

Bret Harte Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Ms. Tina VanLaarhoven, Principal

Principal, Bret Harte Middle

About Our School

A National Blue Ribbon School, Bret Harte is a learning community that motivates and supports all students to achieve at the highest levels. With a strong foundation of skills, students learn to formulate and express ideas through writing, speaking, and various media. Our goal is to produce creative and critical thinkers who make a positive contribution to our community. All teachers participate in staff development training to analyze assessment data and develop effective instructional strategies. Bret Harte is a place where kids are loved and where kids love to learn. In partnership with our parent community, a staff of caring and competent professionals provides a structured and sequential program rich in basic and advanced math, literature, science, history, geography, technology, and the arts. Bret Harte Community Club helps to fund our Video Production studio, Project Lead the Way robotics and our engineering lab. Booster Club also provides funding and leadership for our clubs and sports programs which provide a real life venue to develop life skills. Maintaining a balance between academic success and social emotional well-being is important to our staff and community. Learning the importance of honesty, respect and responsibility is part of learning how to have a "Bronco Attitude". We work together to provide life long learning for all members of our community.

Principal's Comment

Tina Vanlaarhoven, Principal 2014-15

Contact

Bret Harte Middle
7050 Bret Harte Dr.
San Jose, CA 95120-3205

Phone: 408-535-6270
E-mail: tvanlaarhoven@sjsud.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	San Jose Unified
Phone Number	(408) 535-6090
Superintendent	Nancy Albarrán
E-mail Address	nalbarran@sjusd.org
Web Site	http://www.sjusd.org

School Contact Information (School Year 2017-18)	
School Name	Bret Harte Middle
Street	7050 Bret Harte Dr.
City, State, Zip	San Jose, Ca, 95120-3205
Phone Number	408-535-6270
Principal	Ms. Tina VanLaarhoven, Principal
E-mail Address	tvanlaarhoven@sjusd.org
Web Site	http://www.sjusd.org/bretharte/
County-District-School (CDS) Code	43696666060099

Last updated: 1/3/2018

School Description and Mission Statement (School Year 2017-18)

Our Vision to prepare students to be the thinkers, creators, and leaders of tomorrow.

Our Mission is to unite as one community, we elevate opportunities for all.

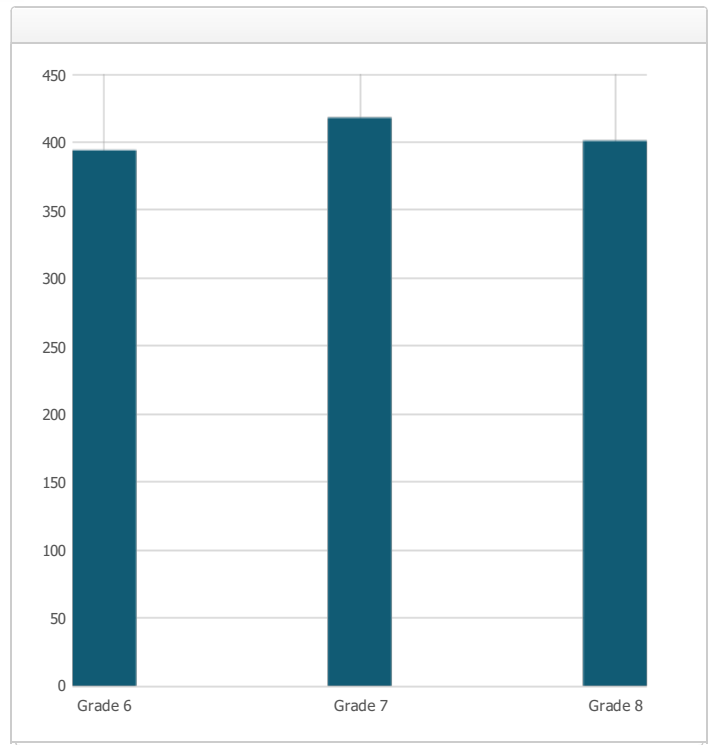
Bret Harte establishes a supportive learning community that motivates all students to achieve. Bret Harte Middle School is committed to developing creative, critical thinkers within a caring school climate. Bret Harte is where students are loved and where students love to learn. In partnership with parents, a staff of caring professionals provides a structured and sequential program rich in basic and advanced Math, Language Arts, Science, History, Social Studies, Spanish, Technology and the Arts. A safe, orderly environment is maintained in classrooms and throughout the campus. Our partnership with parents and community groups provides many opportunities and resources for our school. These include our sports teams, after school and lunch clubs, Project Lead the Way, Television broadcasting, and Project Cornerstone activities for staff and students.

