Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Bret Harte Elementary School

50 711676052633
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date	Local Board Approval Date
October 25, 2019	November 4, 2019

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:
It is the mission of Bret Harte Elementary to increase the life chances of our scholars by ensuring academic and social-emotional growth for ALL.

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 1000 students pre-school through sixth grade, with 867 students in kindergarten through sixth grade. 69% of the total students enrolled from kindergarten through sixth grade are English Learners. Currently there are two instructional programs at Bret Harte, which include sheltered English classes from 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. 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 K-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 current 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 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, and teachers work across the grade levels 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, structured academic vocabulary routine.

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, 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 Parent Partnership Committee, Attendance Patrol, Library Club, BEEP Club for Parents and Parent Involvement/Engagement Committee. Discipline and Character Education assemblies and trainings are provided to review behavioral expectations with staff and students. These trainings and assemblies help to promote learning experiences, character traits and building peace.

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

Section 3 Stakeholder 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 2018-19 SPSA Annual Review and Update

Bret Harte Elementary School's SSC, ELPP, Site Leadership and teachers participated in the evaluation process of Bret Harte Elementary School's 2018-2019 SPSA which include the analysis of quantitative and qualitative data to determine effectiveness within each goal, activities to continue discontinue and to revise. This occurred during August, September and October of 2019 with SSC, ELPP, Site Leadership and staff meetings.

Involvement Process for the 2019-20 SPSA and Update

Using input from all stakeholders: SSC , ELPP, School Leadership team and site teachers reviewed the evaluation of the 2018-2019 SPSA and then discussed how to move forward for the 2019-2020 SPSA. This process included in providing all stakeholders with the prior SPSA. This process occurred during SSC, ELAC, Site Leadership and staff meetings in August, September and October 2019.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

IDENTIFIED NEED (Data Analysis)

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

Data indicates that 4th grade writing is a strength. An increase was made for all three writing genres as measured by the 4th grade writing assessments. The targets as reported through CAASPP indicate a relative area of strength in writing/composing full texts for 3rd-6th grade. DIBELS and IDEL demonstrate considerable growth in Kindergarten. Areas of need include the following: reading fluency in first through third grade, editing and revising text and more frequent progress monitoring to adjust reading instruction provided.

SPSA Annual Review
SPSA Year Reviewed: 2018-19

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.

There is an achievement gap for English Learners as compared to the All Students group on the Smarter Balanced Assessments in language arts. More students in the All Students group, 3rd-6th grades, are meeting proficiency in language arts than students who are English Learners and students with disabilities. The recommendation for the current school year is for professional development on how to meet the needs of English Learners and students with disabilities to accelerate their progress in language arts.

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

Peer observations, team teaching and instructional coaching were implemented in grade levels that made significant gains in scholar-produced writing in 2018-19. However, not all grade levels participated regularly in peer observations, team teaching and instructional coaching. The recommendation for the current school year is to implement peer observations, team teaching and instructional coaching in every grade level to improve scholar-produced writing. Additionally, classes will be instructed by certificated staff so teachers can participate in professional development and students will continue with instructional minutes.

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.

Additional collaboration time/professional development will be provided on writing and utilizing common formative assessments as a measurement tool for tracking progress in language arts. These changes can be found in schoolwide strategies.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 2, Strategic Goal 1

Goal #1 Improve Distance from Standard by +15 points or maintain green/blue status Fall 2020 CA Dashboard

