

Bret Harte Elementary School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School 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
School Website	https://bretharte.corcoranunified.com/
County-District-School (CDS) Code	16 63891 6010334

2021-22 District Contact Information

District Name	Corcoran Joint Unified School District
Phone Number	(559) 992-8888
Superintendent	Eduardo Ochoa
Email Address	eochoa@corcoranunified.com
District Website Address	www.corcoranunified.com

2021-22 School Overview

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 TK-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 Elementary School is one of three elementary schools in Corcoran and serves 501 students in Transitional Kindergarten, Kindergarten and First Grade along with 87 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 51 Transitional Kindergarten, 221 Kindergarten and 229 First Grade students. For the academic year of 2021-2022, there are 43 boys and 44 girls attending the preschool. There are 247 males and 254 females attending Bret Harte. Bret Harte's population includes 456 Hispanic students, 27 White, 10 African American and 6 students of other ethnic origins. 192 students are English Language Learners. There are 9 Migrant students and 6 RSP students. Class average size is 22.

2021-22 School Overview

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 85% for 2020-2021. 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 no suspensions.

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 23 teachers, and a full time principal and vice principal. Our support staff members include 1 Literacy Coach, 1 RSP teacher, 1 Resource Teacher, 1 Technology Coach, 1 Intervention Teacher and 10 Paraprofessionals.

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	255
Grade 1	245
Total Enrollment	500

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	0.4
Black or African American	2.2
Filipino	0.2
Hispanic or Latino	92
Native Hawaiian or Pacific Islander	0.2
White	4.8
English Learners	28.8
Foster Youth	1
Homeless	2.8
Socioeconomically Disadvantaged	91.8
Students with Disabilities	5.6

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

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

2020-21 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)	23.6	95.9	125.1	80.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	6.7	4.3	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.0	4.1	3.0	1.9	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	2.5	1.7	12115.8	4.4
Unknown	0.0	0.0	17.5	11.3	18854.3	6.9
Total Teaching Positions	24.6	100.0	154.9	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	1.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.8

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

There are no insufficiency of textbooks or instructional materials at Bret Harte Elementary. If there were to exist a lack of sufficient textbooks or instructional materials, the district office would be notified and they would be immediately purchased.

Year and month in which the data were collected

December 2021

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, 2017	Yes	0
Mathematics	Envision Math by SAVVAS, 2020	Yes	0
Science	Amplify Science, 2019	Yes	0
History-Social Science	Houghton Mifflin Social CA Science, 2007	Yes	0

School Facility Conditions and Planned Improvements

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 and replacement ceiling tiles needed in various rooms. 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 and replacing ceiling tiles will be smaller projects done throughout the course of the school year.

Year and month of the most recent FIT report

09/30/2021

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			Ceiling tiles need to be replaced or touched up at the following locations: B-3, C-3, D-4, and F-3
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Lights or light covers need to be replaced at the following locations: A-1, B-3, B-6 Restroom, C wing Boy's Restroom, F-2
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys RR Sink needs adjusting in B-1; Replace faucet in D-Wing Boys RR; Faucet leaking in F-Wing Girls RR

School Facility Conditions and Planned Improvements

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	11.71	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT		
Male	NT	NT	NT		
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

At Bret Harte Elementary, in a traditional school year, parents are encouraged to take an active role in school. It is always our intent 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, social media platforms, Seesaw 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 Monday 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 Monday of the month at 8:30am. Parent representatives from ELAC also serve on the District English Learner Advisory Committee (DELAC).

Bret Harte has traditionally held two Literacy Nights, one in the fall and one in the spring, in order to promote the importance of Literacy in our community. However, those gatherings have been suspended during this current health pandemic. In a normal school year, 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. Unfortunately, due to the pandemic, many of those activities for the 21/22 school year have been modified or cancelled for the school year. For additional information please contact Laurie Haas, Principal at (559) 992-8881.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	543	526	209	39.7
Female	283	272	100	36.8
Male	260	254	109	42.9
American Indian or Alaska Native	1	1	1	100.0
Asian	2	2	0	0.0
Black or African American	13	13	6	46.2
Filipino	1	1	0	0.0
Hispanic or Latino	496	481	190	39.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	0	0	0	0.0
White	28	27	12	44.4
English Learners	152	149	47	31.5
Foster Youth	9	7	0	0.0
Homeless	21	21	13	61.9
Socioeconomically Disadvantaged	501	487	202	41.5
Students Receiving Migrant Education Services	9	7	2	28.6
Students with Disabilities	30	30	12	40.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	5.35	2.55	3.47	0.20
Expulsions	0.00	0.00	0.39	0.17	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	3.36	2.45
Expulsions	0.00	0.09	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Maintaining a safe and secure learning environment is a top priority for Bret Harte Elementary. The Comprehensive School Site Safety Plan was developed for Bret Harte Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements.

Our plan is updated annually and includes procedures for emergencies, exit routes, and inventories of emergency supplies. Local law enforcement has a copy of our School Safety Plan as well as a school map. In conjunction with local law enforcement, fire department, and city officials, Safe School Routes have been determined and included in the Comprehensive Schools Safety Plan. All staff members review the School Safety Plan at the beginning of the school year during staff development days.

