

Bret Harte Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 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 cooperation, honesty, selfconfidence, 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@sjsd.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
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 2016-17)	
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: 1/30/2017

School Description and Mission Statement (School Year 2016-17)

Vision Statement

All Bret Harte Middle School students are inspired and prepared to succeed in a global society.

Mission Statement

Bret Harte Middle School's mission is to eliminate the opportunity gap and provide every student with the finest 21st century education.

Principal's Comments

A National Blue Ribbon School with grades 6-8, 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, French, Spanish, Technology, and the Arts. A safe, orderly environment is maintained in classrooms and throughout the campus. Our partnership with parent and community groups provides many opportunities and resources for our school. These include our sports teams, after school clubs, after school academic support classes, 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 their 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 intelligences and learning styles, establish a positive and supportive environment, and provide extended and enrichment activities in all disciplines including the arts, technology, and communication.

The Bret Harte community promotes:

Adherence to high standards and expectations

Success and academic accountability

Responsibility and civic commitment

Integrity, honesty, and fairness

Importance of family and heritage

Teamwork, consensus and respect for others

Principal's Experience

Tina VanLaarhoven is the current principal at BHMS. Prior to becoming Principal of Bret Harte, she was an assistant principal for twelve years. She lead Willow Glen High School and Lincoln High School Curriculum and Instruction for 7 years. She taught for five years in California before entering into administration. Ms. VanLaarhoven earned her Masters of Education from the San Jose State University.

Major Achievements

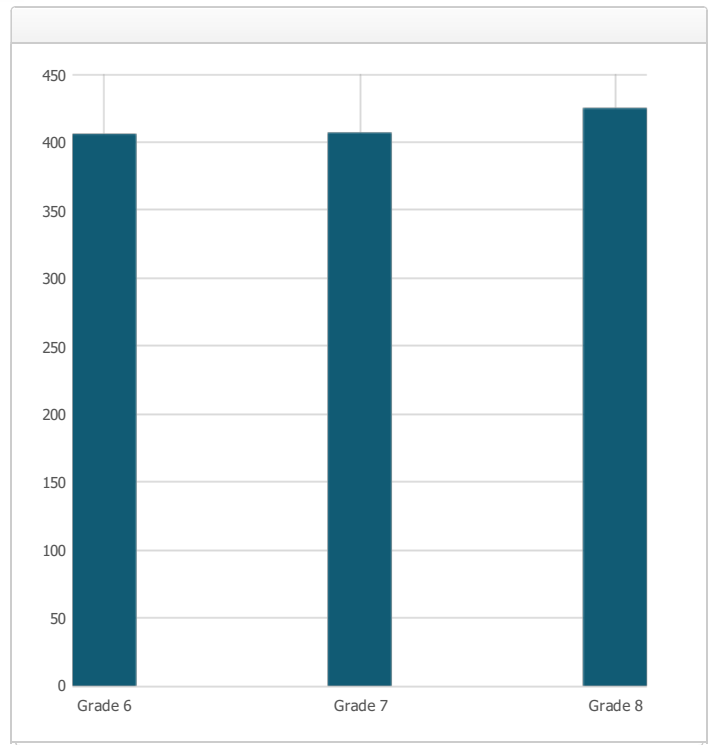
One hundred twenty one Bret Harte students are currently enrolled in Geometry and 171 are enrolled in Algebra HE, 132 in Spanish all high school equivalent courses. More than 600 students participate in leadership activities, sports, and the various clubs and activities. Parents from 300 Bret Harte families have contributed as volunteers. Bret Harte students recognize their peers as 'Everyday Heroes' and also are recognized by their teachers for demonstrating the Bronco Attitude during Cornerstone honors assemblies. Parents participated in several workshops centered around educating the "whole child" as well as learning about social media and technology.

Note for Section: IV. Accountability, Table: Federal Intervention Program Information in this table applies only to schools receiving Title I funding. This school does not receive Title I funding, and therefore this table does not apply.