At Bret Harte all students in our diverse population successfully develop academically, physically, emotionally, and socially to reach the maximum potential during this special period of growth. We create a safe and secure learning environment where students are creative and are motivated to greater academic success and preparation. We plan instruction addressing multiple modalities of learning, and student engagement, establish positive and supportive environment and provide extended activities in all disciplines including the arts, technology, and communication.

Last updated: 12/15/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	394
Grade 7	418
Grade 8	401
Total Enrollment	1213

*Last updated: 1/5/2018***Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	0.2 %
Asian	44.8 %
Filipino	1.3 %
Hispanic or Latino	15.5 %
Native Hawaiian or Pacific Islander	0.2 %
White	31.2 %
Two or More Races	5.4 %
Other	0.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	13.3 %
English Learners	5.9 %
Students with Disabilities	6.7 %
Foster Youth	0.2 %

Last updated: 1/5/2018

A. Conditions of Learning

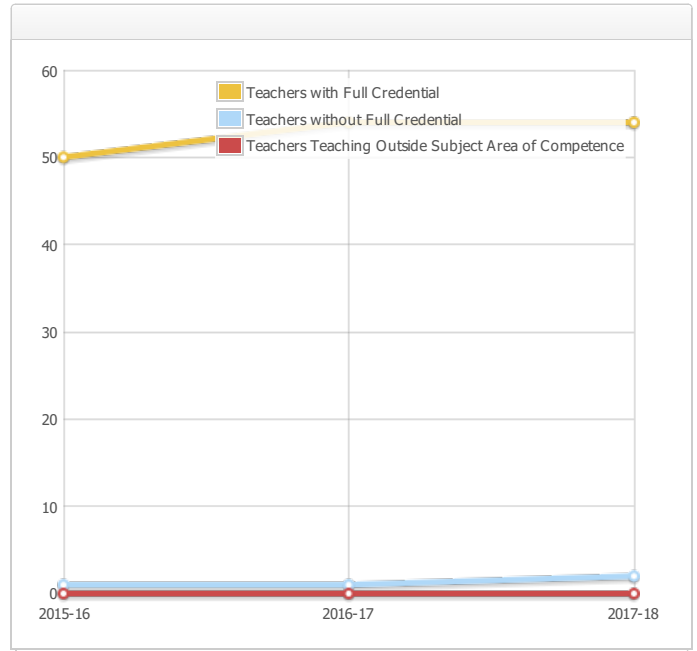
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

