, teachers, and staff believe that continued growth will be achieved.

Migrant Education /Title I Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

☒ Schoolwide Program

☒ Additional Targeted Support and Improvement

The targeted support and improvement will be provided for the following groups: English Learners, Hispanic students, socioeconomically disadvantaged students, students with disabilities, and students with two or more races.

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

The SPSA goals are aligned to MCS LCAP. The SPSA meets ESSA requirements, has metrics set to the CA Dashboard and is written and evaluated by educational partners.

To support English Learners with meeting academic and attendance targets, professional development will be provided for teachers to increase Reclassification rates and parents of English Learners will attend trainings on the importance of good attendance to increase learning rates. To support Hispanic students with meeting academic targets, staff will attend training and implement inclusive, culturally responsive practices such as cultural recognition at Scholar of the Month awards, using literature that represents diversity and facilitating Wellness Circles that celebrate diversity. Socioeconomically disadvantaged students will receive early intervention support through detailed academic progress monitoring. Additionally, Second Harvest will be offered to families of socioeconomically disadvantaged students to support with groceries and meals for the families. Students with disabilities will participate in a push-in, inclusion model through team teaching participation from special educators and general education teachers. Students with two or more races will participate in committee groups to discuss institutional, structural and systemic racism that affects students with two or more races.

Resource Inequities

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

A resource inequity that is evident in fiscal expenditures is over \$51,000 dedicated to funding an office clerical position, Typist Clerk II Translator (TCII Translator), to support with interpreting and translating. We need the position at our site as our enrollment is increasing and nearing 900 scholars. All middle schools in Modesto City Schools have a lower enrollment rate than Bret Harte and receive more office staff, without using Title 1 funds to maintain the position. The TCII Translator position at Bret Harte could be funded through other sources so that the Title 1 funding could be used to train and support teachers and scholars directly; this money could be dedicated to professional development for teachers and direct services for scholars. With the significant needs at Bret Harte, we would benefit from additional mental health supports at the site as we are constantly working through a wait list for counseling and therapy supports for scholars and families. Scholar learning rates would be positively impacted with funding for a TCII Translator provided from other district sources, not Bret Harte's Categorical Funds, because scholars would receive empowering, rigorous content from highly trained teaching staff and mental health support services.

Another resource inequity that is evident at our site is the Instructional Coach for Multi-Tiered Systems of Support (MTSS). Every MCS elementary site receives a full time MTSS Instructional Coach, regardless of enrollment and site needs. Elementary sites with 200-700 scholars enrolled receive one full-time MTSS Instructional Coach, as well as sites with enrollment close to 900, like Bret Harte Elementary School; this is a

resource inequity due to the increased demands at a site the size of Bret Harte and the needs of the diverse groups represented. The MTSS Instructional Coach is only available to support with reading intervention and enrichment. Adding a part time-full time MTSS Instructional Coach to support with math facts training and math instruction could assist scholar groups with meeting academic learning targets for math.

Section 3 Educational Partners Involvement

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

Involvement Process for the 2022-23 SPSA Annual Review and Update

The SPSA 2022-2023 was shared with all staff for review as the data analysis was completed. Bret Harte's Leadership team discussed and analyzed action steps and data, ELAC provided suggestions and analysis of actions steps as well as School Site Council. All site staff received updated information regarding action steps in a weekly Roadrunner Reader; the action steps most frequently referred to in the weekly Roadrunner Reader included Writing Impact Teams, Progress Monitoring and Team Teaching for language arts and mathematics. Parent input was received and utilized to make adjustments in the SPSA throughout the school year in a variety of settings, such as: committee meetings, Cookies with Conteh, emails, Parent Square and in-person meetings.

Involvement Process for the 2023-24 SPSA and Update

A draft version of the SPSA 2023-2024 was shared with all staff for review as the data analysis was completed. Bret Harte's Leadership team discussed and analyzed action steps and data, ELAC provided suggestions and analysis of actions steps as well as School Site Council. All site staff received updated information regarding revised and/or continued action steps in a weekly Roadrunner Reader; the action steps most frequently referred to in the weekly Roadrunner Reader included Writing Impact Teams, Progress Monitoring and Team Teaching for language arts, our site's Vision and Mission steps and mathematics training. During discussions with the site leadership team and School Site Council, an equity rubric for policy co-construction and implementation was discussed and used to reflect on the SPSA involvement process. Recommendations were provided by participating members to create a healthy democratization and move from the compliance stage towards more equitable policy practices. Parent participation was sought and provided to co-construct our SPSA, specifically, they provided input and suggestions on how to improve learning rates through additional teacher and staff training on lesson design and delivery--team teaching. Parents supported math facts competitions for the upcoming school year and requested site visits where parents can observe instruction, specifically for Designated English Language Development lessons. Additionally, SSC parent members suggested we start a PBIS Patrol so parents can assist other parents with Tier 1, Tier 2 and Tier 3 supports for other families.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