Last updated: 12/14/2016

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	406
Grade 7	407
Grade 8	425
Total Enrollment	1238



Last updated: 12/14/2016

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	0.2 %
Asian	45.2 %
Filipino	1.1 %
Hispanic or Latino	14.0 %
Native Hawaiian or Pacific Islander	0.3 %
White	35.5 %
Two or More Races	2.2 %
Other	0.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	12.0 %
English Learners	5.7 %
Students with Disabilities	6.9 %
Foster Youth	0.0 %

Last updated: 12/14/2016

A. Conditions of Learning

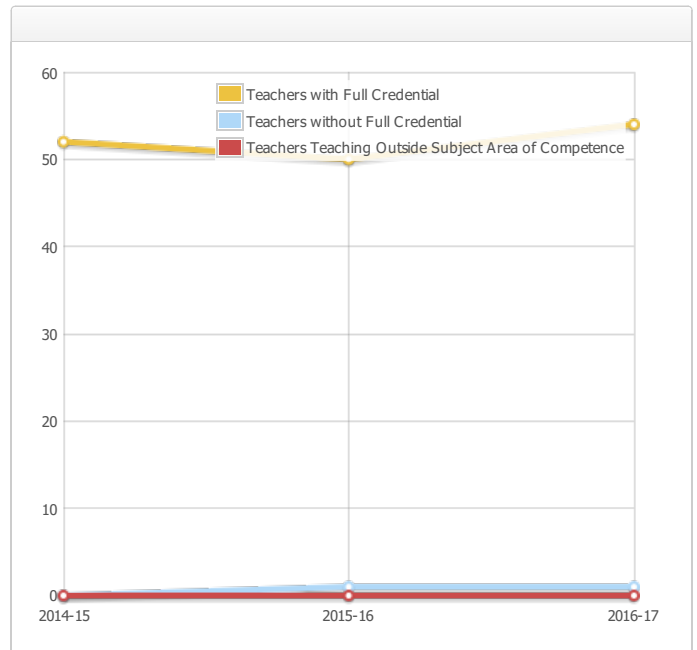
State Priority: Basic

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

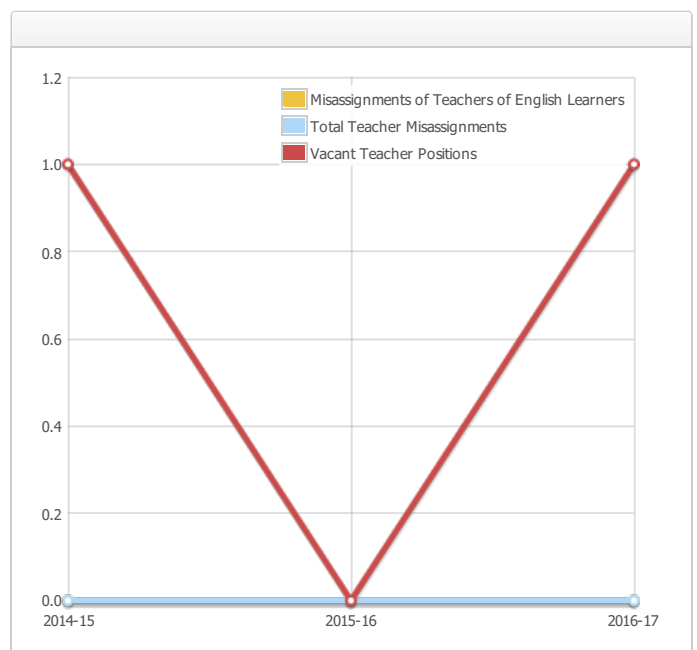
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	52	50	54	1460
Without Full Credential	0	1	1	35
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	23



Last updated: 1/10/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	1



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: 1/10/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	85.0%	16.0%
All Schools in District	87.0%	13.0%
High-Poverty Schools in District	84.0%	16.0%
Low-Poverty Schools in District	89.0%	11.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/30/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which the data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Materials List: https://sjusd.box.com/v/curriculum2016-2017	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: 12/2/2016

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: 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 back fields. 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: 12/14/2016

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Several areas through site need paint: paint peeling in some areas. Several ceiling tiles have water damage and need to be replaced. Some wall sections have holes that need to be patched and repaired. Several floor tiles are cracked in cafeteria (146 total). Work orders placed with Maintenance Dept.
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: October 2016

Overall Rating	Good
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Last updated: 12/9/2016

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 2015-16)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	78.0%	79.0%	51.0%	54.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	75.0%	78.0%	39.0%	42.0%	34.0%	36.0%

