

# Bret Harte Middle School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Bret Harte Middle School
<b>Street</b>	1047 E St
<b>City, State, Zip</b>	Hayward, CA 94541
<b>Phone Number</b>	(510) 723-3100
<b>Principal</b>	Seana Condit-Gordon
<b>Email Address</b>	scondit-gordon@husd.k12.ca.us
<b>School Website</b>	<a href="https://bht-haywardusd-ca.schoolloop.com/">https://bht-haywardusd-ca.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	01611926056931

## 2022-23 District Contact Information

<b>District Name</b>	Hayward Unified School District
<b>Phone Number</b>	(510) 784-2600
<b>Superintendent</b>	Chien Wu Fernandez
<b>Email Address</b>	cfernandez@husd.k12.ca.us
<b>District Website Address</b>	www.husd.k12.ca.us

## 2022-23 School Overview

Bret Harte is a middle school located in the heart of the Bay Area in Hayward, California. Bret Harte is one of five comprehensive middle schools in the Hayward Unified School District. Bret Harte hosts a diverse student body of approximately 600 students who bring with them many cultures, languages, economics and life experiences.

The Bret Harte mission is to work together with parents and students to engage students academically in a rigorous learning environment and a positive school climate that develops the intellectual, emotional, and physical success of all learners. We will instill confidence, teach academic skills, and provide the support or acceleration that students need.

Bret Harte Middle School shares a vision of consistently high expectations and equity for every student. Our focus is on utilizing Culturally Responsive Teaching, research based instructional routines, data analysis and relationship centered classrooms to improve student educational outcomes in the Common Core standards and to prepare our students for College and Career Readiness when they leave Bret Harte.

Bret Harte's emphasis is on a well-balanced and rigorous core curriculum at both 7 and 8 grade levels. To support students in their acquisition of the Standards, Bret Harte uses Culturally Responsive Instruction, research based instructional routines, data analysis, and relationship centered classrooms to ensure students are actively engaging in the lesson. Students are provided opportunities to grapple with content and connect and extend their ideas to show their understanding of the concepts through assessments and projects. Our school has adopted a school wide climate plan and Restorative Practices to ensure student accountability and social growth. At Bret Harte leadership is a shared responsibility between the principal, school staff, students, and parents. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include School Site Council (SSC), Site Based Decision Making (SBDM), English Learner Advisory Council (ELAC) and our African American Student Achievement Initiative (AASAI).

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	269
Grade 8	283
Total Enrollment	552

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.4
Asian	4.7
Black or African American	16.3
Filipino	3.4
Hispanic or Latino	62.5
Native Hawaiian or Pacific Islander	2.5
Two or More Races	5.1
White	5.1
English Learners	17.4
Foster Youth	0.4
Homeless	1.1
Migrant	0.4
Socioeconomically Disadvantaged	59.8
Students with Disabilities	10.3

#### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.70	75.98	816.80	82.14	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	2.10	8.88	28.40	2.86	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.80	7.30	81.30	8.18	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.60	6.86	33.60	3.38	12115.80	4.41
<b>Unknown</b>	0.20	0.97	34.00	3.43	18854.30	6.86
<b>Total Teaching Positions</b>	24.60	100.00	994.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.60	74.90	841.90	83.53	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	2.00	8.03	23.40	2.33	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.80	7.35	62.20	6.18	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.00	8.07	21.80	2.17	11953.10	4.28
<b>Unknown</b>	0.40	1.61	58.30	5.79	15831.90	5.67
<b>Total Teaching Positions</b>	24.90	100.00	1007.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	1.80
Misassignments	0.80	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.80</b>	<b>1.80</b>

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.60	1.60
Local Assignment Options	0.00	0.40
<b>Total Out-of-Field Teachers</b>	<b>1.60</b>	<b>2.00</b>

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.10	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.10	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Pearson Prentice Hall, Pearson Literature for California: Reading and Language Arts, c2010 (English)	Yes	0
<b>Mathematics</b>	7th Grade: Glencoe/McGrawHill, California Math Course 2, c2015; Glencoe/McGrawHill, Math Accelerated: A Pre-Algebra Program c2014, 8th Grade: Glencoe/McGrawHill, California Math Course 3, c2015 Houghton Mifflin Harcourt, California Algebra 1, c2015; Houghton Mifflin Harcourt, California Geometry, c2015	Yes	0

<b>Science</b>	7th Grade: McDougal Littell & Company, McDougal Littell Science: Focus on Life Sciences (California), c2007 (English & Spanish); 8th Grade: McDougal Littell & Company, McDougal Littell Science: Focus on Physical Sciences (California), c2007 (English & Spanish)	Yes	0
<b>History-Social Science</b>	7th Grade: Holt, Rinehart & Winston, World History Medieval to Early Modern Times, c2006 (English & Spanish) 8th Grade: Holt, Rinehart & Winston, United States History Independence to 1914, c2006 (English & Spanish)	Yes	0

### School Facility Conditions and Planned Improvements

A lexan material is used for window replacement throughout this school site.