DIBELS reading assessments occurred in every grade level from kindergarten through 6th grade at the beginning of the year, middle of the year and end of the year. All teachers, K-6, embedded Progress Monitoring throughout the school year to provide differentiated support for scholars and closely monitor their progress through Amplify. Reading Intervention programs training for instructional delivery during What I Need (WIN) time/reading intervention were completed for nearly 100% of teachers and 100% of paraprofessionals. However, many grade levels began WIN time/reading intervention late in the school year, with one grade level starting as late as April due to training requirements and staffing needs. The Writing Impact Team schedule began as planned in August with all grade levels, K-6. Teachers from Kindergarten through 6th grade met every week to engage in collaborative discussions about scholar writing and instructional practices during writing lessons. The teams used targeted cycles of inquiry and writing calibration for scholar writing production. Team teaching for writing instructional delivery occurred with some teachers, with the support of an instructional coach, in the following grade levels: Kindergarten, 3rd, 4th and 5th grade. Professional development was provided for teachers in two focal areas--Professional Learning Communities and Lesson Design & Delivery. Teachers participated in training on effective lesson design and delivery strategies during staff meetings, collaboration and Writing Impact Teams. Some of the strategies that were presented throughout the year included the following: components of an effective lesson, skill steps, structured guided practice, academic sentence frames and professional learning communities data discussions.

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

Team Teaching with support of an instructional coach did not occur for every teacher during language arts instruction, however, many teachers contacted our site instructional coach to plan and teach lessons together. A Book buddies schedule was not fully implemented as planned. However, a 2nd grade and 6th grade class did adhere to a Book Buddies schedule for the school year. Also, before Smarter Balanced testing, nearly every upper grade class and primary class partnered up to foster and establish motivational relationships between younger and older scholars.

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.

After meeting with our site leadership team and School Site Council, suggestions were provided to ensure that every teacher participate in language arts team teaching and book buddies for the 2023-2024 school year. Additionally, a request was submitted for vertical alignment of writing and language arts standards with similar grade levels, such as, K-1, 2-3, 4-5 and 6-7. Changes that will be implemented for the next year include the following: team teaching with an instructional coach will be scheduled and implemented in all grade levels for language arts & Book Buddies will be scheduled and implemented for reading fluency practice in every grade level. Writing Impact Teams will occur every week through job embedded

professional development time and team teaching will be part of the WIT schedule, at a minimum of once per trimester (3 minimum team teaching sessions per year). For English Learners, additional support plans will be created, implemented and monitored to meet Reclassification criteria.

IDENTIFIED NEED (Data Analysis)

ELA

Based on ELPAC we identified that 50-59% of English Learners students are in need of support / intervention in the area of: Increase access / participation

To address this the school can:

provide professional development on Designated English Language Development for all certificated staff.

ELA PD

Based on PLC input we identified the following area of need in professional development Support with Analysis of Assessment Data

To address this the school can:

provide release time and ongoing trainings on data analysis and action steps to address PLC questions 3 & 4.

Additionally we analyzed specific data to indicate the following need(s):

English Learner Reclassification and numbers were reviewed with our English Learner Advisory Committee, School Site Council and all Certificated Staff. All community groups recommended and requested more training on Designated English Language Development lesson design and delivery. Certificated staff reviewed and received training on how to support scholars with increasing the likelihood of Reclassification by being informed on testing procedures and released items.

Discuss the areas of strength and need based on data analysis:

An area of strength is progress in reading foundational skills, as measured by the growth of nearly all scholars on mCLASS composite scores. An area of need is ongoing support and training with progress monitoring so that scholars receive instructional supports at their level and meet grade level standards, prior to the summative Middle of Year and End of Year DIBELS assessments. Additionally, more training on vertical alignment of writing standards and scholar performance levels is needed so that equitable grading practices are fully implemented at the site.