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: 1/30/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/30/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/30/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	409.0	405.0	99.0%	78.5%
Male	221.0	218.0	98.6%	74.3%
Female	188.0	187.0	99.5%	83.4%
Black or African American				
American Indian or Alaska Native				
Asian	178.0	175.0	98.3%	92.0%
Filipino				
Hispanic or Latino	63.0	62.0	98.4%	41.9%
Native Hawaiian or Pacific Islander				
White	139.0	139.0	100.0%	77.0%
Two or More Races	12.0	12.0	100.0%	91.7%
Socioeconomically Disadvantaged	46.0	46.0	100.0%	43.5%
English Learners	22.0	22.0	100.0%	13.6%
Students with Disabilities	23.0	22.0	95.7%	13.6%
Students Receiving Migrant Education Services				
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	407.0	401.0	98.5%	80.2%
Male	209.0	205.0	98.1%	79.3%
Female	198.0	196.0	99.0%	81.1%
Black or African American				
American Indian or Alaska Native				
Asian	193.0	189.0	97.9%	93.6%
Filipino				
Hispanic or Latino	61.0	60.0	98.4%	44.1%
Native Hawaiian or Pacific Islander				
White	137.0	136.0	99.3%	77.9%
Two or More Races				
Socioeconomically Disadvantaged	55.0	54.0	98.2%	47.2%
English Learners	22.0	21.0	95.5%	15.0%
Students with Disabilities	29.0	28.0	96.6%	28.6%
Students Receiving Migrant Education Services				
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	425.0	419.0	98.6%	78.5%
Male	218.0	214.0	98.2%	74.8%
Female	207.0	205.0	99.0%	82.4%
Black or African American				
American Indian or Alaska Native				
Asian	193.0	192.0	99.5%	93.8%
Filipino				
Hispanic or Latino	51.0	50.0	98.0%	38.0%
Native Hawaiian or Pacific Islander				
White	161.0	157.0	97.5%	72.6%
Two or More Races				
Socioeconomically Disadvantaged	52.0	51.0	98.1%	41.2%
English Learners	16.0	15.0	93.8%	
Students with Disabilities	30.0	30.0	100.0%	26.7%
Students Receiving Migrant Education Services				
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/30/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/30/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/30/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	409.0	405.0	99.0%	76.1%
Male	221.0	218.0	98.6%	75.2%
Female	188.0	187.0	99.5%	77.0%
Black or African American				
American Indian or Alaska Native				
Asian	178.0	175.0	98.3%	88.0%
Filipino				
Hispanic or Latino	63.0	62.0	98.4%	35.5%
Native Hawaiian or Pacific Islander				
White	139.0	139.0	100.0%	77.7%
Two or More Races	12.0	12.0	100.0%	91.7%
Socioeconomically Disadvantaged	46.0	46.0	100.0%	37.0%
English Learners	22.0	22.0	100.0%	22.7%
Students with Disabilities	23.0	22.0	95.7%	18.2%
Students Receiving Migrant Education Services				
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	406.0	399.0	98.3%	79.2%
Male	209.0	204.0	97.6%	82.3%
Female	197.0	195.0	99.0%	75.9%
Black or African American				
American Indian or Alaska Native				
Asian	192.0	187.0	97.4%	95.7%
Filipino				
Hispanic or Latino	61.0	60.0	98.4%	40.7%
Native Hawaiian or Pacific Islander				
White	137.0	136.0	99.3%	74.3%
Two or More Races				
Socioeconomically Disadvantaged	55.0	54.0	98.2%	39.6%
English Learners	22.0	20.0	90.9%	25.0%
Students with Disabilities	29.0	28.0	96.6%	28.6%
Students Receiving Migrant Education Services				
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	425.0	419.0	98.6%	79.5%
Male	218.0	214.0	98.2%	77.6%
Female	207.0	205.0	99.0%	81.5%
Black or African American				
American Indian or Alaska Native				
Asian	193.0	192.0	99.5%	94.8%
Filipino				
Hispanic or Latino	51.0	50.0	98.0%	36.0%
Native Hawaiian or Pacific Islander				
White	161.0	157.0	97.5%	73.9%
Two or More Races				
Socioeconomically Disadvantaged	52.0	51.0	98.1%	43.1%
English Learners	16.0	15.0	93.8%	26.7%
Students with Disabilities	30.0	30.0	100.0%	16.7%
Students Receiving Migrant Education Services				
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/30/2017

