

## Bret Harte Middle

# School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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.



## Alanna Callaway-Wilson, Principal

Principal, Bret Harte Middle

### About Our School

My goals this year are to continue the ongoing success which the Bret Harte community has established; to collaborate with all stakeholders to continue to meet the needs of our students; and to provide a welcoming, safe, and caring atmosphere for students, staff, and parents. I will spend a significant amount of time in classrooms observing the learning environment we are providing our students and reflecting with teachers on their practice.

I am confident our school will maintain its academic excellence and maintain a focus on developing student's assets. This coming year, our school will continue to provide a first-class public education for all students through continued exploration of ways to develop 21st century skills and continued focus on high quality instruction.

### 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: [acallawaywilson@sjusd.org](mailto:acallawaywilson@sjusd.org)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	San Jose Unified
<b>Phone Number</b>	(408) 535-6000
<b>Superintendent</b>	Nancy Albarrán
<b>E-mail Address</b>	<a href="mailto:nalbarran@sjusd.org">nalbarran@sjusd.org</a>
<b>Web Site</b>	<a href="http://www.sjusd.org">http://www.sjusd.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Bret Harte Middle
<b>Street</b>	7050 Bret Harte Dr.
<b>City, State, Zip</b>	San Jose, Ca, 95120-3205
<b>Phone Number</b>	408-535-6270
<b>Principal</b>	Alanna Callaway-Wilson, Principal
<b>E-mail Address</b>	<a href="mailto:acallawaywilson@sjusd.org">acallawaywilson@sjusd.org</a>
<b>County-District-School (CDS) Code</b>	43696666060099

*Last updated: 1/7/2019*

### School Description and Mission Statement (School Year 2018—19)

Our Mission is to unite as one community and 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.

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.

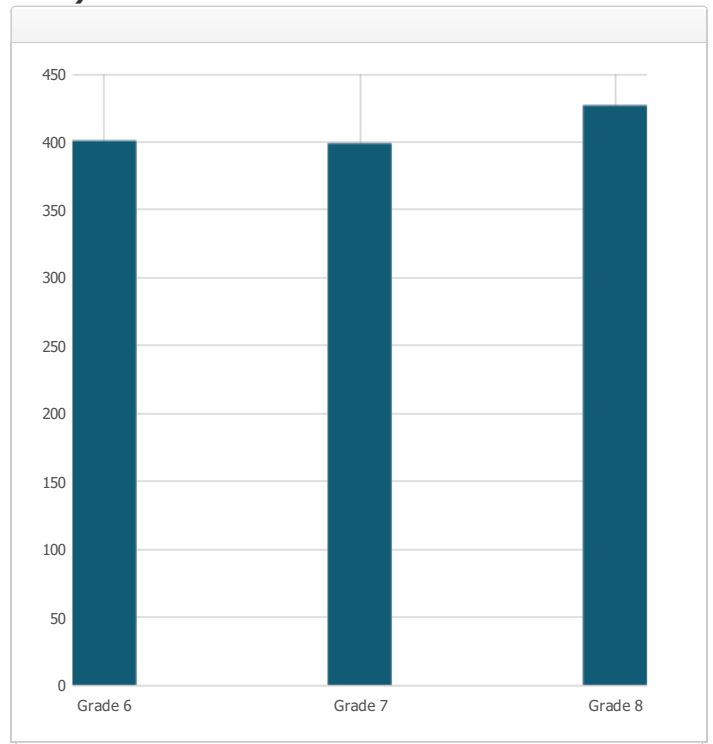
Our partnership with parents and community groups provides many opportunities and resources for our school. These include our sports teams, after school and lunch clubs, a variety of elective "wheel" offerings for 6th and 7th graders, a variety of year-long elective choices for 8th graders, and Project 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: 1/7/2019*

**Student Enrollment by Grade Level (School Year 2017—18)**

Grade Level	Number of Students
Grade 6	401
Grade 7	399
Grade 8	427
Total Enrollment	1227