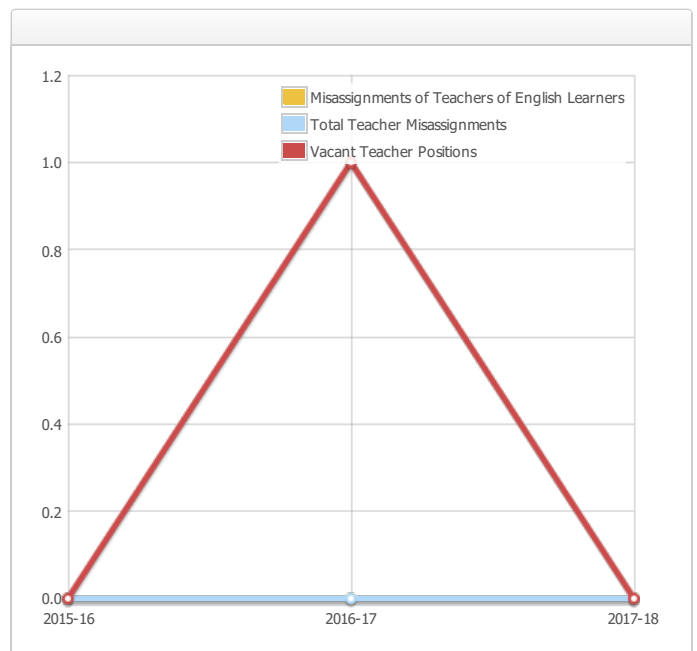
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	50	54	54	1427
Without Full Credential	1	1	2	34
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	11



Last updated: 1/24/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/24/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Materials List: https://sjuds.box.com/s/o0g6hno3vsgegmyorsjhucf3c52mvy3	Yes	0.0 %
Mathematics		Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language		Yes	0.0 %
Health		Yes	0.0 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/31/2018

School Facility Conditions and Planned Improvements

Since Bret Harte is 50 years old, maintenance is an ongoing need. The District and the various members of our school community make continual structural and safety improvements: This year the school had the locks on all the doors changed to allow for rooms to be locked from the inside as part of the Measure H upgrades. A few years ago, the boys and girls locker rooms were completely renovated and a weight room added. In addition, the staff and nurse's bathrooms were brought up to ADA standards and a TV station was created to broadcast our live news show. Also, each classroom has been upgraded (shelving, closet). Our science and art classrooms received new counters and sinks. Recently, we added our third computer lab, completely renovated the cafeteria and serving areas, reconfigured the outside basketball courts, installed an electronic sign in front of the school, and installed solar panels on the roof and on the backfields. The grounds are maintained by our excellent staff and the campus is continually cleaned. Custodians are on campus from 7:00 am to 11:00 pm working to ensure all facilities are ready for our school population.

The facilities were inspected on 9/24/13.

Last updated: 1/8/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2017

Overall Rating	Exemplary
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Last updated: 1/5/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	79%	78%	54%	53%	48%	48%
Mathematics (grades 3-8 and 11)	78%	78%	42%	42%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/5/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1216	1194	98.19%	78.31%
Male	643	628	97.67%	75.64%
Female	573	566	98.78%	81.27%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	543	536	98.71%	92.72%
Filipino	12	12	100.00%	66.67%
Hispanic or Latino	187	184	98.40%	42.39%
Native Hawaiian or Pacific Islander	--	--	--	
White	384	374	97.40%	75.94%
Two or More Races	69	67	97.10%	82.09%
Socioeconomically Disadvantaged	166	162	97.59%	40.74%
English Learners	206	198	96.12%	53.54%
Students with Disabilities	84	82	97.62%	25.61%
Students Receiving Migrant Education Services	0	0		
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/5/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1216	1201	98.77%	77.69%
Male	643	633	98.44%	78.67%
Female	573	568	99.13%	76.58%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	543	539	99.26%	94.06%
Filipino	12	12	100.00%	66.67%
Hispanic or Latino	187	184	98.40%	36.41%
Native Hawaiian or Pacific Islander	--	--	--	
White	384	379	98.70%	74.67%
Two or More Races	69	67	97.10%	83.58%
Socioeconomically Disadvantaged	166	163	98.19%	36.20%
English Learners	206	204	99.03%	56.37%
Students with Disabilities	84	82	97.62%	24.39%
Students Receiving Migrant Education Services	0	0		
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/5/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	86.0%	87.0%	57.0%	55.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/5/2018

Career Technical Education Programs (School Year 2016-17)