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	
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
Science (grades 5, 8, and 10)	90.0%	86.0%	61.0%	57.0%	60%	56%

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: 1/30/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	425	418	98.4%	87.1%
Male	218	214	98.2%	88.8%
Female	207	204	98.6%	85.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	193	192	99.5%	97.4%
Filipino	--	--	--	--
Hispanic or Latino	51	50	98.0%	60.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	161	156	96.9%	82.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	51	98.1%	58.8%
English Learners	16	15	93.8%	20.0%
Students with Disabilities	30	29	96.7%	44.8%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/30/2017

Career Technical Education Programs (School Year 2014-15)

N/A

Last updated: 12/5/2016

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 12/5/2016

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	10.6%	29.9%	52.7%

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: 8/18/2017

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 2016-17)

Bret Harte takes great pride in parent involvement and the role parents play in developing 21st century learners. 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 (about 300 or more families last year). Parents work with staff on our Site Leadership Teams, assist in the Media Center, help plan Passports for Success, assist at the Sixth 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, iPads, 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 the 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 program offered at a middle school and is continuously growing as we offer cross country, tennis, volleyball, track, soccer, baseball, softball, flag football, wrestling, basketball, and spirit team. Booster Club also sponsors over 25 clubs, providing an extended opportunity for student involvement and participation.

Both Community Club and Booster Club have contact information on our website www.sjUSD.org/bretharte for anyone interested in volunteering.

State Priority: Pupil Engagement

Last updated: 12/14/2016

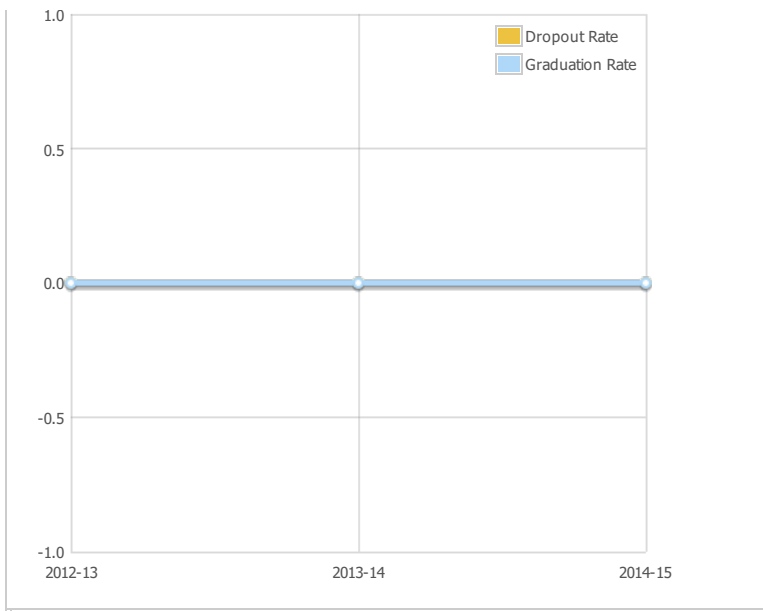
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.0%	0.0%	0.0%	--	--	--	80.4%	81.0%	82.3%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/30/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	--	89.0%	85.9%
Black or African American	--	89.0%	78.0%
American Indian or Alaska Native	--	64.0%	78.1%
Asian	--	97.0%	93.3%
Filipino	--	94.0%	93.2%
Hispanic or Latino	--	85.0%	83.0%
Native Hawaiian or Pacific Islander	--	75.0%	84.9%
White	--	94.0%	90.5%
Two or More Races	--	85.0%	89.3%
Socioeconomically Disadvantaged	--	92.0%	77.6%
English Learners	--	71.0%	54.0%
Students with Disabilities	--	58.0%	66.1%
Foster Youth	--	--	--