Last updated: 1/17/2019

**Student Enrollment by Student Group (School Year 2017—18)**

Student Group	Percent of Total Enrollment
Black or African American	0.3 %
American Indian or Alaska Native	0.1 %
Asian	44.0 %
Filipino	2.0 %
Hispanic or Latino	14.8 %
Native Hawaiian or Pacific Islander	0.2 %
White	31.5 %
Two or More Races	6.5 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	15.8 %
English Learners	6.8 %
Students with Disabilities	6.8 %
Foster Youth	0.1 %

## A. Conditions of Learning

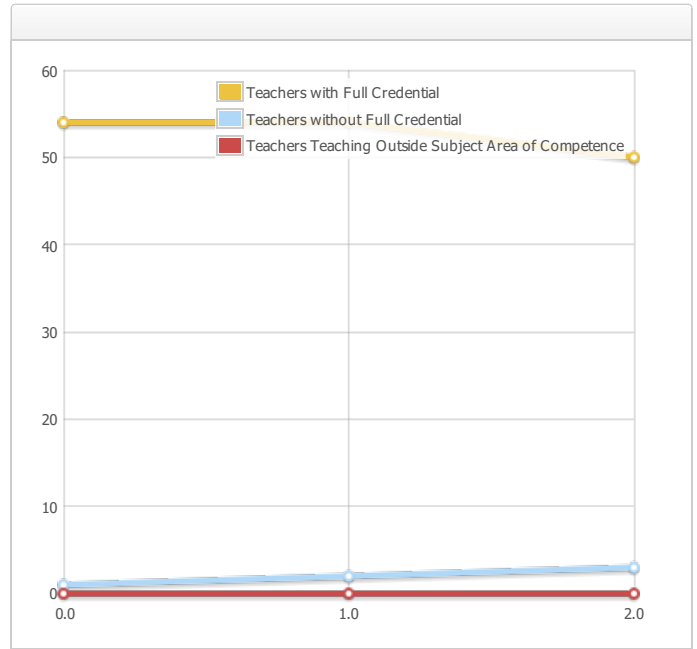
### State Priority: Basic

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

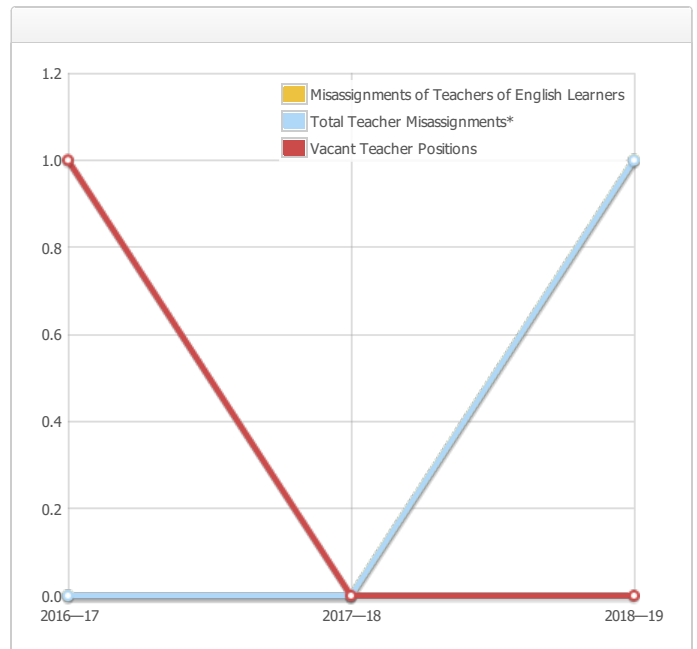
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	54	54	50	1368
Without Full Credential	1	2	3	70
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1298



Last updated: 1/30/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	1	0	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: 1/30/2019