Students and staff participate in monthly drills and the staff is debriefed following the drill with the intent of improving upon our safety procedures. Students at Bret Harte Elementary participate annually in Digital Citizenship Safety Training. Our school is surrounded by a perimeter fence and all visitors must check into the office upon arrival. All volunteers must complete a district application and receive the appropriate clearances before they can volunteer or chaperone at a school site or during a school trip. Due to current health concerns, visitors and volunteers are not being permitted on campus.

A copy of the Comprehensive School Safety Plan is available in the school office for parent review with the site administrator upon request.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty: _____.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	4	10	
1	23		11	
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	4	9	
1	22	1	11	
2				
3				
4				
5				
6				
Other	6	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	10	
1	22	1	10	
2				
3				
4				
5				
6				
Other	7	1		

2020-21 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	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$12,577	\$559	\$12,018	\$72,459.41
District	N/A	N/A	\$12,286	\$77,706
Percent Difference - School Site and District	N/A	N/A	-2.2	-7.0
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	34.9	-6.1

2020-21 Types of Services Funded

Bret Harte Elementary provides reading intervention for qualified 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. 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. Student progress is reported to parents and teachers during trimester reviews and progress reporting periods. Re-grouping and structuring is done each trimester based on students scores from the STAR assessment coupled with the DRA and classroom grades.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$56,742	\$48,119
Mid-Range Teacher Salary	\$79,410	\$74,665
Highest Teacher Salary	\$105,563	\$98,160
Average Principal Salary (Elementary)	\$122,227	\$118,542
Average Principal Salary (Middle)	\$127,558	\$125,068
Average Principal Salary (High)	\$136,694	\$133,516
Superintendent Salary	\$165,250	\$194,199
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

At Bret Harte we rely on the data we have collected to make decisions about our professional development. Recently, we have seen the need to focus our PD time as a staff on making sure that we are encouraging and helping our students to read with fluency and comprehension as well as using collaborative structures in our classrooms to encourage academic discourse. Bret Harte has weekly professional development time built into the school schedule. It is on Wednesday afternoons from 2:--3:30.

In 18-19 we had new teacher orientation for 3 days before the year started, as well as two additional days with the entire staff on writing.

19-20 we will again have 36 Wednesdays with 2 hours of Professional Development. Teachers will have ten days of training with a writing coach from TCOE to work with the Units of Study in writing. We also had a day of training for our new textbook adoption and two additional days with the County expert to work with our first year teachers. We have Three days that we have teachers working with the County office on New Teacher Orientation and had two full days to work with the ELD consultant from TCOE. She presented on ELD strategies and she did lesson planning with our professional learning communities.

20-21 we will again have 35 Wednesdays with Professional Development. Much of that time will be spent on technology strategies and distance learning. Staff will also continue with professional development on data analysis, ELD strategies and lesson planning, and guided reading instruction. We had 4 days at the beginning of the year to work on professional development. New teachers had three full days at the beginning of the school year with district staff.

In 21-22 we began the school year with two full days of training for Capturing Kids Hearts with the entire staff. Additionally, there were 34 days of training on Wednesdays covering areas of growth, data analysis and ELD instruction. Staff also completed three days of mandatory trainings for the county. Secretaries and community contacts attended multiple trainings throughout the school year to discuss attendance and trancies, Aeries capabilities and changes and other district information that directly affects students at the site.

School administration attended five days of conferences for school leadership and coaching staff received an additional two days of training on coaching and instruction.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	44	40	73

Corcoran Joint Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Corcoran Joint Unified School District
Phone Number	(559) 992-8888
Superintendent	Eduardo Ochoa
Email Address	eochoa@corcoranunified.com
District Website Address	www.corcoranunified.com

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1838	1678	91.29	8.71	30.23
Female	904	830	91.81	8.19	32.97
Male	934	848	90.79	9.21	27.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	36	90.00	10.00	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	1685	1536	91.16	8.84	29.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	85	78	91.76	8.24	41.03
English Learners	248	223	89.92	10.08	2.74
Foster Youth	22	17	77.27	22.73	5.88
Homeless	50	32	64.00	36.00	25.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1713	1566	91.42	8.58	29.07
Students Receiving Migrant Education Services	34	30	88.24	11.76	23.33
Students with Disabilities	184	163	88.59	11.41	8.81

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1840	1709	92.88	7.12	12.13
Female	905	848	93.70	6.30	10.26
Male	935	861	92.09	7.91	13.97
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	41	37	90.24	9.76	10.81
Filipino	--	--	--	--	--
Hispanic or Latino	1686	1567	92.94	7.06	11.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	85	77	90.59		16.88
English Learners	248	231	93.15	6.85	2.16
Foster Youth	22	17	77.27	22.73	0.00
Homeless	50	38	76.00	24.00	5.26
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1715	1592	92.83	7.17	11.57
Students Receiving Migrant Education Services	34	31	91.18	8.82	12.90
Students with Disabilities	184	163	88.59	11.41	6.79