	2018-19 Final Data / District Preliminary Data	**2019-20 Data Goal Increase**
Schoolwide (SW)	Actual -87	Goal -72
English Learners (EL)	Actual -118	Goal -101
Students with Disabilities (SWD)	Actual -151	Goal -134
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to ensure students master grade level foundational skills.					
Schoolwide (SW)	Increase parent to school and school to parent communication by providing Spanish interpreting at Parent Engagement meetings. Improve instructional outcomes for students through instructional coaching of teachers grades K-6 in language arts. Professional development and materials provided for designing and delivering standards-based lessons in language arts and literacy skills. Reading intervention will be provided by a paraprofessional for small group instruction	Attendance of parents at the meetings provided. Grade level plan communicated on use of evidence-based instructional practices Teacher attendance at language arts and literacy professional development and weekly feedback from administration on implementation of strategies and materials Data analysis of reading progress and weekly feedback from administrator	Instructional Coach	Title 1 Positions	31618
			Substitutes	Title 1 Professional Development	4460
			Substitutes	Title 1 Certificated	2214
			Instructional Paraprofessional	Title 1 Positions	40843
			Conference Travel and Registration	Title 1 Professional Development	2500
			Parent Involvement	Title 1 Parent Involvement	930
			Service Repair Contracts	Title 1 Supplies and Services	1150
			TC II translator Salary	Title 1 Positions	17483
			Certificated Hourly	Title 1 Professional Development	995
			Software Licensing	Title 1 Supplies and Services	2820
English Learners (EL)	Professional development provided on evidence-based instructional practices for English Learners. Additional/supplemental intervention for English Learners provided through small group instruction	Teacher attendance at English Learner professional development and weekly feedback from administration on implementation of English Learner strategies Writing and reading progress for English Learners in additional/supplemental intervention classes			

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in ELA	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Professional development provided on evidence-based instructional practices for students with disabilities.	Teacher attendance at students with disabilities professional development and weekly feedback from administration on implementation of strategies for students with disabilities			
Other Student Groups					
Identify strategies utilized to ensure students meet or exceed grade level reading & writing standards.					
Schoolwide (SW)	Professional development provided on how to progress monitor essential reading and writing standards through common formative assessments.	Teacher attendance at progress monitoring professional development and implementation of data analysis protocols			
English Learners (EL)	Additional/Supplemental intervention on essential reading and writing standards for English Learners.	Student participation in additional intervention for English Learners, including language classes			
Students with Disabilities (SWD)	Additional/Supplemental intervention on essential reading and writing standards for English Learners.	Student participation in additional intervention time for students with disabilities			
Other Student Groups					

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

IDENTIFIED NEED (Data Analysis)

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

Data indicates that 4th grade fractions is a strength. An increase in student achievement was made for all 4th grade classes through collaboration on a unit of study for fractions. Teachers received training and team taught lessons to increase scholar outcomes. Areas of need include the following: math facts fluency in all grades, ongoing instructional coach support and completing a cycle of inquiry for a unit of study in mathematics.   There is an achievement gap for English Learners as compared to the All Students group on the Smarter Balanced Assessments in mathematics. More students in the All Students group, 3rd-6th grades, are meeting proficiency in language arts than students who are English Learners and students with disabilities. The recommendation for the current school year is for professional development on how to meet the needs of English Learners and students with disabilities to accelerate their progress in mathematics.

SPSA Annual Review
SPSA Year Reviewed: 2018-19

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.

Instructional coaching for mathematics was not fully implemented. Data indicates a need for ongoing instructional coach support to implement math facts fluency and training on creating units of study within mathematics.

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

The intended implementation for instructional coaching in mathematics was for all grade levels. However, this did not occur for all grade levels. 4th grade participated in ongoing instructional coach and peer support, in tandem with professional development in math content standards. 4th grade increased math achievement for all students. The recommendation is for all grade levels to participate in planning a unit of study for mathematics and ongoing instructional coach support.

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 site curriculum adopted and implemented for the current school year will embed instructional coach support and include strategically planned facts fluency, conceptual and procedural math lessons. The SWUN math professional development program will be fully implemented for the current school year. These changes can be found in schoolwide actions, English Learners and students with disabilities.

Subject: Math

LEA/LCAP: LCAP Goal 2, Strategic Goal 1

Goal #2 Improve Distance from Standard by +17 points or maintain green/blue status Fall 2020 CA Dashboard