Teachers completed a staff survey on professional development needs in two areas--lesson design & delivery and feedback. Most teachers requested training on lesson design & delivery with district adopted curriculum for language arts, Designated English Language Development, small group instruction and social-emotional learning. For feedback, most teachers requested training on how to provide feedback on lesson delivery to a colleague, how to provide feedback on lesson design to a colleague and how to provide feedback to scholar support teams such as an SST, 504 or IEP team. Planned professional development will address the communicated areas of need as well as additional supports that were requested by teachers.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 Decrease distance from standard by +15 points as measured by the CAASPP in the Spring 2023.

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 84.1	Goal 69.1
English Learners (EL)	Actual 88.1	Goal 73.1
Students with Disabilities (SWD)	Actual 133.9	Goal 118.9
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Writing Impact Teams Professional Development for all grade levels during the instructional day	Pre and post writing assessments for informative, opinion and narrative writing from TK-6 grade	Supplies	Title 1 Supplies and Services	500
	Writing genre launch, TK-6 - planning and team teaching day at the beginning of each unit (T1, T2 and T3)	Teacher participation with substitute release time	Substitute Teacher	Title 1 Professional Development	7179
	All grade levels participate in a reading intervention & enrichment program during the school day	Progress monitoring of scholars who receive reading intervention to closely monitor proper placement in reading groups			
	Big/Book Buddies monthly reading fluency practice	mCLASS progress monitoring from TK-6 grade			
	TK-6 job embedded professional development with a site instructional coach on lesson design & delivery (team teaching) during language arts	Teacher & grade level participation in team teaching with instructional coach support during Tri 1, Tri 2 and Tri 3			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Professional development for all certificated and classified staff on feedback strategies	Certificated and classified participation in professional development sessions & implementation of feedback strategies			
English Learners (EL)	Teachers, administrators, site coaches and CIPD support staff will co-construct, implement and monitor English Learner progress to meet Reclassification criteria	Participation of community partners at trainings and meetings to co-construct English Learner plans, ELPAC IAB data (3-6), DIBELS data for TK-6, conference attendance for English Learners and CIPD Coaches (scholar goal setting and data tracking)			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	A team teaching partnership will be created between general education and special education to improve instruction through a collaborative push-in model	Team teaching participation by Resource Teacher and the 5th grade general education team & IEP goals progress for 5th graders			
Other Student Groups					

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

The SWUN adoption and implementation continued for the 2022-2023 school year. All teachers participated in the following strategies: team teaching/whisper coaching with a math coach, Beyond the Basic Facts planning, data analysis of benchmark results, training and viewing a demonstration lesson Math Task or Reaching Consensus and ongoing discussions regarding math results during collaboration time. These strategies demonstrated growth for all grade levels as measured by the SWUN cumulative benchmark assessments; there was an increase in the percentage of scholars who reached proficient and advanced levels when compared to the previous years.

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

Though we attended training on Reaching Consensus and implemented the strategies in classrooms, we are not yet consistent, TK-6, with the lesson design and delivery for Reaching Consensus and Math Task. Due to an increase of funds dedicated to positions, we were unable to use site funds to purchase math trophies for math competitions.

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

A change that will be made for our math goal is that team teaching/whisper coaching will occur with full grade level teams on Beyond the Basic Facts, Standards Based Calendar, Math Task and Reaching Consensus at the beginning of the school year. Math facts competitions and trophies will be awarded throughout the school year to motivate and reward scholars; funding will be provided through other sources if not possible through Categorical Funds. These changes are listed under specific actions and progress monitoring of math goals.

IDENTIFIED NEED (Data Analysis)

MATH

Based on Math Fluency we identified that 90-100% of All students are in need of support / intervention in the area of: Basic Math Facts

To address this the school can:
provide materials and training on Beyond the Basic Facts & Standards-Based Calendar.

MATH PD

Based on Assessment Data we identified the following area of need in professional development Access to specific math PD

To address this the school can:
provide professional development on how to embed engagement and strategic checks for understanding with the SWUN lesson design.

Additionally we analyzed specific data to indicate the following need(s):

ongoing training and release time for all grades on Math Task and Reaching Consensus

Discuss the areas of strength and need based on data analysis:

a relative strength for our site is place value strategies to solve problems in all grade levels

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 Decrease distance from standard +17 as measured by the Smarter Balanced Assessment in the Spring 2022.

