

Bret Harte Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

| | |
|---|---|
| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ . |

2025-26 School Contact Information

| | |
|--|---|
| School Name | Bret Harte Middle School |
| Street | 1047 E St |
| City, State, Zip | Hayward, CA 94541 |
| Phone Number | (510) 723-3100 |
| Principal | Seana Condit-Gordon |
| Email Address | scondit-gordon@husd.k12.ca.us |
| School Website | http://bretharte.husd.us/ |
| Grade Span | 7-8 |
| County-District-School (CDS) Code | 01611926056931 |

2025-26 District Contact Information

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

2025-26 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 440 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.

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 7 | 237 |
| Grade 8 | 228 |
| Total Enrollment | 465 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 51.4 |
| Male | 48.6 |
| Asian | 5.4 |
| Black or African American | 17 |
| Filipino | 3.9 |
| Hispanic or Latino | 55.7 |
| Native Hawaiian or Pacific Islander | 3.4 |
| Two or More Races | 7.1 |
| White | 5.8 |
| English Learners | 15.9 |
| Homeless | 1.3 |
| Migrant | 0.6 |
| Socioeconomically Disadvantaged | 76.6 |
| Students with Disabilities | 14.8 |

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.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 18.6 | 74.9 | 841.9 | 83.53 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 2 | 8.03 | 23.4 | 2.33 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.8 | 7.35 | 62.2 | 6.18 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2 | 8.07 | 21.8 | 2.17 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 0.4 | 1.61 | 58.3 | 5.79 | 15831.9 | 5.67 |
| Total Teaching Positions | 24.9 | 100 | 1007.9 | 100 | 279044.8 | 100 |

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.

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 19.6 | 75.41 | 806 | 82.08 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 2 | 7.67 | 18.5 | 1.89 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1 | 3.84 | 71.2 | 7.26 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.3 | 8.82 | 26.6 | 2.71 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 1.1 | 4.22 | 59.5 | 6.06 | 14303.8 | 5.15 |
| Total Teaching Positions | 26 | 100 | 982 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 19.8 | 79.89 | 777.2 | 80.2 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 19.7 | 2.04 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 3.6 | 14.48 | 102.3 | 10.56 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.1 | 0.76 | 21.4 | 2.21 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 1.1 | 4.79 | 48.3 | 4.99 | 13705.8 | 4.91 |
| Total Teaching Positions | 24.8 | 100 | 969.1 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Permits and Waivers | 1.80 | 1 | 2.6 |
| Misassignments | 0.00 | 0 | 1 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 1.80 | 1 | 3.6 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 1.60 | 1 | 0 |
| Local Assignment Options | 0.40 | 1.3 | 0.1 |
| Total Out-of-Field Teachers | 2.00 | 2.3 | 0.1 |

Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 | 4.5 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 2 | 0 |

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: January 2026

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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 Harcourt California Edition, Into Literature Grammar Practice Workbook Set c2020 | 0% |
| Mathematics | 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 | 0% |
| Science | 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) | 0% |
| History-Social Science | Teacher's Curriculum Institute, History Alive, 2nd Edition, c2017 | 0% |
| Foreign Language | Carnegie Learning, Inc., Zhen Bang!, 3rd Edition, c2022 Level 1-2 (Chinese) | 0% |

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

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

School Facility Conditions and Planned Improvements

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.

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. Currently, the district is in design for construction of a new campus at an alternate district owned site.

Year and month of the most recent FIT report

December 2025

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | | X | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | | X | | |
| Electrical | | X | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | |
| Safety: Fire Safety, Hazardous Materials | | X | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 35 | 36 | 32 | 34 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 23 | 20 | 20 | 21 | 35 | 37 |

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 471 | 456 | 96.82 | 3.18 | 35.90 |
| Female | 237 | 229 | 96.62 | 3.38 | 34.21 |
| Male | 234 | 227 | 97.01 | 2.99 | 37.61 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 25 | 24 | 96.00 | 4.00 | 58.33 |
| Black or African American | 79 | 77 | 97.47 | 2.53 | 31.58 |
| Filipino | 20 | 19 | 95.00 | 5.00 | 68.42 |
| Hispanic or Latino | 260 | 253 | 97.31 | 2.69 | 29.37 |
| Native Hawaiian or Pacific Islander | 15 | 15 | 100.00 | 0.00 | 33.33 |
| Two or More Races | 41 | 40 | 97.56 | 2.44 | 55.00 |
| White | 31 | 28 | 90.32 | 9.68 | 39.29 |
| English Learners | 74 | 73 | 98.65 | 1.35 | 2.78 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 377 | 365 | 96.82 | 3.18 | 32.69 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 68 | 64 | 94.12 | 5.88 | 19.05 |

