

Bret Harte Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Bret Harte Elementary School
Street	909 Glenn Ave
City, State, Zip	Modesto, CA 95358
Phone Number	(209) 576-4673
Principal	Marla Conteh
E-mail Address	conteh.ma@monet.k12.ca.us
Web Site	https://bretharte.mcs4kids.com/
CDS Code	50 711676052633

District Contact Information	
District Name	Modesto City Elementary School District
Phone Number	(209) 574-1500
Superintendent	Pam Able
E-mail Address	fortuna.b@monet.k12.ca.us
Web Site	www.mcs4kids.com

School Description and Mission Statement (School Year 2017-18)

It is the mission of Bret Harte Elementary to increase the life chances of our scholars by ensuring academic and social-emotional growth for ALL. We commit to meeting the needs of all students by providing focused, comprehensive instruction and intervention support. We use the Wonders/Maravillas series as our base curriculum for the English/Language Arts and Engage New York/Eureka for the Math program. English Language Development is provided daily for English Learners. Technology is incorporated into the students' day in order to help prepare them for the future. Character education through the Peacebuilders Program is an integral part of the daily routine as well, helping to ensure that our students learn lifelong values and skills. Bret Harte School is the proud home of the MCS Dual Language Academy.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	117
Grade 1	144
Grade 2	131
Grade 3	156
Grade 4	126
Grade 5	146
Grade 6	153
Total Enrollment	973

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.2
Asian	0.6
Filipino	0.2
Hispanic or Latino	88.6
Native Hawaiian or Pacific Islander	0.1
White	1.6
Two or More Races	0.3
Socioeconomically Disadvantaged	97.7
English Learners	72.4
Students with Disabilities	8.6
Foster Youth	0

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	41	46	52	858
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: December 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	World of Wonders, Early Learning Math – ELM, Engage NY, 201	Yes	0
Science	McGraw-Hill Science, 2008	Yes	0
History-Social Science	Houghton Mifflin Harcourt, 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

School Facility Conditions -- General Information

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at mcs4kids.com.

The following procedures are implemented to ensure the safety of scholars and staff of the Bret Harte community: 1) At 7:50 am, the gate closest to the cafeteria is unlocked for scholars to enter and have breakfast. 2) Students are supervised in the cafeteria during breakfast and lunch by yard duty supervisors. 3) All recesses are supervised by yard duty supervisors, in addition to the campus assistant and administrative staff. 4) To ensure a safe exit from campus, students walk to their grade level's designated gate while being monitored by yard duty supervisors and administrative staff. 5) PeaceBuilders language and strategies are modeled by staff, scholars and families to promote a safer and happier learning environment. 6) The character trait for each month is promoted in various ways and culminates with a student of the month assembly that recognizes students who embody the trait. 7) The district Student Conduct Code is enforced.

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:

This school has 43 classrooms, a multipurpose/cafeteria room, a pre-school, a library, a parent volunteer center, and an administration office. The main campus was built in 1950. Additions were constructed in 1953 and in 1959. Sixteen portable classrooms were constructed over the period of 1986, 1987, 1988, 1992 and 2006. The school opened in 1950. Two additional kindergarten portables were added during phase one of the expansion project; and will also include 9 additional classrooms, a new cafeteria and an administration office completed in May 2006.

Our school's efforts to keep students safe on school grounds before, during, and after school include many components. Traffic Patrol members are on duty daily from 8:00 AM - 8:25 AM and 2:25 PM - 2:45 PM. All students, both pedestrian and cyclists are required to obey Traffic Patrol rules. All bicycles must be walked on campus and riders must wear helmets. Adult yard supervision is provided before school, during morning and lunch recesses, and after school.

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 process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair.

Cleaning Process and Schedule:

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the district office. The Principal works continually with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:

The District participated in the State School Deferred Maintenance Program, which provided flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components. State contributions to this Program ended in the 2012-13 school year. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. For the 2016-17 school year, the district budgeted \$0.69 million out of the District General Fund carry-over funds for deferred maintenance projects throughout the District. The District also has 1.28 million of carry-over funds in Fund 14 Deferred Maintenance Fund available for deferred maintenance projects throughout the District. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first.

Data provided by LEA. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/20/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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	level athletic fields

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/20/17				
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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	14	13	27	28	48	48
Mathematics (grades 3-8 and 11)	11	12	17	19	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	586	574	97.95	12.89
Male	276	268	97.1	10.45
Female	310	306	98.71	15.03
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	516	508	98.45	13.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100	9.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	577	566	98.09	12.37
English Learners	472	463	98.09	13.61
Students with Disabilities	54	54	100	1.85
Students Receiving Migrant Education Services	34	34	100	8.82

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	588	582	98.98	12.03
Male	276	272	98.55	13.97
Female	312	310	99.36	10.32
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	518	514	99.23	13.04
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	579	573	98.96	11.87
English Learners	474	471	99.37	12.74
Students with Disabilities	54	54	100	3.7
Students Receiving Migrant Education Services	34	34	100	14.71

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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	13	15	45	41	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.7	17.4	6.9

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 State priority: Parental Involvement (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 2017-18)

Parents of Bret Harte scholars can become involved in school activities by attending Parent Involvement and Engagement Committee Meetings, English Learner Parent Partnership Committee Meetings, School Site Council, 2nd Cup of Coffee Meetings, Family Literacy and Family Mathematics Events. All parents receive a yearly calendar with every scheduled parent meeting included. Additionally, monthly newsletters, flyers and phone calls are made to effectively communicate the details regarding parent involvement events.

Ariana Oliveros, Administrative Assistant I (209) 576-4673
 Mrs. Vanessa Platt, Parent Contact/Involvement (209) 576-4673
 Mrs. Marla Conteh, School Site Council (209) 576-4673
 Mr. Gustavo Duran, ELPP Committee (209) 576-4673
 Currently Vacant, PTA President (209) 576-4673

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	5.2	3.6	1.9	4.6	3.9	3.7	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Bret Harte is located in a low socio-economic area in South Modesto in a neighborhood community. In an effort to create and foster a secure learning environment, an abundance of services and resources are available to our student community including: After School Learning Program, Peacebuilders, and Second Cup of Coffee Meetings for Parents. Discipline and Character Education assemblies are provided to review conduct code and sexual harassment procedures as well as to provide learning experiences that promote tolerance and acceptance of differences.

The Bret Harte School Safety plan was reviewed on designed to provide information regarding the safety of students in all situations. The components include Safety & Crisis/Lockdown procedures, Pedestrian Safety guidelines, Student Management procedures, Attendance guidelines and Bret Harte's Site Dress Code Policy. The safety plan was last reviewed, updated and discussed with faculty on September 13, 2017.

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 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2001-2002	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	79.2

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	21	4	2		28		5	1	29		4	1
1	24		6		26	1	4	1	28		5	1
2	22	2	5		26		6	1	26	1	4	1
3	24		6		26	1	4	1	25	1	5	1
4	31		2	3	37		1	4	39		1	3
5	33		2	2	36		1	4	35		3	2
6	33		1	2	33		1	3	36		1	4

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 2016-17)

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	0.9	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	2.0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$20,634.66	\$12,097.97	\$8,536.69	\$90,947.52
District	N/A	N/A	\$8,660.17	
Percent Difference: School Site and District	N/A	N/A	-1.4	4.5
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	29.9	15.2

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

Types of Services Funded (Fiscal Year 2016-17)

The Modesto City Schools Local Control and Accountability Plan (LCAP) provides detailed information on actions, services, and expenditures that support and assist students. Actions, services, and expenditures funded through the 2016-17 LCAP can be found here: <https://www.mcs4kids.com/img/files/2016-2017%20Board%20Approved%20LCAP%20Plan.pdf>. The most recent LCAP can be found here: <https://www.mcs4kids.com/documents/lcff/2017-2018/2017-2018%20LCAP%20Board%20Approved%206-19-17.pdf>. While the LCAP is designed to support the educational progress of all students, there are specific actions and services principally directed toward meeting the needs of our unduplicated students in closing the achievement gap.

Professional Development (Most Recent Three Years)

14-15:

- Effective Instructional Strategies and Curriculum & Lesson Development – 3 Days
- Common Core Standards Based Instruction for K-6 Educators – 1 Day
- Next Generation Science Standards PD for 7-12 Educators – 2 days (optional)
- Big Idea Workshop Series – Optional after school PD for K-6 Educators
- Lesson Study for Math and Science Educators – 2 Days (optional)
- Positive Behavior Intervention and Support – 2 Days
- College and Career Guidance with Naviance for Counselors and Work Experience Coordinators – 1 Day
- Effective Classroom Management – 2 Days (optional)
- Restorative Justice – 4 Days
- Chemical Safety Training – 1 Day
- Teaching with Poverty in Mind – ½ Day (optional)
- Anita Archer – K-6 Literacy Skills – 2 Days (optional)

- Frank Smith – K-12 Academic Vocabulary – ½ Day (optional)
- SS 7-12 DBQ / UC Davis History Project 2 days
- ELA 7-12 Effective Instructional Practices/ELA/ELD literacy 2 days
- 7-12 Electives Literacy for content areas
- Read 180 training 2 days

15-16:

- Leverage Learning – PLC Leadership Teams – 5 Days (leadership teams)
- Anita Archer K-8 Writing and Literacy – 3 Days (optional)
- Step Up to Writing K-6 – 1 Day (optional)
- Number Talks K-6 – 1 Day (optional)
- Mindset Works 7-12 – 1 Day
- Utah Math 7-8 – 1 Day
- Math Vision Project 9-12 – 1 Day; additional optional PD Days through SCOE
- NGSS: Modeling in Science/Science and Engineering Practices 7-12 – 2 Days

17-18:

- Professional Learning Community Conference
- Leverage Learning – PLC Leadership Teams
- Restorative Practices
- Luis Cruz – Transforming School Culture
- AVID summer institute
- Positive Behavior Intervention and Support (PBIS)
- Restorative Practices
- Math Lesson Design and Assessments 7-8
- NGSS Science Implementation 7-8
- Math Vision Project (MVP) Curriculum 9-12
- NGSS Science Implementation 9-12
- Math Vision Project (MVP) Lesson planning and Instructional practices 9-12
- Science Safety Training.
- Anita Archer – Effective Instructional Practices
- College and Career Four-Year Planning
- Kate Kinsella – Essential Instructional Routines / Designated & Integrated ELD
- Designated ELD Instruction within Wonders Curriculum
- Technology
- JW Pepper
- Best Practices and Overview of Dyslexia
- Effective Instruction for Severe Programs
- Direct Instruction in Moderate-Severe Programs
- Effective Assessment Practices and Reporting
- Identifying Assessment Tools
- Curriculum Implementation Support
- One-one Procedures and Guidelines
- Standards Progression – Math I, II, III, Pre-Calculus
- Academic Discourse and Language Acquisition, Collaborative Conversations
- Math 180 Data Analysis
- Suicide Prevention
- 2016 History Social Science Framework: An introduction to Content Shifts, Instructional Shifts, Access, and Equity
- Strategies for Formative Feedback in a Digital Classroom
- Schoology
- CAG conference for GATE teachers
- ISTE conference for CLT teachers
- DBQ training for GATE