

# Bret Harte Middle School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 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="http://bretharte.husd.us/">http://bretharte.husd.us/</a>
<b>County-District-School (CDS) Code</b>	01611926056931

## 2023-24 District Contact Information

<b>District Name</b>	Hayward Unified School District
<b>Phone Number</b>	(510) 784-2600
<b>Superintendent</b>	Dr. Jason Reimann
<b>Email Address</b>	jreimann@husd.us
<b>District Website</b>	www.husd.k12.ca.us

## 2023-24 School Description and Mission Statement

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 500 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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	285
Grade 8	260
Total Enrollment	545

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9%
Male	53.9%
American Indian or Alaska Native	0.6%
Asian	4.4%
Black or African American	16%
Filipino	3.5%
Hispanic or Latino	62.6%
Native Hawaiian or Pacific Islander	2.8%
Two or More Races	4.8%
White	5.3%
English Learners	14.7%
Homeless	1.8%
Migrant	0.6%
Socioeconomically Disadvantaged	67.9%
Students with Disabilities	11.9%

## 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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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)	3.1	0
<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)	13.1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Prentice Hall, Pearson Literature for California: Reading and Language Arts, c2010 (English) Grades 7-8th: Houghton Mifflin Harcourt California Edition, Into Literature Student Edition Set c2022, Houghton Mifflin	Yes	0%

	Harcourt California Edition, Into Literature Grammar Practice Workbook Set c2020		
<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%
<b>Foreign Language</b>	7-8th Grade: Carnegie Learning, Zhen Bang! c2022, Beginning and Intermediate (Mandarin)	Yes	0%

## School Facility Conditions and Planned Improvements

**General:** The district places a strong emphasis on ensuring that all schools are safe, clean, environmentally friendly, mechanically functional and inviting for students, staff members, and the community. To assist in this effort, the district utilizes the Facility Inspection Tool (FIT) developed by the State of California OPSC and local operations department developed inspection survey methods to keep facilities in compliance with all federal and state health and safety regulations. The district regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life and safety protection of the students, staff, and school buildings. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

**Age of School Buildings:** Bret Harte Middle School was constructed in 1952. This school has twenty-four (24) permanent classrooms, a multipurpose room, a locker room, a library, and an administration building. In addition to the main building, there are four (4) portable classrooms that have been added to accommodate class size reduction and instructional programs for the Alameda County Office of Education.

**Maintenance and Repair:** District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order system process is used to ensure efficient service and highest priority is given to emergency repairs. At the time of publication, 100% of the school's restrooms on campus were in good working order.

**Cleaning Process and Schedule:** The district has developed cleaning standards and schedules for all schools in the district. A summary of these standards and schedules is available at the school or the Maintenance & Operations office. The principal, with the guidance of the Facilities, Maintenance, Operations and Transportation (FMOT) Department works daily with the custodial team to ensure that the cleaning standards are met, and that classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

**Modernization Projects:** Since 2019, local bond funds (Measure H) are being used to complete various modernization and infrastructure's projects throughout HUSD. At Bret Harte Middle School these projects have included installation of new paving/stripping of asphalted areas, fencing and exterior painting of the school. All work described was completed by the end of the 2022 summer period.

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

February 2023

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	

## 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 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).

#### 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.

## 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	31	33	36	35	47	46
<b>Mathematics</b> (grades 3-8 and 11)	13	18	19	20	33	34



## 2022-23 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>	537	517	96.28	3.72	32.82
<b>Female</b>	244	235	96.31	3.69	35.47
<b>Male</b>	292	281	96.23	3.77	30.71
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	23	23	100.00	0.00	52.17
<b>Black or African American</b>	88	85	96.59	3.41	25.00
<b>Filipino</b>	19	19	100.00	0.00	52.63
<b>Hispanic or Latino</b>	335	321	95.82	4.18	30.63
<b>Native Hawaiian or Pacific Islander</b>	14	13	92.86	7.14	15.38
<b>Two or More Races</b>	28	26	92.86	7.14	34.62
<b>White</b>	29	29	100.00	0.00	55.17
<b>English Learners</b>	75	70	93.33	6.67	2.86
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	384	368	95.83	4.17	28.42
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	63	60	95.24	4.76	15.25