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 470 | 452 | 96.17 | 3.83 | 20.13 |
| Female | 236 | 224 | 94.92 | 5.08 | 18.30 |
| Male | 234 | 228 | 97.44 | 2.56 | 21.93 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 25 | 24 | 96.00 | 4.00 | 58.33 |
| Black or African American | 79 | 75 | 94.94 | 5.06 | 18.67 |
| Filipino | 20 | 18 | 90.00 | 10.00 | 50.00 |
| Hispanic or Latino | 259 | 252 | 97.30 | 2.70 | 12.70 |
| Native Hawaiian or Pacific Islander | 15 | 15 | 100.00 | 0.00 | 20.00 |
| Two or More Races | 41 | 40 | 97.56 | 2.44 | 22.50 |
| White | 31 | 28 | 90.32 | 9.68 | 35.71 |
| English Learners | 74 | 71 | 95.95 | 4.05 | 2.82 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 376 | 362 | 96.28 | 3.72 | 15.47 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 68 | 62 | 91.18 | 8.82 | 4.84 |

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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 22.44 | 25.33 | 18.04 | 19 | 30.73 | 32.52 |

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 233 | 225 | 96.57 | 3.43 | 25.33 |
| Female | 110 | 105 | 95.45 | 4.55 | 22.86 |
| Male | 123 | 120 | 97.56 | 2.44 | 27.50 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 12 | 11 | 91.67 | 8.33 | 54.55 |
| Black or African American | 48 | 47 | 97.92 | 2.08 | 19.15 |
| Filipino | 11 | 10 | 90.91 | 9.09 | -- |
| Hispanic or Latino | 130 | 128 | 98.46 | 1.54 | 19.53 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 12 | 11 | 91.67 | 8.33 | 36.36 |
| White | 12 | 10 | 83.33 | 16.67 | -- |
| English Learners | 32 | 31 | 96.88 | 3.12 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 184 | 178 | 96.74 | 3.26 | 21.35 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 26 | 22 | 84.62 | 15.38 | 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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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 | 100% | 100% | 100% | 99% | 100% |

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.

2025-26 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 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.

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 499 | 489 | 111 | 22.7 |
| Female | 254 | 248 | 52 | 21.0 |
| Male | 245 | 241 | 59 | 24.5 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 30 | 28 | 6 | 21.4 |
| Black or African American | 82 | 80 | 17 | 21.3 |
| Filipino | 20 | 20 | 2 | 10.0 |
| Hispanic or Latino | 276 | 271 | 65 | 24.0 |
| Native Hawaiian or Pacific Islander | 18 | 18 | 9 | 50.0 |
| Two or More Races | 35 | 34 | 9 | 26.5 |
| White | 30 | 30 | 2 | 6.7 |
| English Learners | 96 | 95 | 29 | 30.5 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 405 | 397 | 98 | 24.7 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 74 | 74 | 20 | 27.0 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 17.35 | 15.04 | 14.43 | 4.9 | 5.4 | 4.97 | 3.6 | 3.28 | 2.94 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0.75 | 0 | 0.07 | 0.1 | 0.07 | 0.08 | 0.07 | 0.06 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 14.43 | 0.00 |
| Female | 12.99 | 0.00 |
| Male | 15.92 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 19.51 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 16.30 | 0.00 |
| Native Hawaiian or Pacific Islander | 11.11 | 0.00 |
| Two or More Races | 8.57 | 0.00 |
| White | 10.00 | 0.00 |
| English Learners | 11.46 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 16.05 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 18.92 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 November 2025..

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 |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 23 | 10 | 19 | |
| Mathematics | 21 | 11 | 10 | 2 |
| Science | 23 | 6 | 15 | |
| Social Science | 22 | 9 | 13 | |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 6 | 17 | |
| Mathematics | 26 | 2 | 15 | 1 |
| Science | 27 | 2 | 15 | |
| Social Science | 27 | 2 | 15 | |

2024-25 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 | 259.47 |

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

| 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 | 2.7 |

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 | \$15,231 | \$4,456 | \$10,775 | \$106,073 |
| District | N/A | N/A | \$11,202 | \$119,254 |
| Percent Difference - School Site and District | N/A | N/A | -3.9 | -11.7 |
| State | N/A | N/A | \$11,146 | \$103,743 |
| Percent Difference - School Site and State | N/A | N/A | -3.4 | 2.2 |

Fiscal Year 2024-25 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 and Next Generation Science 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 Single 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 | \$82,468 | \$62,783 |
| Mid-Range Teacher Salary | \$115,190 | \$97,783 |
| Highest Teacher Salary | \$137,376 | \$128,020 |
| Average Principal Salary (Elementary) | \$170,657 | \$160,224 |
| Average Principal Salary (Middle) | \$186,320 | \$166,992 |
| Average Principal Salary (High) | \$203,092 | \$180,971 |
| Superintendent Salary | \$320,943 | \$313,465 |
| Percent of Budget for Teacher Salaries | 32.98% | 30.05% |
| Percent of Budget for Administrative Salaries | 6.05% | 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

Professional Development

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, tech and AI in education, 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 2025-26 is Culturally Responsive Teaching, Restorative Practices, and Anti-Bias/Anti-Racist teaching practices. In departments teachers are also exploring other topics such as Claim/Evidence/Reasoning writing in Science and Project Based Learning in content areas and Mathematics best practices.

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |