

San José Unified School District  
**BRET HARTE MIDDLE  
SCHOOL**

Grades 6-8

**School Accountability Report Card**  
For School Year 2003-2004  
Published in 2004-2005

## Principal's Comments

A National Blue Ribbon School and communication magnet with grades 6-8, Bret Harte establishes a learning community that motivates all students to achieve. Students formulate and express ideas through writing, speaking, and various media. All our teachers participate in staff development to work with students improving reading and writing prowess.

Bret Harte is where students are loved and where students love to learn. In partnership with parents, a staff of extremely caring professionals provide a structured and sequential program rich in basic and advanced math, literature, science, history, geography, technology, and the arts. A safe, orderly environment is maintained in

classrooms and throughout the campus. Our partnership with the City of San Jose provides more resources for our students. These include our Homework Center and the San Jose Teen Center, which provides activities from 7:45 a.m. to 7:00 p.m. daily.

At Bret Harte, young people excel academically while they develop confidence and learn civic responsibility. At Bret Harte, we prepare each student for success in high school and beyond.

**Don McCloskey, Principal**  
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7050 Bret Harte Drive  
San José, CA 95120  
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### Schedule/Hours

Office hours  
8:00 a.m.—4 p.m.  
Media Center Hours  
8:00 a.m. - 4:00 p.m.  
Homework Center Hours  
2:30 p.m. - 4:00 p.m.

## 2003-2004 Achievements

- Over 90 Bret Harte students are currently enrolled in Geometry and over 200 are enrolled in Algebra, both high school equivalent courses.
- 80% of Bret Harte students score above the 60<sup>th</sup>ile on the math, language arts, reading, and spelling of the nationally SAT-9 test
- More than 700 students participate in leadership activities, sports, and the various clubs and activities.
- Parents from 300 Bret Harte families have contributed as volunteers.
- Over half of our students achieved a 3.5 or higher grade point average.
- Over 280 straight A students

## Focus for Improvement for 2004-2005

Our Bret Harte Community focuses on continuous improvement. Our five major goals are as follows:

- Students will write to reveal their skill and understanding as thoughtful, perceptive readers.
- Students will develop assets, integrity, and critical thinking skills.
- Students will develop the necessary social skills to work and play in our diverse school population.
- Curriculum, instruction, and assessment are evaluated and aligned to SJUSD Content and Life-long Learning Standards
- A well-articulated technology plan dedicated to putting Bret Harte at the cutting edge of advancements in the use of educational technology.

San José Unified School  
District  
Building on Success

Superintendent  
Don Iglesias  
Board of Education  
Pam Foley  
Richard Garcia  
Jorge González  
Veronica Grijalva Lewis  
Leslie Reynolds  
Susan Nguyen, Student

### CONTACT US

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## Parental Involvement

Bret Harte takes great pride in its parental involvement and the role parents play in keeping excellence as our goal. Community Club meetings, Site English Language Learner Advisory Committee (SELAC), Harte Headlines newsletter, the Bret Harte web site, Multicultural Activities, and parent committees provide for parent/school interaction. Our ever-supportive parents volunteer in high numbers (about 300 families last year). Parents work with staff on our Site Leadership Team, in the Media Center, planning Career Day and the Cultural Fair, at the sixth grade orientation day, and as student mentors. Parent donations have resulted in the purchase of new computers, classroom mini-grants from the Community Club, and a booming sports/club program.

## Funding

Bret Harte actively seeks additional funds to supplement the basic school funding. Bret Harte Community Club membership drive annually provides extra monetary support for our staff. Fundraising is held to ensure field trips and assemblies of the highest quality. Grants are often sought to allow for additional materials.

## Demographics

Date reported are the number of students at each grade level as reported by the California Basic Education Data System (CBEDS)

### Student Enrollment by Grade Level

Grade Level	Enrollment
Grade 6	421
Grade 7	445
Grade 8	440
<b>Total Enrollment</b>	<b>1306</b>

### Student Enrollment by Ethnic Group

Racial/Ethnic Category	Number of Students	Percent of Students
American Indian or Alaska Native	33	2.5
Asian	511	39.1
Filipino	13	1.0
Hispanic or Latino	199	15.2
Pacific Islander	7	0.5
White (Not Hispanic)	527	40.4
Multiple or No Response	0	0.0



## School Safety and Climate for Learning

### Safety and Safety Plan

Safety is paramount at Bret Harte. Students are supervised before and after school with adult supervision to include the "Spot" (a city teen center located on campus). Bret Harte has a police officer on campus five days a week along campus supervisors. The campus is monitored, before and after school, lunchtime, and during passing periods, by our police, campus supervisors, teachers and administrators. Bret Harte is a very secure and safe campus.