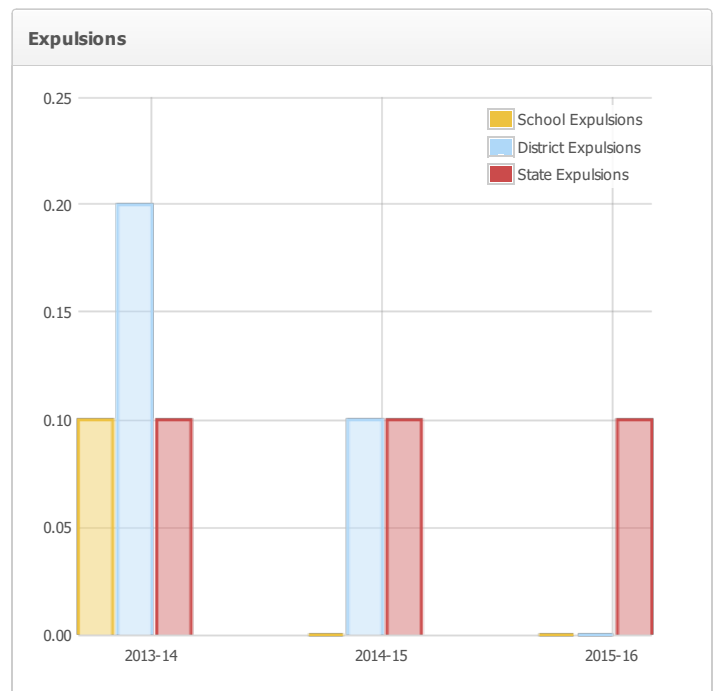
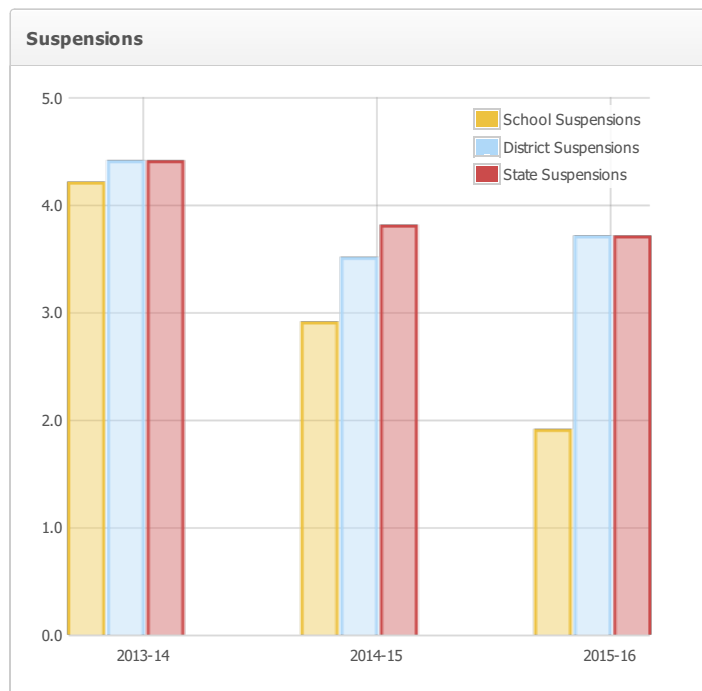
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.2%	2.9%	1.9%	4.4%	3.5%	3.7%	4.4%	3.8%	3.7%
Expulsions	0.1%	0.0%	0.0%	0.2%	0.1%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/30/2017

School Safety Plan (School Year 2016-17)

Date safety plan updated: August 2015

Date safety plan last reviewed with staff: August 2015

Date safety plan last reviewed with community: January 25, 2016

Safety is paramount at Bret Harte. Our safety plan was 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. This year we added to our emergency supplies search and rescue backpacks for each of our search and rescue team members. 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. Bret Harte has a police officer on campus five days a week along with campus supervisors. The campus is monitored, before and after school, lunchtime, and during passing periods, by our police, campus supervisors, teachers, and administrators. Staff members are located at all entrances during brunch and lunch to make sure all visitors sign in prior to coming on campus. Bret Harte is a very secure and safe campus.