N/A

Last updated: 12/18/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 12/18/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	10.3%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	11.4%	21.0%	61.6%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/5/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Bret Harte takes great pride in parental involvement and the role parents play in developing the thinkers, creators, and leaders of tomorrow. Our Community Club (our equivalent to PTA) holds monthly meetings and has a number of committees to provide parent/school interaction. Our ever-supportive parents volunteer in high numbers. Parents with staff on our School Site Council, assists in the Media Center, help plan Passport for Success, assist in 6th grade Orientation Day and other student activities. Parents also run a SNAC bar that meets all the nutritional guidelines. Parent donations have resulted in the purchase of new computers, projectors, sound systems, printers, and classroom materials to enhance our student's learning. Parent donations and community partnerships led to funding of Project Lead the Way a hands on lab where students learn the principles of engineering and design. Parent funding also allowed for a refresh of technology in our school Television Production Studio.

Our Booster club supports our athletic and club programs. BHMS's athletic program is one of the largest sports programs offered at a middle school and is continuously growing as we offer, cross country, tennis, volleyball, track, soccer, baseball, softball, flag football, basketball, and spirit team. Booster Club also sponsors over 25 clubs, providing an extended opportunity for student involvement and participation.

For further information on our parent volunteer programs, please contact Bret Harte Middle School at (408) 535-6270 or visit our website.

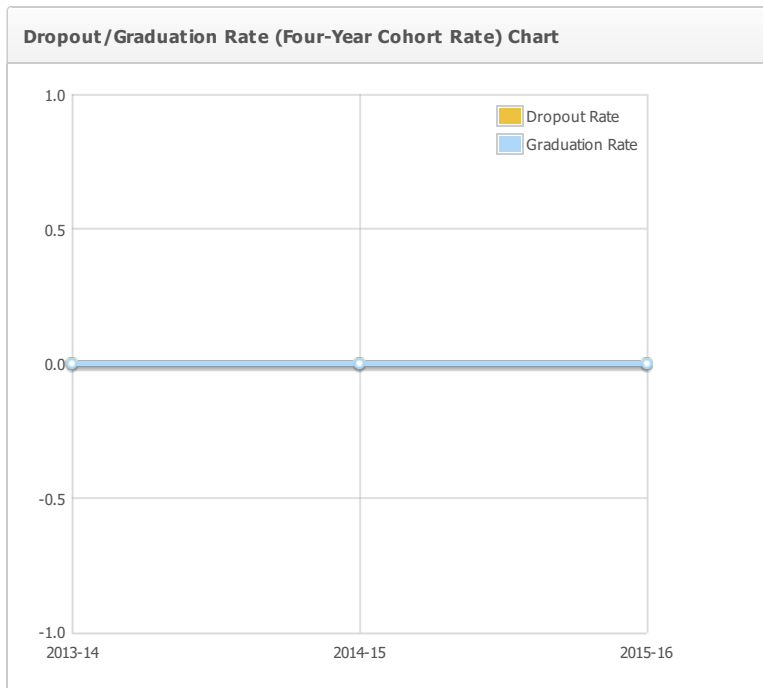
State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	85.9%	85.4%	87.7%	81.0%	82.3%	83.8%



Last updated: 1/5/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	--	88.4%	87.1%
Black or African American	--	85.0%	79.2%
American Indian or Alaska Native	--	100.0%	80.2%
Asian	--	97.9%	94.4%
Filipino	--	90.6%	93.8%
Hispanic or Latino	--	83.4%	84.6%
Native Hawaiian or Pacific Islander	--	92.3%	86.6%
White	--	93.8%	91.0%
Two or More Races	--	91.3%	90.6%
Socioeconomically Disadvantaged	--	90.5%	85.5%
English Learners	--	52.6%	55.4%
Students with Disabilities	--	57.1%	63.9%
Foster Youth	--	--	--