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p style="text-align: center;"><b>LANGUAGE ARTS</b></p> <p style="text-align: center;">Grades 6,7,8 Springboard ELA</p> <p style="text-align: center;">Grades 6,7,8 <b>ELD</b>: National Geographic/Cengage Learning: Inside</p> <p style="text-align: center;"><b>READING INTERVENTION &amp; ACADEMIC LANGUAGE AND SKILLS</b></p> <p style="text-align: center;">SpringBoard ELD Companion</p> <p style="text-align: center;"><b>MIDDLE SCHOOL ENGLISH CORE NOVELS</b></p> <p style="text-align: center;">Grade 6 - <i>Walk Two Moons</i>, Sharon Creech</p> <p style="text-align: center;">Grade 7- <i>Tangerine</i>, Edward Bloor</p> <p style="text-align: center;">Grade 8- <i>Giver</i>, Lowis Lowry, <i>Fahrenheit 451</i>, Ray Bradbury</p>	Yes	0.0 %
Mathematics	<p style="text-align: center;"><b>MATHEMATICS</b></p> <p style="text-align: center;">CORE</p> <p style="text-align: center;">Grade 6 Springboard (Course I)</p> <p style="text-align: center;">Grade 7 Springboard (Course II)</p> <p style="text-align: center;">Grade 8 Springboard (Course III)</p>	Yes	0.0 %
Science	<p style="text-align: center;"><b>SCIENCE</b></p> <p style="text-align: center;">Grade 6 Glencoe/McGraw-Hill: <i>Focus on Earth Science</i></p> <p style="text-align: center;">Grade 7 Glencoe/McGraw-Hill <i>Focus on Life Science</i></p> <p style="text-align: center;">Grade 8 Glencoe/McGraw Hill <i>Focus on Physical Science</i></p>	Yes	0.0 %
History-Social Science	<p style="text-align: center;"><b>SOCIAL SCIENCE</b></p> <p style="text-align: center;">Grade 6 Glencoe/McGraw-Hill: <i>Ancient Civilizations</i></p> <p style="text-align: center;">Grade 7 Glencoe/McGraw-Hill: <i>Medieval and Early Modern Times</i></p> <p style="text-align: center;">Grade 8 McDougal Littell: <i>Creating America A History of the United States</i></p>	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			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: 1/10/2019

## 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: During the Summer of 2018 the Library was renovated as a major Measure H update. During the Summer of 2018, the HVAC system for the entire campus was updated.

In recent years the classroom door locks were upgraded, also using Measure H funds, and the boys and girls locker rooms were completely renovated. Several facilities have been upgraded and brought to ADA standards.

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 9/2018.

*Last updated: 1/7/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: September 2018

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

## Overall Facility Rate

Year and month of the most recent FIT report: September 2018

Overall Rating	Exemplary
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*Last updated: 1/2/2019*

## 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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	78.0%	80.0%	53.0%	54.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	78.0%	80.0%	42.0%	43.0%	37.0%	38.0%

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.

Note: ELA and 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.

*Last updated: 1/17/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1224	1189	97.14%	79.56%
Male	662	647	97.73%	76.51%
Female	562	542	96.44%	83.21%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	542	530	97.79%	93.21%
Filipino	21	21	100.00%	57.14%
Hispanic or Latino	179	174	97.21%	42.53%
Native Hawaiian or Pacific Islander	--	--	--	
White	387	373	96.38%	77.48%
Two or More Races	81	77	95.06%	87.01%
Socioeconomically Disadvantaged	197	191	96.95%	49.74%
English Learners	203	195	96.06%	53.33%
Students with Disabilities	68	62	91.18%	22.58%
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 (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: 1/17/2019*



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1225	1193	97.39%	80.30%
Male	662	647	97.73%	80.68%
Female	563	546	96.98%	79.85%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	542	534	98.52%	94.76%
Filipino	21	21	100.00%	71.43%
Hispanic or Latino	179	173	96.65%	41.04%
Native Hawaiian or Pacific Islander	--	--	--	
White	387	374	96.64%	78.07%
Two or More Races	81	77	95.06%	84.42%
Socioeconomically Disadvantaged	197	190	96.45%	46.84%
English Learners	203	198	97.54%	55.56%
Students with Disabilities	69	62	89.86%	19.35%
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 (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: 1/17/2019*