## 2022-23 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>	537	505	94.04	5.96	17.50
<b>Female</b>	244	229	93.85	6.15	13.54
<b>Male</b>	292	275	94.18	5.82	20.88
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	23	22	95.65	4.35	36.36
<b>Black or African American</b>	88	82	93.18	6.82	13.58
<b>Filipino</b>	19	19	100.00	0.00	36.84
<b>Hispanic or Latino</b>	335	314	93.73	6.27	12.46
<b>Native Hawaiian or Pacific Islander</b>	14	13	92.86	7.14	7.69
<b>Two or More Races</b>	28	25	89.29	10.71	36.00
<b>White</b>	29	29	100.00	0.00	44.83
<b>English Learners</b>	75	69	92.00	8.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	384	356	92.71	7.29	12.71
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	63	58	92.06	7.94	5.26

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	18.61	16.67	17.77	16.99	29.47	30.29

## 2022-23 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
All Students	264	252	95.45	4.55	16.67
Female	116	110	94.83	5.17	14.55
Male	147	141	95.92	4.08	18.44
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	45.45
Black or African American	44	41	93.18	6.82	12.20
Filipino	--	--	--	--	--
Hispanic or Latino	169	162	95.86	4.14	13.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	7.69
White	12	12	100.00	0.00	58.33
English Learners	32	30	93.75	6.25	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	190	181	95.26	4.74	12.15
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	28	93.33	6.67	0.00

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	69	69	69	69	69

## 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.

#### 2023-24 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.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	588	563	203	36.1
Female	276	260	97	37.3
Male	311	302	106	35.1
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	3	3	2	66.7
Asian	24	24	7	29.2
Black or African American	94	92	31	33.7
Filipino	21	19	6	31.6
Hispanic or Latino	368	350	128	36.6
Native Hawaiian or Pacific Islander	15	15	8	53.3
Two or More Races	29	28	10	35.7
White	31	29	9	31.0
English Learners	112	105	45	42.9
Foster Youth	2	1	1	100.0
Homeless	12	11	5	45.5
Socioeconomically Disadvantaged	422	404	163	40.3
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	74	70	34	48.6

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	15.98	17.35	0.01	3.78	4.90	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.07	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	17.35	0
Female	14.49	0
Male	19.61	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	4.17	0
Black or African American	31.91	0
Filipino	9.52	0
Hispanic or Latino	13.04	0
Native Hawaiian or Pacific Islander	33.33	0
Two or More Races	24.14	0
White	22.58	0
English Learners	14.29	0
Foster Youth	0	0
Homeless	50	0
Socioeconomically Disadvantaged	18.96	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	16.22	0

## 2023-24 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 September 2023.

## 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	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	24	8	22	0
Mathematics	22	9	14	2
Science	22	5	19	0
Social Science	23	7	17	0

## 2022-23 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	286.84

## 2022-23 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
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.5

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$107,231
Percent Difference - School Site and District	N/A	N/A	8.4	-8.2
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-47.9	11.2

## Fiscal Year 2022-23 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.



## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$74,517	\$55,550
<b>Mid-Range Teacher Salary</b>	\$104,084	\$84,645
<b>Highest Teacher Salary</b>	\$124,131	\$111,284
<b>Average Principal Salary (Elementary)</b>	\$158,307	\$139,860
<b>Average Principal Salary (Middle)</b>	\$172,464	\$146,440
<b>Average Principal Salary (High)</b>	\$183,511	\$158,447
<b>Superintendent Salary</b>	\$314,081	\$278,268
<b>Percent of Budget for Teacher Salaries</b>	35.42%	32.21%
<b>Percent of Budget for Administrative Salaries</b>	5.96%	4.89%

## 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 2023-24 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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	3	3