

Bret Harte Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Bret Harte Elementary School
Street	1300 Letts Ave.
City, State, Zip	Corcoran, CA 93212
Phone Number	(559) 992-8881
Principal	Laurie Haas
Email Address	lauriehaas@corcoranunified.com
Website	http://bretharte.corcoranunified.com/
County-District-School (CDS) Code	16 63891 6010334

Entity	Contact Information
District Name	Corcoran Joint Unified School District
Phone Number	(559) 992-8888
Superintendent	Richard Merlo
Email Address	rmerlo@corcoranunified.com
Website	www.corcoranunified.com

School Description and Mission Statement (School Year 2019-20)

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 three elementary schools in Corcoran and serves 585 students in Transitional Kindergarten, Kindergarten and First Grade along with 96 preschoolers that meet state mandated income requirements. Bret Harte provides for the educational needs of all of the TK/ Kindergarten and First grade students in the community. There are 44 Transitional Kindergarten, 240 Kindergarten and 269 First Grade students. There are 288 males and 265 females. Bret Harte's population includes 509 Hispanic students, 21 White, 13 African American and 10 students of other ethnic origins. 152 students are English Language Learners. There are 11 Migrant students and 1 RSP student. Class average size is 23.

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, Social and Emotional Learning and Behavior components. The plan also includes a Staff Development Section.

Student factors include a daily average attendance of 94% for 2018-2019. 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 0 days in the 2018-19 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, Anti-Bullying Education, Field Day and Multi-Cultural activities. Parents receive notices and school communication via parent link as well as 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 and perfect attendance.

We have a certificated staff of 30 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 8 Paraprofessionals.

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

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	326
Grade 1	254
Total Enrollment	580

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.1
Asian	0.3
Hispanic or Latino	91.9
Native Hawaiian or Pacific Islander	0.5
White	5
Two or More Races	0.2
Socioeconomically Disadvantaged	88.1
English Learners	21.4
Students with Disabilities	4
Foster Youth	0.3
Homeless	3.8

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	27	26	27	146
Without Full Credential	3	3	3	28
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2018

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders Curriculum, 2016	Yes	0
Mathematics	Pearson SOC, 2016	Yes	0
Science	Amplify Science, 2019	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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 9/2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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 School 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. The English Learner Advisory Committee meets the second Thursday 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 Back to School Night, Open House, Awards Assemblies, Character Counts Assemblies, Multi-cultural programs, 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.9	0.2	0.0	6.4	5.5	5.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.5	0.6	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25		13		24		13		23	4	10	
1	23		11		23		12		23		11	
Other**					7	1						

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

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.0
Other	2.3

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8916.48	\$2477.27	\$6439.20	\$72,459.41
District	N/A	N/A	\$8955.86	\$72,191.00
Percent Difference - School Site and District	N/A	N/A	-32.7	0.4
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-15.3	-0.7

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

Types of Services Funded (Fiscal Year 2018-19)

Bret Harte Elementary provides reading intervention for students throughout the day. All students are placed in a General Education classroom. First grade 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 or the EBLI program. 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,098	\$46,208
Mid-Range Teacher Salary	\$74,310	\$72,218
Highest Teacher Salary	\$98,748	\$92,742
Average Principal Salary (Elementary)	\$114,379	\$134,864
Average Principal Salary (Middle)	\$119,368	\$118,220
Average Principal Salary (High)	\$127,918	\$127,356
Superintendent Salary	\$162,010	\$186,823
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	39	44	44

At the beginning of the school year, the district office provides two days of training in Kagan and Imagine Learning. Through the cycle of inquiry process, the staff at Bret Harte also felt a need to focus additional resources this year to continue professional development opportunities for reading comprehension strategies and writing. Teachers will receive an additional ten days of instruction this year focusing on using the Writing Units of Study, as well as two days for the implementation of the new science adoption materials. Teachers receive additional professional development during the school year in the form of two hour blocks each Wednesday. This training will focus on Imagine Learning, Imagine Math, Data Cycles of Inquiry, Collaboration opportunities, ELD strategies for instruction, Reading Comprehension and Kagan structures. Support staff will also receive training on handling difficult behaviors in the classroom, CPI training, and strategies to teach reading instruction to students during the Wednesday meeting time. New teachers work with mentors and the coaching staff to complete NTI requirements for the county. All teachers are supported by the academic coach, technology coach, resource teacher, reading instruction specialist and principal. They also have opportunities for professional development through TCOE and KCOE when requested.