**Year and month of the most recent FIT report** January 2022

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

### Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	31	N/A	36	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	13	N/A	19	N/A	33



## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	553	523	94.58	5.42	31.02
<b>Female</b>	269	255	94.80	5.20	35.29
<b>Male</b>	284	268	94.37	5.63	26.89
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	26	25	96.15	3.85	56.00
<b>Black or African American</b>	91	87	95.60	4.40	28.74
<b>Filipino</b>	17	15	88.24	11.76	78.57
<b>Hispanic or Latino</b>	347	330	95.10	4.90	24.46
<b>Native Hawaiian or Pacific Islander</b>	13	12	92.31	7.69	33.33
<b>Two or More Races</b>	26	23	88.46	11.54	39.13
<b>White</b>	31	29	93.55	6.45	62.07
<b>English Learners</b>	95	90	94.74	5.26	1.11
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	339	323	95.28	4.72	25.23
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	56	48	85.71	14.29	2.17

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	553	518	93.67	6.33	12.79
<b>Female</b>	269	253	94.05	5.95	10.32
<b>Male</b>	284	265	93.31	6.69	15.15
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	26	25	96.15	3.85	44.00
<b>Black or African American</b>	91	85	93.41	6.59	8.33
<b>Filipino</b>	17	15	88.24	11.76	26.67
<b>Hispanic or Latino</b>	347	329	94.81	5.19	8.84
<b>Native Hawaiian or Pacific Islander</b>	13	11	84.62	15.38	0.00
<b>Two or More Races</b>	26	22	84.62	15.38	27.27
<b>White</b>	31	29	93.55	6.45	31.03
<b>English Learners</b>	95	88	92.63	7.37	2.30
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	339	318	93.81	6.19	7.91
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	56	48	85.71	14.29	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	18.61	--	17.77	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	286	274	95.8	4.2	18.61
<b>Female</b>	148	142	95.95	4.05	19.72
<b>Male</b>	138	132	95.65	4.35	17.42
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	14	14	100	0	57.14
<b>Black or African American</b>	51	49	96.08	3.92	10.2
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	174	166	95.4	4.6	16.27
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	11	91.67	8.33	36.36
<b>White</b>	19	18	94.74	5.26	38.89
<b>English Learners</b>	48	46	95.83	4.17	2.17
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	174	165	94.83	5.17	13.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	29	26	89.66	10.34	0

## B. Pupil Outcomes

### 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	46.7%	46.2%	46.2%	46.2%	38.8%

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Bret Harte is a school where parents, guardians and community members are always welcome. Bret Harte Middle School greatly benefits from its supportive parents who volunteer in the school office, library, and classrooms. Parents and guardians are encouraged to be active in our school, to engage in school activities and participate in their students learning by keeping updated on their students attendance and academic success through our online Parent Portal. Parent Teacher conferences are held during the first quarter of the school year and other times during the year by request, and there are numerous ways for our families to work with counselors and teachers to support students.

Parents/guardians have the opportunity to participate in a variety of events at Bret Harte. Parents can attend our annual Back to School Night, Open House and other academic evening events. Our parents are leaders of our Parent Teacher Association (PTA), School Site Council (SSC), African American Student Achievement Initiative (AASAI) Team, and English Language Advisory Committee (ELAC). Bret Harte hosts Parent Days on a quarterly basis, where parents are encouraged to come to school and shadow their child for all or part of the day to experience life as a Bret Harte student. Additionally, the school hosts family events such as the Black History Month event, Jazz Night, and Spoken Word Poetry night. Parents also support our school with chaperoning athletic events and study trips including the many trips to local universities.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	582	575	296	51.5
Female	290	287	149	51.9
Male	292	288	147	51.0
American Indian or Alaska Native	2	2	1	50.0
Asian	28	28	5	17.9
Black or African American	95	95	59	62.1
Filipino	20	19	12	63.2
Hispanic or Latino	364	358	173	48.3
Native Hawaiian or Pacific Islander	14	14	14	100.0
Two or More Races	28	28	18	64.3
White	31	31	14	45.2
English Learners	125	122	62	50.8
Foster Youth	5	5	4	80.0
Homeless	9	9	6	66.7
Socioeconomically Disadvantaged	366	362	209	57.7
Students Receiving Migrant Education Services	2	2	1	50.0
Students with Disabilities	60	59	39	66.1