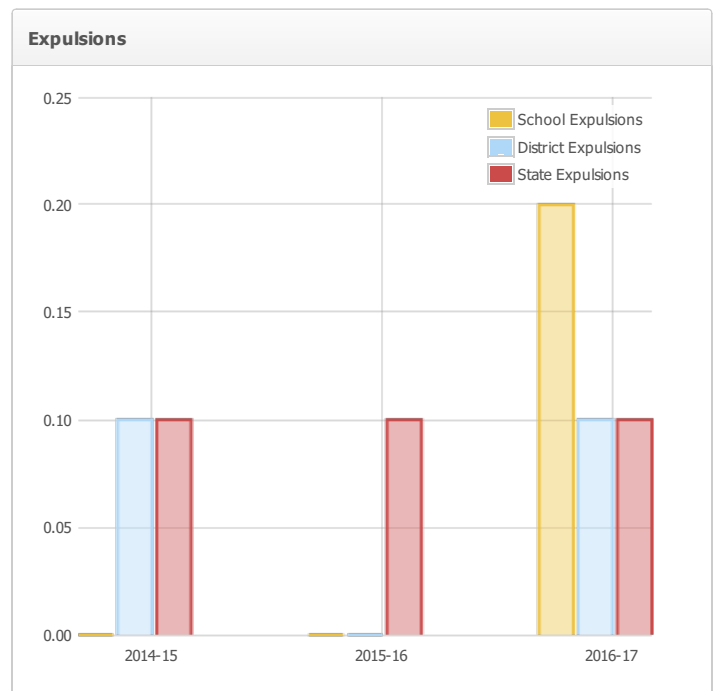
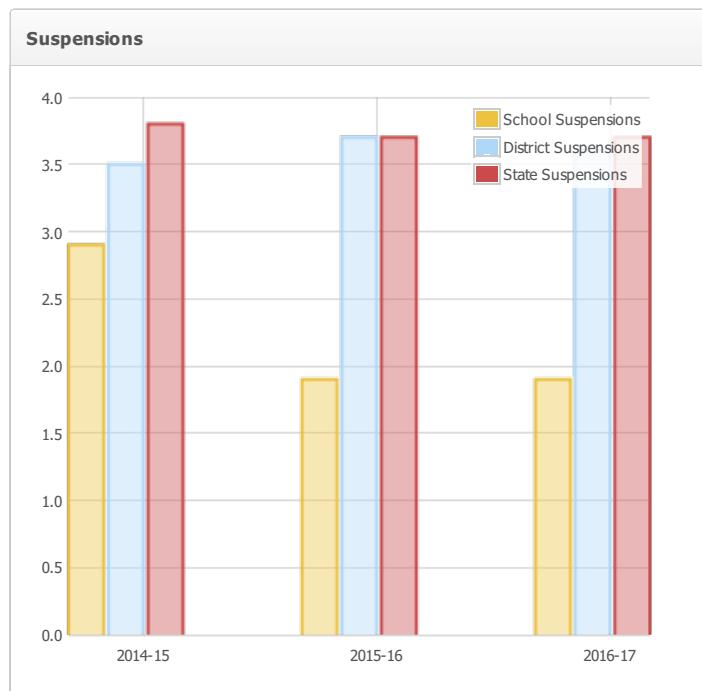
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.9%	1.9%	1.9%	3.5%	3.7%	3.6%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.2%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/5/2018

School Safety Plan (School Year 2017-18)

Safety is very important at Bret Harte Middle School. Our safety plan is updated during the summer prior to the school year and reviewed with the staff in August. Each classroom has an emergency supply bucket located in the classroom along with rescue backpacks for each search and rescue team member. These backpacks include supplies necessary to complete a search of the school, as well as radios to aid in clear communication between the team members and the command center. These supplies are inventoried and updated by parent volunteers. Bret Hart is monitored before and after school, lunchtime, and during passing periods by administrators, campus supervisors, police and teachers.