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 109.2	Goal 92.2
English Learners (EL)	Actual 112.9	Goal 95.9
Students with Disabilities (SWD)	Actual 156.7	Goal 139.7
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Team Teaching with whisper coaching for all grade level teams, TK-6, on Math Task or Reaching Consensus	Teacher participation in Team Teaching on Math Task or Reaching Consensus for T1, T2 and T3	Substitute Teacher	Title 1 Professional Development	7180
	Beyond the Basic Facts data analysis release time for planning and team teaching in Trimester 1, Trimester 2 and Trimester 3	Teacher participation and substitute release time	Supplies	Title 1 Supplies and Services	500
	Consistent implementation of Beyond the Basic Facts	Math facts progress/data for Beginning of the Year, Middle of the Year and End of the Year			
	Math Facts competitions in 2nd-6th grade	Math Facts assessment results and grade level participation			
	Purchase materials for math facts practice, TK-6	Math Facts assessment results for T1, T2 and T3			
	Consistent implementation of Math Task and Reaching Consensus	Cumulative Benchmark data on problem solving and classroom observations			
English					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Learners (EL)	Teachers will create visual scaffolds for scholars during math instruction	Implementation of anchor charts & written sentence frames in classrooms			
Students with Disabilities (SWD)	A team teaching partnership will be created between general education and special education to improve instruction through a collaborative push-in model	Team teaching participation by Resource Teacher and the 5th grade general education team & IEP goals progress for 5th graders			
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Monthly awards for scholars who maintained good attendance or improved their attendance were shared with scholars and families. Student Attendance Review Team (SART) and Attendance Patrol strategies were used effectively to reduce the percentage of scholars who were chronically absent. Attendance needs were addressed, where appropriate, during IEP meetings to improve scholar attendance.

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

Attendance Patrol began later in the school year than expected, but the strategy was highly effective. Frequent awards and recognitions for improved attendance did not occur at the planned rate.

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.

Monthly incentives to reward good attendance or improved attendance will start at the beginning of the school year in 2023-2024. Additionally, Attendance Patrol and SART will begin in August and September for the 2023-2024 school year. Given the immediate, positive impact of Attendance Patrol and SART, these strategies will be prioritized for the 2023-2024 school year. Attendance incentives, banners and frequent rewards for improvement will begin during Trimester 1 in the 2023-2024 school year. These strategies are listed under specific actions to improve student achievement.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Dashboard Attendance we identified that 0-49% of All students are in need of support / intervention in the area of: Attendance

To address this the school can:
begin Attendance Patrol earlier in the school year - September

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development PD from SAS/Mental Health Specialist

To address this the school can:
provide daily wellness circles as check-ins with all scholars to increase participation and attendance.

Additionally we analyzed specific data to indicate the following need(s):

additional outreach for chronically absentees

Discuss the areas of strength and need based on data analysis:

Attendance Patrol was a strength as it was effective in all cases; this should increase in frequency and begin earlier in the school year.

Subject: Attendance

LEA/LCAP: LCAP Goal 1

Goal #3 Increase the overall attendance rate by .5%

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	2022-23 Final Data	2023-24 Data Goal Increase	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 92.22%	Goal 92.72%	Actual 27.27%	Goal 26.27%
English Learners (EL)	Actual 93.09%	Goal 93.79%	Actual 23.63%	Goal 22.63%
Students with Disabilities (SWD)	Actual 91.65%	Goal 92.15%	Actual 32.81%	Goal 31.81%
Other Student Groups	Actual %	Goal %	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.					
Schoolwide (SW)	Reward scholars with recognition and incentives, including PBIS Rewards points and assemblies, for maintaining good attendance or improving attendance	Attendance rates, TK-6	Student recognition and incentives	Title 1 Supplies and Services	763
	Parent Attendance Patrol to support families in need of assistance with improving their child's attendance	Attendance rate for participating families in Parent Attendance Patrol			
	Monthly attendance incentives for perfect attendance, rewards for improved attendance and classroom recognition for best/perfect attendance	Participation in monthly attendance rewards/incentives, attendance rate improvement and classroom perfect attendance rates			
English	Staff training on how to provide a welcoming environment on campus in the morning and at dismissal	Attendance rate for staff at SEL training for creating a welcoming environment for scholars and families			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Learners (EL)	Parents of English Learners will be offered English Classes that incorporate the importance of attendance and school involvement	Attendance rate for English Learners			
Students with Disabilities (SWD)	Strategic partnering with Attendance Patrol for parents of students with disabilities to support and monitor attendance	Attendance rate for students with disabilities			
Other Student					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Groups					