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/17/2019

### Career Technical Education (CTE) Programs (School Year 2017–18)

N/A
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Last updated: 12/14/2018

### Career Technical Education (CTE) Participation (School Year 2017–18)

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: 12/14/2018

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

# 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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	14.8%	30.4%	38.4%

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: 1/30/2019

## 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 school site

### Opportunities for Parental Involvement (School Year 2018—19)

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 the Career Faire, 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 a robotics strand, a hands on lab where students learn the principles of engineering and design, for the 7th grade electives "wheel" 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

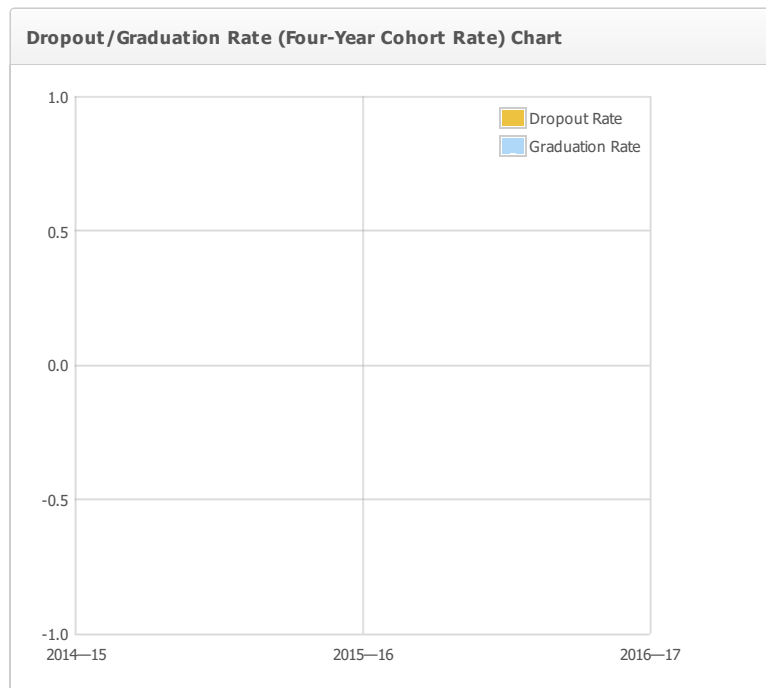
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	7.7%	6.4%	10.7%	9.7%
Graduation Rate	--	--	85.4%	87.7%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	5.2%	9.1%
Graduation Rate	--	89.5%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/17/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
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	--	--	--
Foster Youth	--	--	--