Last updated: 12/15/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	16
Percent of Schools Currently in Program Improvement	N/A	61.5%

Last updated: 1/24/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	29.0	3	70	5	29.0	3	71	6	27.0	6	78	1
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/24/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	10	26	1	24.0	10	27	0	23.0	9	30	0
Mathematics	26.0	6	23	6	25.0	6	31	0	23.0	14	23	0
Science	27.0	5	21	4	26.0	6	24	2	24.0	7	25	0
Social Science	26.0	4	25	1	26.0	5	23	2	24.0	5	27	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/24/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.6	466.0
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.8	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	0.2	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/26/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10120.7	\$2680.6	\$7440.1	\$72149.0
District	N/A	N/A	\$8016.2	\$72711.6
Percent Difference – School Site and District	N/A	N/A	-7.5%	-0.8%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	12.4%	-9.4%

Note: Cells with N/A values do not require data.

Last updated: 1/10/2018

Types of Services Funded (Fiscal Year 2016-17)

Bret Harte offers Reading and Math intervention classes for students who are in need of skill building in these areas. Students who are two or more years below grade level as determined by the multiple data points of district assessments, SBAC, and teacher input can be placed in either Reading or Math intervention during the school day in addition to their regular Math and Language Arts classes.

Bret Harte offers both academic and social emotional counseling. In 16-17 we increased to 3 academic counselors, one in charge of each grade level. Counselors monitor student progress, work with teachers to support students, connect parents to community resources and aid in communication between the parents and staff. Almaden Valley Counselors are also available to our students daily. These counselors assist with our students' social emotional needs. Students can access these counselors through referral by a teacher or administrator, parent or by their own request.

Bret Harte staff participate in staff development centered around current standards and state frameworks. A Language Arts Instructional Coach and Mathematics Instructional coach are available to our teachers to aid in improvement of practice. The school continues to work on different aspects of Growth Mindset and student engagement. The Science department is in the midst of converting their curriculum to meet the Next Generation Science Standards as a department as well as utilizing district resources and personnel.

Gifted students' needs are met in the regular classroom using differentiated curriculum. School clubs and sports teams are designed for our gifted and talented students to explore and be intellectually curious.

At Bret Harte we have several types of special education classes. We have a severely handicapped class, an emotional disturbance classroom, a special day classroom, and two resource classes. We provide for the least restrictive environment for each special education student, whenever possible. Currently, we incorporate an inclusion model for all of our RSP students. There are mainstreamed classes with a guided studies class to support their learning. Student progress is monitored by the individual case manager. Counseling services are provided on a needed basis for these students.

At-risk students are identified and supported through the following services, six-week progress reports, academic counseling to monitor students struggling, Coordination of Services Team, Counseling services, intervention classes and the City of San Jose's Safe School Program.

English Language Learners are supported by having a double period of English Language Development in Language Arts. We also have a reading intervention for students who are long-term English Language learners.