	2018-19 Final Data / District Preliminary Data	2019-20 Data Goal Increase
Schoolwide (SW)	Actual -96	Goal -79
English Learners (EL)	Actual -119	Goal -102
Students with Disabilities (SWD)	Actual -169	Goal -152
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in Math	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase the percent of students meeting or exceeding grade level Math Standards.					
Schoolwide (SW)	Professional development provided on designing and delivering standards-based lessons in mathematics using the SWUN math curriculum. Improve instructional outcomes for students through instructional coaching of teachers grades K-6 in mathematics.	Teacher participation in the instructional coach support days for SWUN math implementation & weekly feedback from administration Teacher participation in instructional coach support for math implementation	Instructional Coach	Title 1 Positions	31620
			Substitutes	Title 1 Professional Development	4460
			Certificated Hourly	Title 1 Professional Development	995
			Conference Travel and Registration	Title 1 Professional Development	2500
			Parent Involvement	Title 1 Parent Involvement	927
			TC II translator Salary	Title 1 Positions	17483
			Substitutes	Title 1 Certificated	2214
			Service Repair Contracts	Title 1 Supplies and Services	1150
English Learners (EL)	Additional/Supplemental academic intervention for English Learners	Student participation in small group instruction for academic intervention within SWUN curriculum, utilizing			

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in Math	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		English Learner strategies			
Students with Disabilities (SWD)	Additional/Supplemental academic intervention for students with special needs	Student participation in small group instruction for academic intervention within SWUN curriculum, utilizing effective strategies for students with disabilities			
Other Student Groups					

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

IDENTIFIED NEED (Data Analysis)

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

A relative strength is evident in the attendance rate for English Learners and students with disabilities. There is a need to increase the attendance rate school wide and to decrease the chronic absenteeism rate. A strength in attendance strategies was evident with the implementation of Attendance Patrol parent support in March 2019.

SPSA Annual Review
SPSA Year Reviewed: 2018-19

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.

Student Attendance Review Team meetings were held regularly to assist families with their children's attendance at school. This data was tracked and supported by the site's Student Records Clerk, Attendance Liaison and administration.
Weekly attendance reports were communicated to the site and staff had access to a chronic absenteeism list. Parent informational trainings and meetings were held to emphasize the importance of attendance. Parent participation at the trainings did not reflect the need as most families did not attend. The recommendation is to continue with most of the strategies that were implemented last year, including Attendance Patrol. However, Attendance Patrol will begin their work in October 2019, which is approximately 5 months earlier than the previous year. Attendance Patrol will replace the parent workshops as data indicates a high success rate for Attendance Patrol.

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 and the strategies to meet the articulated goal is the parent participation at the attendance workshops/trainings. Parent participation at these trainings decreased with each grade level. The recommendation is to continue parent workshops in primary grades, which had a higher parent participation rate and lower student attendance 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.

Three changes that will be made this year include the following: an earlier and more frequent implementation of Attendance Patrol, monthly attendance incentives that will be celebrated on site, IEPs to address chronic absenteeism and parent meetings to address its impact on language acquisition. These changes can be found in schoolwide actions, English Learner actions and students with disabilities actions.

Subject: Attendance

LEA/LCAP: LCAP Goal 1,Strategic Goal 1 and 3

Goal #3

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) Fall 2020 CA Dashboard	
	2018-19 Final Data	**2019-20 Data Goal Increase**	**2018-19 Final Data / District Preliminary Data**	**2019-20 Data Goal Increase**
Schoolwide (SW)	Actual 95.97%	Goal 96.47%	Actual 8.2%	Goal 7.2%
English Learners (EL)	Actual 96.39%	Goal 96.89%	Actual 6.4%	Goal 5.4%
Students with Disabilities (SWD)	Actual %	Goal %	Actual 7.6%	Goal 6.6%
Other Student Groups	Actual %	Goal %	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in Attendance	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to decrease the percent of students with chronic absenteeism					
Schoolwide (SW)	Parent attendance meetings to increase student attendance rates in grade levels with an indicated need.\n\nAttendance Patrol to increase parent participation and student attendance for specific families, prior to a SART referral.\n\nMonthly attendance incentives for those who earned perfect attendance for the month.	Attendance reports and parent participation in grade level attendance meetings\n\nParent participation in Attendance Patrol and the attendance rate for participating families\n\nDaily attendance rate and monthly perfect attendance	Certificated Hourly	Title 1 Professional Development	995
			Parent Involvement	Title 1 Parent Involvement	927
			TC II translator Salary	Title 1 Positions	17485
			Service Repair Contracts	Title 1 Supplies and Services	400
			Student Assistant Specialist	Title 1 Supplies and Services	10700
English Learners (EL)	Parent informational meetings on the importance of attendance and its	English Learner parent participation at informational attendance meetings &			