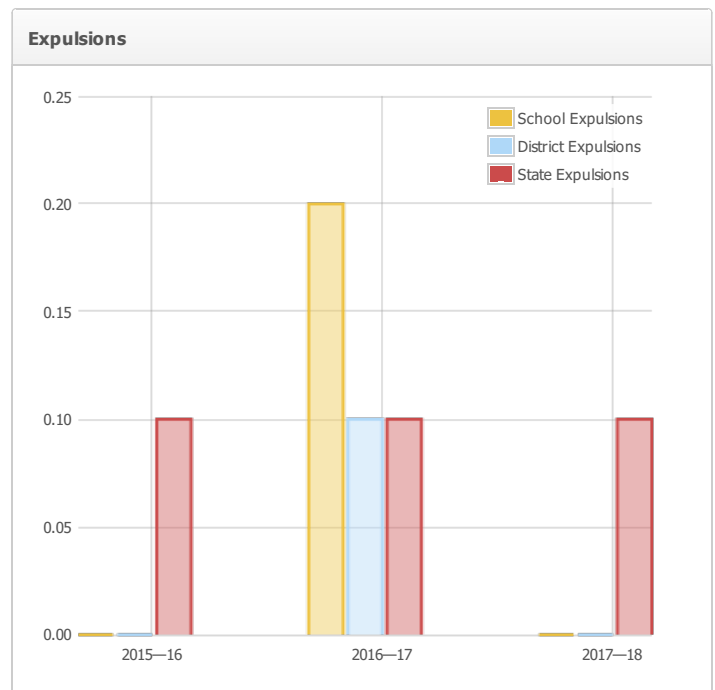
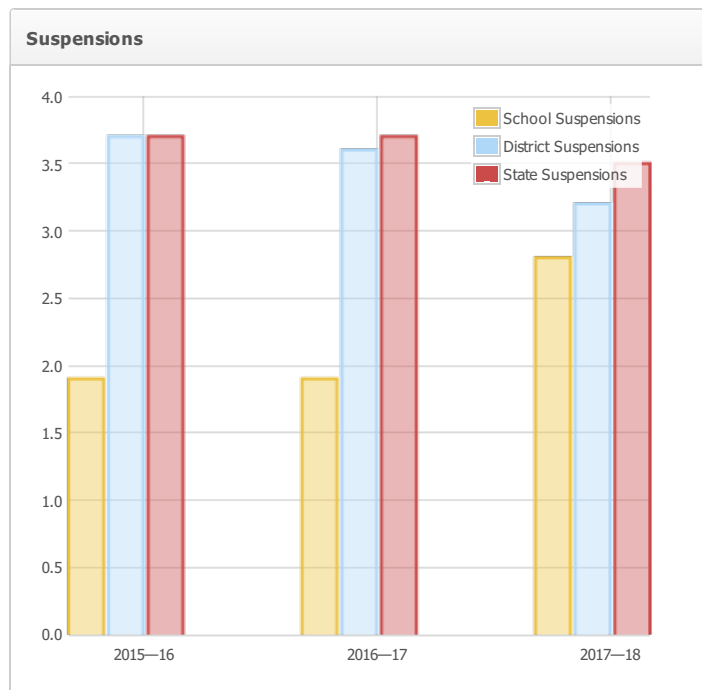
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.9%	1.9%	2.8%	3.7%	3.6%	3.2%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.2%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/17/2019

## School Safety Plan (School Year 2018—19)

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. Additionally, the Site Safety Committee meets multiple times a semester to review the plan and debrief staff performance during campus-wide drills.

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: 1/7/2019

## 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	29.0	3	71	6
Other**				

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	27.0	6	78	1
Other**				

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	28.0	5	77	1
Other**				

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

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/17/2019



**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	10	27	
Mathematics	25.0	6	31	
Science	26.0	6	24	2
Social Science	26.0	5	23	2

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	9	30	
Mathematics	23.0	14	23	
Science	24.0	7	25	
Social Science	24.0	5	27	

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	10	28	
Mathematics	24.0	9	25	2
Science	24.0	6	26	
Social Science	23.0	10	24	

\* 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: 1/17/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	3.0	396.0
Counselor (Social/Behavioral or Career Development)	0.3	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.7	N/A
Social Worker	0.1	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.2	N/A
Other	0.0	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: 1/17/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$11229.6	\$2931.7	\$8297.9	\$75521.2
District	N/A	N/A	\$8863.8	\$75422.0
Percent Difference – School Site and District	N/A	N/A	-6.4%	-0.1%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	16.5%	-6.5%

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

*Last updated: 12/11/2018*

## Types of Services Funded (Fiscal Year 2017—18)

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. We have three 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. The Social Studies department is in the midst of piloting materials aligned to the new History Social Science framework, in preparation for district-wide adoption of framework aligned textbooks.