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.28	3.48	2.45
Expulsions	0.15	0.05	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	15.98	0.01	3.78	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	15.98	0.00
Female	12.07	0.00
Male	19.86	0.00
American Indian or Alaska Native	0.00	0.00
Asian	7.14	0.00
Black or African American	21.05	0.00
Filipino	5.00	0.00
Hispanic or Latino	15.11	0.00
Native Hawaiian or Pacific Islander	14.29	0.00
Two or More Races	35.71	0.00
White	6.45	0.00
English Learners	13.60	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	19.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.33	0.00

## 2022-23 School Safety Plan

Bret Harte is a safe school and has an ongoing focus on maintaining a safe campus. Safety is an agenda item at each monthly Site Based Decision Making (SBDM) meeting. At the time of the last comprehensive review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for insuring student and staff safety during a disaster. Fire, disaster, or lock-down drills are conducted on a monthly basis throughout the school year.

Students are supervised throughout the day by teachers, counselors, Campus Safety Officers and administrators. There is a designated area for student drop off and pick up. Visitors are required to check in the front office and receive a name badge. There are disaster materials in each classroom for 35 students including water and food provisions, toilet and first aid items. The Bret Harte administration and faculty works closely with our district leadership and community partners to routinely review campus safety procedures and discuss current local needs.

Bret Harte Middle School and Hayward Unified School District utilize Share 911, a real-time app and computer program, to increase communication and reduce response time from first responders in the event of an emergency. This program is practiced during each drill to ensure familiarity and to allow discussion around areas for improvement. We are constantly looking to educate students and faculty on best practices around school safety.

Our school has an active Site Based Decision Making team that includes administrators, teachers, maintenance, and other staff members. The team works together in forming and revising the school safety plan as well as responding to day-to-day safety issues. At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff. The plan was approved in January 2023.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	5	11	15
Mathematics	30	2	14	9
Science	29	3	8	11
Social Science	29	2	10	10

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	5	22	3
Mathematics	27	5	13	3
Science	26	4	16	2
Social Science	26	3	17	2

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	7	20	4
Mathematics	24	4	19	
Science	22	5	20	
Social Science	23	5	19	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	290.53

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.8



## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,920	\$6,346	\$8,574	\$92,478
District	N/A	N/A	\$7,882	\$100,338
Percent Difference - School Site and District	N/A	N/A	8.4	-8.2
State	N/A	N/A	\$13,981	\$82,681
Percent Difference - School Site and State	N/A	N/A	-47.9	11.2

## 2021-22 Types of Services Funded

The Local Control Formula Funds are used to ensure all students graduate college and/or career ready. Our district insures that all students have access to and success in a broad curriculum. In addition, that students master Common Core State Standards. We do this by expanding College and Career support programs, expand Career Pathways as well as implementing reading intervention systems. In addition, we have updated and expanded our technological infrastructure and obtained more computer software and personnel to maintain it. For specific details about the expenditures at Bret Harte, please refer to our School Plan for Student Achievement (SPSA) for the current year.

At Bret Harte we offer AVID and Puente College Preparatory Programs as well as the Engineering and Art Career Pathway courses.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$69,642	\$54,370
Mid-Range Teacher Salary	\$97,275	\$82,681
Highest Teacher Salary	\$116,010	\$106,610
Average Principal Salary (Elementary)	\$154,426	\$135,283
Average Principal Salary (Middle)	\$160,000	\$141,244
Average Principal Salary (High)	\$171,506	\$152,955
Superintendent Salary	\$293,534	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	5%	5%

## Professional Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. Teachers participate in three full Professional Development days each year. These days are planned by the site Instructional Leadership team of teachers and administrators and the focus is on site goals. The school site offers additional half-day Professional Development sessions throughout the year. Topics for the site directed half days are determined through site committees such as SBDM, ILT, and Curriculum Council. The district and school site also offer a variety of professional development opportunities, the topics offered are determined by data from a variety of sources. These data may be CAASPP results, California Healthy Kids Survey results, Anti-Bias and Anti-Racist teaching practices, school discipline data, or others specific to content areas or to address needs of students with disabilities or social emotional concerns.

Professional Development is offered on full days as designated by the academic calendar, in after school workshops, in half day professional development opportunities, and through release days with coaching or peer observations. Ongoing support is always a consideration and administration and coaches or consultants support teachers to build capacity.

The Professional Development focus for 2022-23 is Culturally Responsive Teaching, Restorative Practices, and Anti-Bias/Anti-Racist teaching practices. In departments teachers are also exploring other topics with coaches such as Claim/Evidence/Reasoning writing in Science.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	6	3