

# Bret Harte Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Bret Harte Elementary School
<b>Street</b>	1300 Letts Ave.
<b>City, State, Zip</b>	Corcoran, CA 93212
<b>Phone Number</b>	(559) 992-8881
<b>Principal</b>	Laurie Haas
<b>E-mail Address</b>	<a href="mailto:lauriehaas@corcoranunified.com">lauriehaas@corcoranunified.com</a>
<b>Web Site</b>	<a href="http://bretharte.corcoranunified.com/">http://bretharte.corcoranunified.com/</a>
<b>CDS Code</b>	16 63891 6010334

<b>District Contact Information</b>	
<b>District Name</b>	Corcoran Joint Unified School District
<b>Phone Number</b>	(559) 992-8888
<b>Superintendent</b>	Richard Merlo
<b>E-mail Address</b>	rmerlo@corcoranunified.com
<b>Web Site</b>	www.corcoranunified.com

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

Bret Harte School is located in Corcoran, California, a small agricultural area in the Central San Joaquin Valley. Corporate farming and the two California State Prisons support the local economy. Educational opportunities in Corcoran include a state funded Preschool, a K-12 program, and an academic adult school to assist people in reaching the high school graduation level. West Hills Community College and College of the Sequoias in Kings County allow Corcoran students the ability to pursue additional educational choices.

Bret Harte School is one of the elementary schools in Corcoran and serves 580 students in grades Kindergarten and First Grade along with 86 preschoolers that meet state mandated income requirements. Bret Harte provides for the educational needs of the Kindergarten and First grade students in the community. There are 57 Transitional Kindergarten, 271 Kindergarten and 251 First Grade students. There are 312 males and 267 females. Bret Harte's population includes 534 Hispanic students, 28 White, 14 African American and 3 students of other ethnic origins. 239 students are English Language Learners. There are 13 Migrant students and 3 RSP students. Class average size is 22.

Bret Harte's plan is a school wide coordinated program. The school plan was compiled by gathering information from parents, staff and students. The school plan includes Language Arts, Math, Science, Physical Education, Social studies, Health, Visual and Performing Arts, Parent Involvement, and Behavior components. The plan also includes a Staff Development Section.

Student factors include a daily average attendance of 94.83% for 2015-2016. Truancy rate for the year was 33.00, which constitutes students who had an unexcused absence or tardy of more than 30 minutes on 3 or more days. There were suspensions totaling 15 days in the 2014-15 school year.

Bret Harte has a Language Arts program that integrates reading, writing, speaking and oral language development. All students have access to reading materials in the classroom and in our school library. Our Mathematics program incorporates math computations along with reasoning skills. Students participate in curriculum activities including Cotton Festival, Spelling Bee, Read Across America, Red Ribbon Week-Healthy Choices, Field Day and Multi-Cultural activities. Parents receive newsletters and weekly progress reports. Parent conferences are scheduled after the first and second trimester, in May, and as needed. Our school has an incentive program, which includes awards for attendance, achievements, citizenship and character as well as classroom rewards and monthly rallies highlighting positive behavior.

We have a certificated staff of 29 and a full time principal. Our support staff members include 1 Literacy Coach, 1 RSP teacher, a Title I Resource Teacher, 1 Technology Coach, 1 Intervention Teacher and 5 Paraprofessionals.

The school staff strives to establish a school environment that is clean, orderly, and safe.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	296
<b>Grade 1</b>	262
<b>Total Enrollment</b>	558

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

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0
Asian	0.4
Filipino	0.4
Hispanic or Latino	93.2
Native Hawaiian or Pacific Islander	0
White	4.3
Two or More Races	0
Socioeconomically Disadvantaged	87.1
English Learners	40
Students with Disabilities	2.9
Foster Youth	2.7

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	29	27	25	145
Without Full Credential	0	2	4	28
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.7	1.3
High-Poverty Schools in District	98.7	1.3
Low-Poverty Schools in District	100.0	0.0

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

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

**Year and month in which data were collected:** December 2016

California state-adopted textbooks are recommended by district committees, adopted by the board, and then purchased. Each site, through funds supplied by the district, has been able to provide every student with a copy of every core textbook to use in class and take home for homework.

The district has purchased textbooks and instructional materials for grades K-12; adopted textbooks and instructional materials are used by students at each grade level in each school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders Curriculum, 2016	Yes	0
Mathematics	Pearson SOC, 2016	Yes	0
Science	Scott Foresman, 2008	Yes	0
History-Social Science	Houghton Mifflin, 2007	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Corcoran Unified School District receives funds from the Williams Settlement; therefore district personnel are required to conduct an extensive facilities inspection. The condition of the facilities and grounds are important. In preparation for this report, the Director of Maintenance, Operations, and Transportation and the Chief Business Official provided the necessary information. The chart below shows the general condition of the site. Good repair is defined as maintaining schools that are clean, safe, and functional.