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in Attendance	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	impact on language acquisition	attendance data for English Learners			
Students with Disabilities (SWD)	Schedule and participate in IEPs with our site Program Manager when students with disabilities are in need of attendance supports.	Attendance tracking for students with disabilities and formal IEP process			
Other Student Groups					

Section 4 Positive Behavior Intervention and Support (PBIS) Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: Positive Behavior Intervention and Support (PBIS)

IDENTIFIED NEED (Data Analysis)

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

Areas of strength indicate a slight decrease in suspensions, an increase in participation in Roadrunner Renaissance and school-wide awareness of Restorative Practices. An area of need is continued and ongoing support and training in Restorative Practices.

SPSA Annual Review
SPSA Year Reviewed: 2018-19

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.

Most classes and staff on campus implemented the strategies listed in the Positive Behavioral Interventions & Supports plan. The partial implementation of the PBIS plan made a positive impact on data, including Renaissance, participation in Restorative Practice circles and site-wide mindfulness on Friday mornings.

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 difference between the intended implementation and the strategies was partial implementation of the Peace Path for Restorative Practices. This was evident in the data reported during unstructured times (recess).

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.

Changes that will be made to this goal, include the following: utilizing the IEP process to address behavior needs for students with disabilities, school-wide teaching of specific games to increase positive behavior during recesses & ongoing support/training on use of Tier 1, 2, and 3 instructional and behavioral strategies. Peer coaching and training will be provided for classified staff to support the implementation of structured play during recesses.

Subject: Positive Behavior Intervention and Support (PBIS)

LEA/LCAP: LCAP Goal 1 and 3, Strategic Plan Goal 3

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3% or maintain green/blue status Fall 2020 CA Dashboard.

	2018-19 Final Data / District Preliminary Data	2019-20 Data Goal Increase
Schoolwide (SW)	Actual 0.7%	Goal 0.4%
English Learners (EL)	Actual %	Goal %
Students with Disabilities (SWD)	Actual %	Goal %
Other Student Groups	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in PBIS	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of incidents in the classroom & during unstructured times					
Schoolwide (SW)	Professional development will be provided for staff on the use of Tier 1, Tier 2 and Tier 3 strategies for instructional practices and behavior	Participation in professional development and feedback on implementation of instructional and behavioral practices	Certificated Hourly	Title 1 Professional Development	997
			Instructional Coach	Title 1 Positions	31618
	Provide childcare while parents attend meetings and trainings to obtain school information that promotes parent involvement and increases student achievement	Parent participation at meetings and incident reports for discipline data	Parent Involvement	Title 1 Parent Involvement	927
			Student Assistant Specialist	Title 1 Supplies and Services	10700
	Students will participate in a rewards system per trimester for PeaceBuilder behavior.	Student participation rate and qualifying percentages per trimester	Service Repair Contracts	Title 1 Supplies and Services	400
	Training on games that can be played during recess will be provided to classes to minimize incidents during unstructured times	Grade level participation in training provided and incidents during unstructured time per grade level			
	Training and implementation on the site-created PBIS Flow Chart will be provided	Participation in training and data tracking for implementation and effectiveness			
	Mental health support services and training will be provided for staff and families	Participation in mental health support services and training offered			
English Learners (EL)	Mental health support services will be provided for families and students in need to support with positive behavior choices	Participation rates for mental health support services offered & discipline data			

	Description of Specific Actions (strategies) to Improve Student Achievement (Best and Next Practices) in PBIS	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Ongoing trainings on use of the Peace Path and other deescalation techniques will be provided for students IEP process will be utilized to ensure that supports are in place to address behavior needs	Participation in Peace Path training and data during unstructured times Check-ins with case managers and discipline incidents			
Other Student Groups					
Schoolwide (SW)					
English Learners (EL)					
Students with Disabilities (SWD)					
Other Student Groups					

Section 5 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title 1 Positions	188150	0.00
Title 1 Professional Development	17902	0.00
Title 1 Parent Involvement	3711	0.00
Title 1 Certificated	4428	0.00
Title 1 Supplies and Services	27320	0.00

Section 6 Centralized Services

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Program Support Goal: Improve overall and sub group student achievement.

Anticipated Annual Growth: Increase by five percentage points the percent of students scoring Meets or Exceeds on Smarter Balance Assessments.

Means of evaluating progress toward this goal: Diebels, Benchmark Assessments, CELDT, Smarter Balanced Assessment

Centralized Support Costs

The Modesto City School District provides on-going support to schools implementing categorical programs. Centralized services expenditures identifies direct services to students and educational support services to school staff provided by district office staff from categorical funds. The services are in such forms as resource materials, staff development, and evaluation services. The State and Federal Programs office also assists schools to implement categorical programs by providing budget allocations and current budget balances, by processing purchase orders, contracts, etc., and by keeping staff informed regarding changes in laws and regulations related to the compliant implementation of categorical program services.

Total amount for Title 1   63312

Funding Source for Centralized Support: Title I

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).

<u>Budget Summary</u>

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$304,823
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$241,511.00

<u>Other Federal, State, and Local Funds</u>

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

2019 - 2020 SCHOOL SITE COUNCIL (SSC) MEMBERSHIP Elementary (K-6) SCHOOL: Bret Harte Elementary School

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).

Parents/Community Members	Staff
1. Name: Araceli Mackan Term: 2019-2020 & 2020-2021 XParent Community Member	1. Name: Marla Conteh **Principal**
2. Name: Tania Rios-Torres Term: 2019-2020 & 2020-2021 XParent Community Member	2. Name: Mary Gutierrez Term: 2018-2019 & 2019-2020 **Teacher**
3. Name: Diane Aguayo Term: 2019-2020 & 2020-2021 XParent Community Member	3. Name: Maria Mota Term: 2018-2019 & 2019-2020 **Teacher**
4. Name: Rosa Enriquez Term: 2019-2020 & 2020-2021 XParent Community Member	4. Name: Enriqueta Fuentes Term: 2019-2020 & 2020-2021 **Teacher**
5. Name: Toni Perez Term: 2019-2020 & 2020-2021 XParent Community Member	5. Name: Term: **Teacher**
6. Name: Term: 2019-2020 & 2020-2021 XParent Community Member	6. Name: Ariana Lopez Term: 2018-2019 & 2019-2020 **Other School Staff**

DIBELS

Performance Level	Composite Percent								WCPM Percent			
	KN				1st				3rd			
	BOY - 18-19		EOY - 18-19		BOY - 18-19		EOY - 18-19		BOY - 18-19		EOY - 18-19	
	All	EL	All	EL	All	EL	All	EL	All	EL	All	EL
Above	10.9	8.0	26.0	24.4	18.5	20.0	18.4	18.0	31.7	31.6	21.6	10.3
At	7.0	8.0	29.9	25.6	8.1	7.0	16.0	16.0	19.0	16.3	16.5	7.7
Below	22.5	26.1	20.5	24.4	6.5	7.0	12.8	12.0	15.1	18.4	24.5	32.1
Well Below	59.7	58.0	23.6	25.6	66.9	66.0	52.8	54.0	34.1	33.7	37.4	50.0

4th Grade Writing	Percent							
	T1: Opinion		T2: Narrative		T3: Explanatory		Proficient(2/3)	
	All	EL	All	EL	All	EL	All	EL
18-19	44	43	53	47	30	27	45	38
17-18	35.9	26.3	30.1	23.4	22.5	15.3	29	20.88

RFEP Data	Total Number Reviewed	Met ELPAC and Grades							Total Reclassified		Total EL Not Reclassified	
		Total		Reading Inventory Score (SRI/RI)								
		Count	Percent	Blank	Fail	Percent	Pass		Count	Percent	Count	Percent
District 18-19	1044	269	26	0	108	40	161	60	130	12	914	88
Site 18-19	134	31	23	0	11	35	20	65	16	12	118	88

EL's reviewed for reclassification in a US school for 5 years or more (Gr. 3-12)