Last updated: 12/14/2016

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 2016-17)

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	17
Percent of Schools Currently in Program Improvement	N/A	94.4%

Last updated: 1/30/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	23.9	29	49	27	22.6	30	68	6	23.4	29	69	7
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: 1/25/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	29.0	5	36	4	28.0	6	39	1	29.0	5	39	2
Mathematics	30.0	3	26	12	29.0	2	34	7	28.0	4	38	4
Science	32.0	0	25	12	30.0	1	31	6	30.0	0	37	2
Social Science	30.0	0	36	4	30.0	0	37	2	31.0	0	35	3

* 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: 1/31/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.6	774.0
Counselor (Social/Behavioral or Career Development)	1.1	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	1.5	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: 1/11/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9143.0	\$2293.0	\$6850.0	\$72270.0
District	N/A	N/A	\$11261.0	\$70979.0
Percent Difference – School Site and District	N/A	N/A	-19.8%	5.0%
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	N/A	N/A	20.7%	-6.4%

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

Last updated: 1/5/2017

Types of Services Funded (Fiscal Year 2015-16)

Intervention Classes

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 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.

SSR Release

Each teacher also participated in our SSR release program this year. Each teacher selected a small group of students they would like to meet with once a week during the school's SSR time. Students were selected based on their need for academic support in a particular class. During these weekly meetings with the students, teachers have an opportunity to work on academic vocabulary, preteach difficult concepts, or reteach skills where the students did not show mastery.

Counseling

Bret Harte offers both academic and social emotional counseling. Our academic counselors work with students, in small groups and individually, who are struggling with organization and study skills. The counselors also work to connect parents to community resources, and aid in communication between the parents and staff. There is at least one academic counselor on campus every day, week. 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 request, or by their own request.

Staff Development (EDI and CCSS, and NGSS)

Bret Harte Math and Language Arts teachers participated in staff development on the implementation of the new Common Core State Standards. Several staff members were part of the district wide committees that wrote and chaptered units in Language Arts and Math around the Common Core Standards. All Staff members received staff development on the Common Core Literacy Standards, as these literacy standards are the shared responsibility of all content areas. All staff has been trained in the use of Explicit Direct Instruction. The school as a whole also worked on different aspects of Growth Mindset and incorporated this idea into their classroom culture. The science department began converting their curriculum to meet the Next Generation Science Standards as a department as well as utilizing district resources and personnel.

GATE

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

Special Ed

Bret Harte has one Severely Handicapped class, two Resource Specialist classes, one Special Day class, and one Emotionally Disturbed (ED) class. Students are tested, if requested, for proper placement. We provide for the least restrictive environment for each special education student, whenever possible. Currently, we incorporate an inclusion model for all our RSP students. They are mainstreamed in all classes. Some may have a Guided Studies class with their case manager. Student progress is monitored by the individual case manager. Counseling services are provided on an as needed basis for these students.

At-Risk Students

At-risk students are identified and supported through the following services: six-week progress reports, student/parent/teacher/administrator conferences, Coordination of Services Team (COST), Student Success Team (SST), Counseling Services, intervention classes, peer and outside tutoring, and the City of San Jose's Safe School Program.

English Language Learners

We have ELL classes in Language Arts as a double period. We also offer a Reading Lab course during the day to reinforce what students are learning in their other core classes. An EL coordinator works with ELL needs; an Instructional Associate assists in the ELL classes and the Reading Lab. Teachers meet collaboratively to discuss progress of ELL students and receive staff development to keep current with research based methods of support for ELLs.

A writer's workshop class is also offered to assist English language learners who are proficient in speaking and reading, but need support in writing in order to meet the criteria for reclassification.

Students with Disabilities

Students with disabilities are scheduled appropriately in both special education classes and also in our mainstream program. Teachers make accommodations as necessary to ensure each student is successful. Training for teachers was provided in August to allow teachers to learn strategies to assist student learning in a mainstream classroom.

After-School Programs

At Bret Harte we have over 650 of our 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.

Tutoring

Teachers often schedule hours after school or during lunch when they are available for assistance with learning difficulties.