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

The implementation of wellness circles, restorative practices, PBIS Rewards, SAS services, 2 X 10 check-ins and mindfulness positively impacted Bret Harte's discipline data. All teachers received access to wellness circle prompts and practiced the use of the strategies at some staff meetings, SAS services were provided to the maximum number of scholars allowed and a waitlist was created, restorative practices were utilized with classified and certificated staff, PBIS Rewards was utilized by certificated and classified staff and mindfulness was launched in many classrooms. The consistent use of these PBIS strategies positively impacted our data as indicated by a decrease in incidents and referrals when compared to all previous school years.

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

A major difference between the intended implementation of strategies is the implementation of PeaceBuilders lessons did not occur site-wide for the current school year. Additionally, the de-escalation lessons for scholars and staff were not provided site-wide, but only based on need of individual classrooms. Structured games did not occur on a consistent basis during recess times. Site-wide weekly data tracking for targeted behaviors did not occur.

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.

Strategies that were not utilized consistently or site-wide for the current school year, will be implemented with fidelity in 2023-2024; these include the following: lessons on structured play, data tracking for targeted behaviors, site-wide lessons on de-escalation and PeaceBuilder lessons. SAS staff will facilitate and guide teachers and scholars through some PBIS lessons. These strategies are listed under specific actions to improve student achievement.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Participation in School Activities we identified that 0-49% of All students are in need of support / intervention in the area of: Engagement

To address this the school can:

include an incentive and recognition within PBIS Rewards for engagement/class & site-wide participation & teach scholars and staff what engagement looks like (success criteria) so feedback is provided on a consistent basis.

PBIS PD

Based on Observations we identified the following area of need in professional development PD from SAS / Mental Hlth Spcst

To address this the school can:

utilize the additional SAS staff to train teachers and scholars to recognize when an issue needs to be addressed, how to interrupt the issue in a respectful way and how to repair the harm that was caused.

Additionally we analyzed specific data to indicate the following need(s):

All classified, certificated and support staff would benefit from Restorative Practices 101, which is offered through the Curriculum & Instruction and Professional Development Department in MCS. Training for families in Restorative Practices 101 would further support decreasing incidents and referrals on campus. Site-wide, community-based training on Restorative Practices will positively impact our scholars and could lead to increased academic achievement. An area of need is the consistent use of Restorative Practices strategies by classified and certificated staff.

Discuss the areas of strength and need based on data analysis:

An area of strength is Wellness circles being established in many classrooms. The SAS support showed growth and progress for every scholar who received the service, however, there is a waitlist. In 2023-2024, we will utilize the SAS support to implement small group services to resolve conflict and regulation emotions; this may alleviate the wait list. A PBIS Patrol is an area of need, suggested by School Site Council; this strategy is listed under specific actions for PBIS and Parent Involvement.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Decrease suspension rate by 0.3%

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 0.4%	Goal 0.1%
English Learners (EL)	Actual 0.16%	Goal 0.00%
Students with Disabilities (SWD)	Actual 1.25%	Goal 0.95%
Other Student Groups	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of discipline incidents and promote PBIS.					
Schoolwide (SW)	Increase access to social-emotional learning by providing Student Assistant Specialist (SAS) small group instruction to teach targeted behaviors with specific scholars	Group participation in small group settings with SAS	Student Incentives	Title 1 Supplies and Services	3000
	Roadrunner Renaissance for each trimester to celebrate and reward scholars who demonstrated PeaceBuilder behavior for an entire trimester	Number and percentage of qualifying scholars per trimester			
	Increase access to the PBIS Store with volunteers to operate the store	The number of PBIS Rewards points per month			
	PBIS assemblies that promote fun activities and incorporate in-person Scholar of the Month recognitions	Scholar and staff surveys & feedback based on the assemblies provided; number of scholars honored during Scholar of the Month assemblies			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<div>Sports competitions at school with a variety of structured activities, such as soccer, flag football, basketball, etc.</div> <div>PBIS lessons to train and share so all staff can teach targeted behaviors at the Tier 1, 2 and 3 level</div> <div>Establish & communicate procedures of a PBIS Patrol with community partners</div>	<div>Scholar and staff surveys & feedback on the sports competitions, followed by data tracking of participation</div> <div>Staff participation (classified, certificated, support) in trainings, implementation of Tier 1, Tier 2 and Tier 3 strategies and scholar surveys</div> <div>Community partner participation in PBIS Patrol & discipline data reports</div>			
English Learners (EL)					
Students with Disabilities (SWD)					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

The strategies that we implemented included the following: TK-6 Career Day, goal setting in classrooms, Adventure Club and field trips to colleges and universities. These strategies provided the following positive impacts: access to a wealth of knowledge about a variety of career paths, goal setting to explore a specific career, exploration of some of California's natural resources, participation in a sport that defies heteronormativity and patriarchal standards and additional support with goal setting at different college and university campuses.

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

Many of the field trips for Adventure Club and the College/University tours were rescheduled for the spring, due to transportation availability. Scholars, staff and families reported positive experiences at the field trips and would like these opportunities to continue in the future. Skate Club was not possible this year due to risk management approval.

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.

Field trips to local businesses and a variety of trades was not possible this year, due to funding. However, we are working on funding field trips for all grade levels in 2023-2024. These strategies are listed under specific actions to improve student achievement.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on Engagement Data we identified that 90-100% of All students are in need of support / intervention in the area of: Career exploration

To address this the school can:

provide access to a site-wide Career Day for all scholars with additional career and college planning supports through short-term and long-term goal setting; additionally, goal setting will be embedded during lessons from January through May with CSTP 5.3.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on Observations we identified the following area of need in professional development Access to specific PD

To address this the school can:

provide training for teachers on short-term and long-term goal setting with scholars, including college and career & classroom lesson application.

Additionally we analyzed specific data to indicate the following need(s):

Some scholars needed to plan their goals on a shorter time frame, 1-, 3- and 5-year plans, instead of 5-, 10- and 15-year plans. This adjustment was made in primary grades for goal setting and planning.

Discuss the areas of strength and need based on data analysis:

An area of strength is support and implementation of Adventure Club and the college/university tours. Staff, scholars and families were dedicated to ensuring these strategies were implemented. A need for next year is increased availability of transportation in MCS as this will allow for established dates for field trips.

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: LCAP Goal 1

Goal #5 All scholars will write 5-, 10- and 15-year goals for college and career readiness.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	In-person Career Day for all scholars, TK-6, to participate in learning about a variety of professions	Scholar goals (1,3,5 or 5,10,15-year plans) for their chosen career			
	Adventure Club to teach scholars about natural resources in California while training to hike terrain that will be visited on field trips	Participation in Adventure Club for walking practice and attendance on field trips			
	Using an equity rubric, community partners will receive training on how to co-construct, implement and monitor policies, specifically our site's School Plan for Student Achievement (SPSA)	Community partner participation in co-constructing policy training, implementation and monitoring of SPSA & reflections on healthy democratization through the use of an equity rubric			
	Field trips to colleges, universities and high schools with targeted grade levels	Participation in field trips and scholar goals (1,3,5 or 5,10,15-year plans)			
English Learners (EL)					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)					
Other Student Groups					

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

The following strategies were implemented: interpreting at parent meetings, Attendance Patrol and child care was offered and provided so that parents could attend meetings regarding resources available and how to support their child with academic achievement.

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

Some goals were not addressed during parent meetings, these include PBIS and Attendance. However, some parent meetings addressed ELA, Math and Equity goals.

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

A change that will be made to support academic achievement is parent training/classes on the following: PBIS, Attendance and Designated English Language Development (per ELAC request). These strategies are listed under specific actions to improve student achievement.

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Input from Parent Engagement & Outreach, parents' needs include: grad requirements

To address this the school can:

provide field trips to universities with parents to learn about how their child can apply and attend a college or university in California

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on Input from parents we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:

classroom visits to observe goal setting with scholars and Designated English Language Development so that parents may support their children with career goals and acquisition of English.

Additionally we analyzed specific data to indicate the following need(s):

The reclassification numbers showed a need for additional training and support with designated ELD instruction and progress monitoring of English acquisition.

Discuss the areas of strength and need based on data analysis:

An area of strength is parent support and attendance at ELAC meetings. At ELAC meetings, parents reviewed EL data and requested ongoing trainings in Designated ELD; this will be provided and is included as a strategy. Community partners in School Site Council suggested a PBIS Patrol for parent involvement in the 2023-2024 school year.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 Provide a safe, welcoming, and respectful learning environment for every member of the school community while ensuring effective district-wide communication for students, staff, families, and community partners.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase parent participation during recesses, transitions, special events, arrival & dismissal.					
Schoolwide (SW)	Increase parent to school and school to parent communication by providing Spanish interpreting at parent engagement meetings. Supports ELA, Math, PBIS, Attendance and Equity Goals.	Attendance of parents at the meetings provided and student achievement in the designated goal areas	Interpretation	Title 1 Parent Involvement	827
			Classified extra hours	Title 1 Parent Involvement	820
			Reprographics	Title 1 Parent Involvement	500
	Parent attendance meetings to increase student attendance rates in grade levels with an indicated need. Supports Attendance Goal.	Attendance reports and parent participation in Attendance Patrol meetings	Refreshments/Supplies	Title 1 Parent Involvement	1505
		Parent participation at meetings and student achievement data in targeted areas	Child care	Title 1 Parent Involvement	683

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Provide child care while parents attend meetings (AM & PM) and training to obtain school information that promote parent involvement and increases student achievement. Supports ELA, Math, PBIS, Attendance, Designated ELD and Equity Goals.</p> <p>Train parents and co-construct PBIS Patrol for Bret Harte</p>	Community partner participation in PBIS Patrol construction, implementation and monitoring			
English Learners (EL)	<p>ELAC recommends parent training on Designated English Language Development with embedded classroom visits</p>	Participation with parents/community partners during Designated English Language Development training and classroom visits			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Parent training on how to support scholars with disabilities with a focus on inclusion	IEP goals progress for scholars with disabilities and inclusion rates			
Other Student Groups					

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Reading intervention will be provided by a paraprofessional for small group instruction				ELA Math PBIS Attendance Parent Involvement
	Instructional Paraprofessional	Title 1 Positions	35,040	
Improve instructional outcomes for students through instructional coaching of teachers grades TK-6 in all content areas				ELA Math PBIS
	Instructional Coach	Title 1 Positions	140,117	
Increase parent to school and school to parent communication by providing Spanish interpreting at parent engagement meetings				Parent Involvement ELA Math Attendance PBIS
	TC II Translator	Title 1 Positions	51,443	

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	226,600	0.00
Title 1 Professional Development	14,359	0.00
Title 1 Parent Involvement	4,335	0.00
Title 1 Certificated	0	0.00
Title 1 Classified	0	0.00
Title 1 Supplies and Services	4,763	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$250,057
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$250,057
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$250,057.00
Grand total budgeted including carryover from Section 11	\$250,057

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

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

Total of State and local programs that the school is including in the schoolwide program: \$

Section 8 School Site Council Membership

2023 - 2024 SCHOOL SITE COUNCIL (SSC) MEMBERSHIP Elementary (K-6) SCHOOL: Bret Harte Elementary
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Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Mayra Martinez Term: 2021-2022 & 2022-2023 XParent Community Member	1. Name: Marla Conteh Principal
2. Name: Maricela Vargas Term: 2021-2022 & 2022-2023 XParent Community Member	2. Name: Karina Velasquez Term: 2021-2022 & 2022-2023 Teacher
3. Name: Tasha Arbuckle Term: 2021-2022 & 2022-2023 XParent Community Member	3. Name: Amanda Brown Term: 2021-2022 & 2022-2023 Teacher
4. Name: Gretel Neumann Term: 2021-2022 & 2022-2023 XParent Community Member	4. Name: Alexa Mendoza Term: 2021-2022 & 2022-2023 Teacher
5. Name: Luisa Baeza Term: 2021-2022 & 2022-2023 XParent Community Member	5. Name: Manuel Montanez (per bylaws) Term: Appointed Spring 2023 to fill Vacancy - Brown Teacher
6. Name: Rubie Figueroa Term: XParent Community Member	6. Name: Gretel Neumann Term: 2021-2022 & 2022-2023 Other School Staff

Section 9 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 the following:

The SSC is correctly constituted and was formed in accordance with the governing board policy 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 before adopting this plan.

Name	Advisory Group
5/9/23 Soriel Marroquin	English Language Advisory Council (ELAC)
4/17/23 Veronica Rivera	Site Leadership Team (SLT)

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 the 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 academic performance.

This SPSA was adopted by the SSC at a public meeting on: 05/11/2022 03:00 pm

Attested:

Karina Velasquez	SSC Chairperson
Alexa Mendoza	SSC Vice Chairperson
Amanda Brown	SSC Secretary