Bret Harte Elementary School facilities are in good repair. A complete modernization project for the interior of all classrooms was completed in August, 2016 prior to the beginning of the school year. There are minor plumbing needs in various classrooms, replacement ceiling tiles needed in various rooms and minor carpet and floor tile replacements needed from wear and tear. For a detailed report, please refer to the body of the School Accountability Report Card. A complete copy can be found on the CUSD web page, at the district office, or at Bret Harte office.

All of the plumbing issues have been corrected. Painting, replacing ceiling tiles and repairing torn carpet will be smaller projects done throughout the course of the school year.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 2016				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>						
<b>Mathematics</b>						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>									

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>				

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2016-17)

At Bret Harte Elementary, parents are encouraged to take an active role in school. We seek to build positive partnerships with families and with the community. Parents are kept informed of activities through bulletins, newsletters, letters, phone calls, the school marquee, student/parent handbook, parent/teacher conferences, and parent meetings (i.e. School Site Council and ELAC). The School Site Council holds meetings that provide parent's the opportunity for input regarding the Single Plan for Student Achievement. Parent members of the School Site Council participate directly in decision-making regarding the school. All are invited to our monthly SSC meetings held the second Thursday of the month at 3:30pm. The ELAC (English Learner Advisory Committee) meetings provide parents with information about the school and about the progress and services provided to English Language learners. English Learner Advisory Committee meets the second Tuesday of the month at 8:30am. Parent representatives from ELAC also serve on the District English Learner Advisory Committee (DELAC). Bret Harte holds two Literacy Nights, one in the fall and one in the spring, in order to promote the importance of Literacy in our community. Community members serve as guest readers and presenters during this time. Staff members put together a take home activity for students. Our annual Meet n Greet, Back to School Night, Open House, Awards Assemblies, Character Counts Assemblies, Volunteering in the classroom, and Chaperoning Field Trips are other opportunities that parents can actively participate in at Bret Harte Elementary. For additional information please contact Laurie Haas, Principal at (559) 992-8881.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.0	1.2	0.7	8.0	7.5	6.4	4.4	3.8	3.7
<b>Expulsions</b>	1.7	0.0	0.0	0.1	0.7	0.3	0.1	0.1	0.1

#### School Safety Plan (School Year 2016-17)

Bret Harte's Comprehensive Safety School Plan includes: Child Abuse Reporting Policies and Procedures, Disaster Procedures (Routine and Emergency), Policies for Pupils Committing Serious Acts Which would Lead to Suspension, Procedures to Notify Teachers of Dangerous Pupils, Sexual Harassment Policy, Dress Code, Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from School, Procedures for Providing a Safe and Orderly Environment conducive to Learning at School, Procedures on School Discipline, Student Safety and Campus Security Joint Operating Procedure and Policies for Student Health. Bret Harte reviews all procedures with staff at the beginning of the year and throughout the year during staff development days. In addition, Bret Harte uses the district approved Crisis Management Plan © 2003. It covers Campus Crisis Intervention Medical, Violence and Crime, Shelter in Place/Evacuation, Facility Emergencies, Weather (campus response), and Student Welfare & Terrorism.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2012-2013
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		13		22	1	12		24	0	13	
1	23		12		24		13		23	0	11	

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.14	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.14	N/A
Social Worker	0	N/A
Nurse	0.14	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	8010	2106	5994	70,098
District	N/A	N/A	5994	\$65,618
Percent Difference: School Site and District	N/A	N/A	0.0	6.8
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	5.6	4.1

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



## Types of Services Funded (Fiscal Year 2015-16)

Bret Harte Elementary provides reading intervention for students throughout the day. All students are placed in a General Education classroom. Students who are identified for reading intervention are pulled out of class for 30 minutes by the Resource Teacher, Reading Intervention Teacher, and/or the Reading Intervention paraprofessionals. Students receiving pull-out services receive small-group instruction in reading that may include support in: phonics, decoding, blending and comprehension and instructional tools associated with Orton Gillingham strategies. The school also provides instructional support for teachers in the form of professional development and in-class coaching from the school's Literacy Coach and district coaches.

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,439	\$42,063
Mid-Range Teacher Salary	\$66,390	\$64,823
Highest Teacher Salary	\$88,255	\$84,821
Average Principal Salary (Elementary)	\$108,889	\$101,849
Average Principal Salary (Middle)	\$113,520	\$107,678
Average Principal Salary (High)	\$107,072	\$115,589
Superintendent Salary	\$143,575	\$169,152
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

## Professional Development (Most Recent Three Years)

Professional development is aligned to the District Learning Plan. Weekly staff development opportunities are provided for the teachers on Wednesdays. Students are released early so staff has time to collaborate, coordinate, and work as an entire staff. Grade levels work together to align curriculum and instruction, analyze data from common formative assessments, share best practices, assess and analyze data and curriculum plan. Professional development on Wednesdays also include staff discussing learning strategies, innovative teaching techniques and the newest technology in the field of education. Implementation of the CCSS, Kagan Structures for Collaborative Learning, and the new ELD standards are interwoven into all staff development.