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 autism-specific classroom, a special day classroom, and two resource classrooms. 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. They are mainstreamed for all 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, Student Success Team, Counseling services, intervention class 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: 1/7/2019*

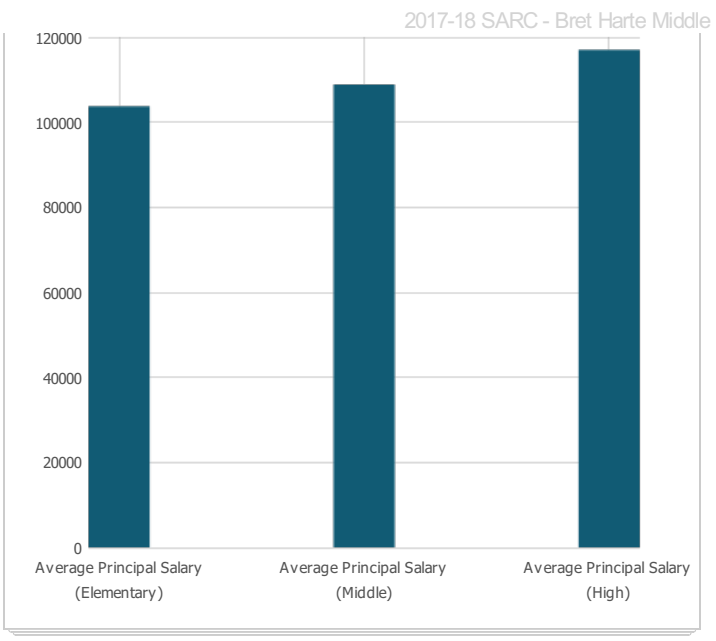
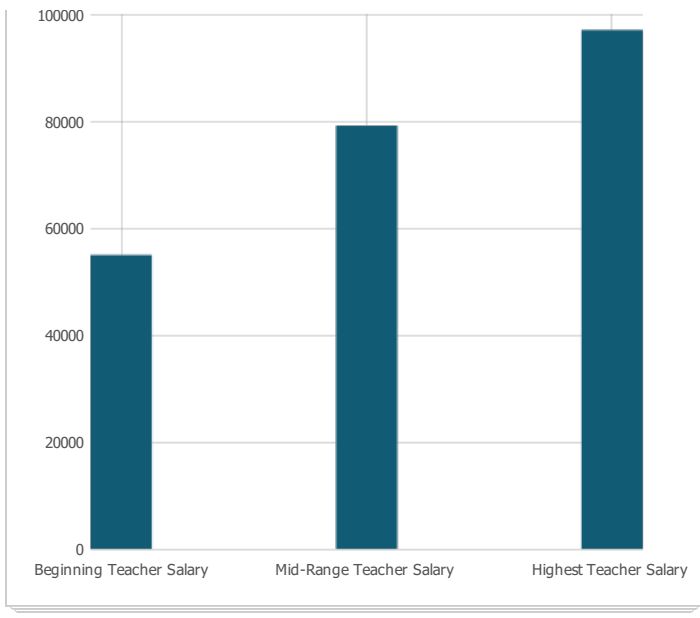
## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,958	\$47,903
Mid-Range Teacher Salary	\$79,132	\$74,481
Highest Teacher Salary	\$97,032	\$98,269
Average Principal Salary (Elementary)	\$103,741	\$123,495
Average Principal Salary (Middle)	\$108,855	\$129,482
Average Principal Salary (High)	\$117,012	\$142,414
Superintendent Salary	\$263,799	\$271,429
Percent of Budget for Teacher Salaries	34.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

**Teacher Salary Chart**

**Principal Salary Chart**



*Last updated: 1/17/2019*

**Advanced Placement (AP) Courses (School Year 2017—18)**

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: 1/17/2019*

**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. The Social Studies department is in the midst of piloting materials aligned to the new History Social Science framework, in preparation for district-wide adoption of framework aligned textbooks.

From 2016 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 were dispersed throughout the 2017-2018 school year. We look forward to continuing our partnership with Equity and Access with a new cohort this year, and their practices will be reinforced throughout professional development sessions during the Spring Semester.

*Last updated: 1/7/2019*