Last updated: 12/14/2016

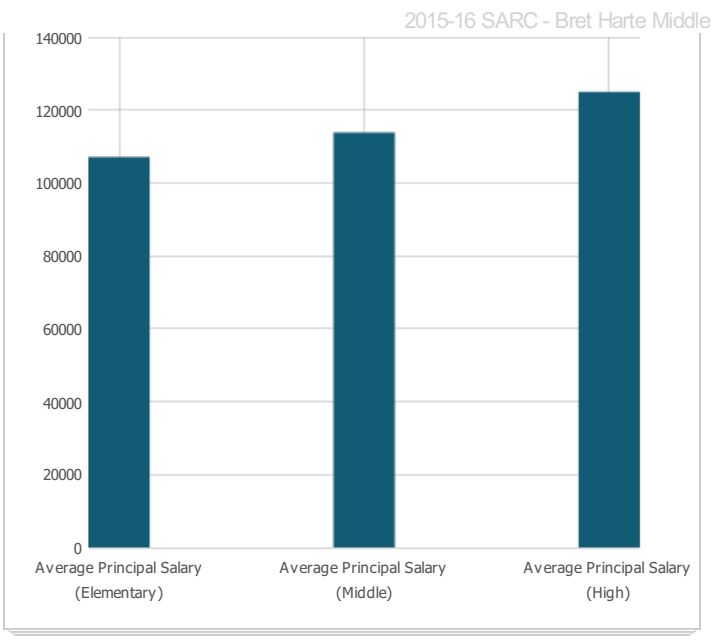
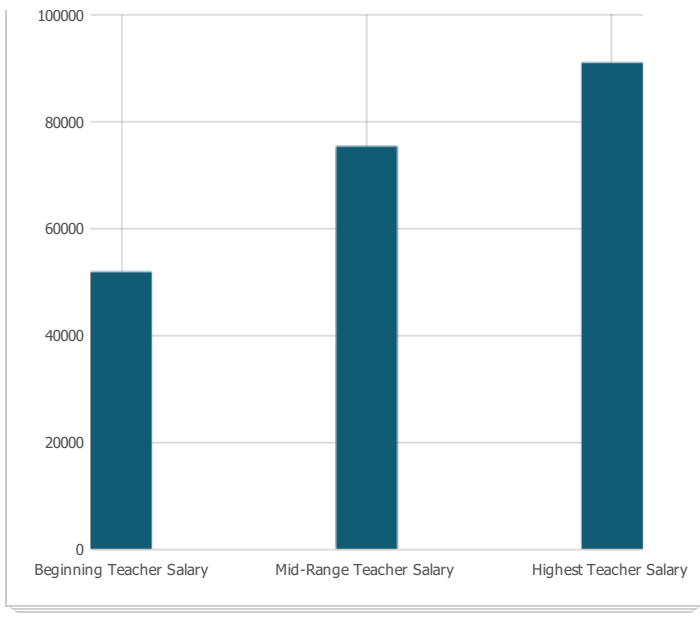
Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,804	\$45,092
Mid-Range Teacher Salary	\$75,277	\$71,627
Highest Teacher Salary	\$90,927	\$93,288
Average Principal Salary (Elementary)	\$107,108	\$115,631
Average Principal Salary (Middle)	\$113,822	\$120,915
Average Principal Salary (High)	\$124,980	\$132,029
Superintendent Salary	\$243,000	\$249,537
Percent of Budget for Teacher Salaries	35.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/30/2017

Advanced Placement (AP) Courses (School Year 2015-16)

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

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

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

Last updated: 12/14/2016

Professional Development

A rich and diverse staff development program exists at Bret Harte. On our three staff development days, teachers are provided a selection of topics designed around their needs as professionals. We utilize district resources, instructional coaches and teachers to present best practices. We also give staff an opportunity to share their professional expertise with their peers. The staff fully participates in our staff development planning. During this school year, creating a caring school climate and respect for others has been our focus. Teachers are encouraged to participate in after school and weekend professional development. Another focus was on Direct Instruction and Common Core State Standards. Teachers collaborate to create materials and lessons to further address the expectations of Common Core State Standards. To assist our ELL students, each department held a collaboration day to identify successful instructional strategies and to identify intervention needed for English Learners. The science staff worked with district resources to start the transition of using the Next Generation Science Standards as the guide for their curriculum.

Administrators are available on a daily basis to help teachers with their craft. Teachers also rely heavily on their peers and instructional coaches to assist and provide feedback for refining instruction. Teachers work with coaches to complete coaching cycles to improve instruction for all students.

Professional development is a part of each meeting held on campus. On each in-service day 2 hours are devoted to professional development. Standards implementation and training for each teacher are our goals. Workshops are held periodically when the need arises.

Last updated: 12/14/2016