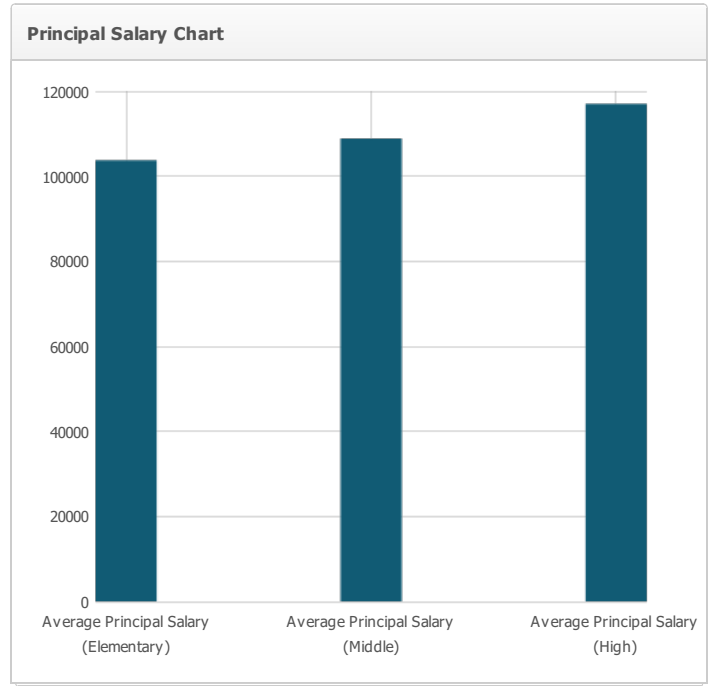
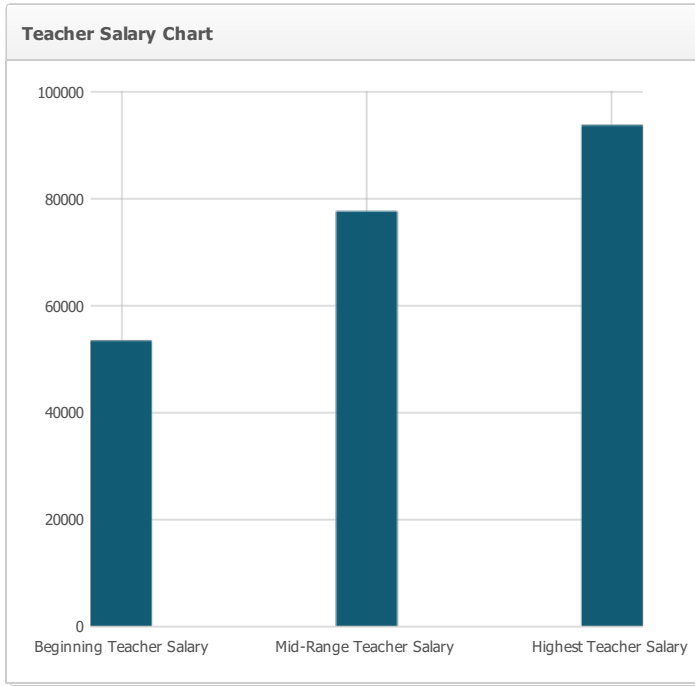
At Bret Harte we have over 650 students participate in some kind of after-school program. Clubs are held both at lunchtime and after school. Our extensive sports program extends the school day for many students. The library is open during lunch and after school for those wishing to work on their studies or who may need extra help with learning. Two teachers are present Tuesday through Thursday in the library after school to assist students.

Last updated: 12/19/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,358	\$47,808
Mid-Range Teacher Salary	\$77,532	\$73,555
Highest Teacher Salary	\$93,642	\$95,850
Average Principal Salary (Elementary)	\$103,741	\$120,448
Average Principal Salary (Middle)	\$108,855	\$125,592
Average Principal Salary (High)	\$117,012	\$138,175
Superintendent Salary	\$263,799	\$264,457
Percent of Budget for Teacher Salaries	33.0%	35.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/> .



Last updated: 1/8/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/8/2018

Professional Development

Bret Harte staff participate in staff development centered around current standards and state frameworks. A Language Arts Instructional Coach and Mathematics Instructional coach are available to our teachers to aid in improvement of practice. The school continues to work on different aspects of Growth Mindset and student engagement. The Science department is in the midst of converting their curriculum to meet the Next Generation Science Standards as a department as well as utilizing district resources and personnel.

From 2015 to present we have focused on the Growth Mindset and Student Engagement as well as the district instructional framework. Teachers began sharing best practices from their department to the staff as a whole in 2016. In 2017 teachers began participating in peer to peer observations to observe best practices with students and participated in a debriefing session on how they would be able to implement ideas into their practice. A spring peer to peer observation is planned.

Over 1/3 of the faculty has completed a 6 day training with coaching sessions from Equity and Access, which is a program to build on student strengths and to increase the different entry levels of concepts in their curriculum to make it more accessible for all students to participate and make meaningful contributions. Multiple sessions of Equity and Access practices for the entire faculty have been dispersed throughout the school year

Last updated: 12/19/2017