### Facilities

Since Bret Harte is 35 years old, maintenance is an ongoing need. The District and the various members of our school community make continual structural and safety improvements: The grounds are maintained by our excellent staff and the campus is continually cleaned. Custodians are on campus from 7:00 am to 11:00 pm working to ensure all facilities are ready for our school population.

### Maintenance

San José Unified takes great efforts to make sure all of its schools are clean, safe, and functional. The District's maintenance staff works to ensure that all necessary repairs are made to keep schools in good condition and in working order. A work order process is used to make certain that repairs are done in a timely and efficient manner. Emergency repairs are given the highest priority and those requests are usually handled the day they are received. Restrooms at all schools are fully operational. Work order requests to repair restrooms are given a number one priority.

The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules and to ensure a clean and safe school. **A copy of the cleaning standards is available upon request by calling the Maintenance Department at (408) 535-6200.**

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the 2004-05 school year, the district deposited \$1,322,354 into the deferred maintenance program. This is equivalent to 0.5% of the district's general fund budget. Expenditures in this fund are made according to the District's five year plan, which is developed in coordination with the Measure F bond program. It is anticipated that \$1,155,000 will be expended on deferred maintenance projects during the 2004-2005 school year.

### Deferred Maintenance and Modernization Projects.

In 1997 voters in San José Unified passed Measure C – a \$165 million bond measure that began modernization projects in the district's 48 schools. To continue and expand these renovations, voters once again voted to approve a \$423 million bond measure in March of 2002 – Measure F. When Measure F is completed, San José Unified will have some of the finest facilities in the state of California. A Citizens' Bond Oversight Committee was appointed by the Board of Education to ensure that the bond funds are spent properly. School by school projects targeted to be funded by Measure F are available on the District's website, [www.sjusd.k12.ca.us](http://www.sjusd.k12.ca.us), and at each school site.

### Homework

Homework is given every day of the week here at Bret Harte. Students and parents can expect 20-30 minutes of homework per academic subject. The workload increases when projects are due. We also provide students with a planner designed to track homework. Homework is used to reinforce the lesson or allow students to more fully explore a subject.

### Discipline

The Bret Harte discipline plan is presented and discussed with students and parents at the beginning of the school year in each classroom, as well as at grade-level Expectation Assemblies at the beginning of each semester. It is a positive plan designed to create a safe, orderly environment both in and out of the classroom. For those students needing extra support Bret Harte has a responsibility center available to hear their side and help with conflict management.

## Suspensions and Expulsions

	2002	2003	2004
Number of Suspensions	47	102	187
Rate of Suspensions	4%	8%	14%
Number of Expulsions	1	0	3
Rate of Expulsions	0%	0%	0%

Data reported are the total number of incidents where a student was suspended or expelled from school and the school's rates of suspension or expulsion. A single student may be involved in more than one incident. The rate of suspension or expulsion are calculated by dividing the number of incidents during the school year by the school's total enrollment in October 2003. Rates for the district are computed separately for Elementary, Middle and High Schools.

## Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels.

The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Ad-

#### All Students

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	69	71	74	38	40	40	32	35	36
Mathematics	68	67	75	32	34	34	31	35	34
Science				34	26	25	30	27	25
History-Social Science		62	62	36	35	33	28	28	29

vanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at

<http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standards).

### CST—Racial/Ethnic Groups

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	67	61	86	62	50	77	73
Mathematics	40	69	89	77	49	92	71
History-Social Science		25	80		38		57

### CST—Subgroups

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities	
				Yes	No	Yes	No
English-Language Arts	71	78	10	38	77	16	79
Mathematics	76	74	28	42	78	20	79
History-Social Science	60	64	0	24	64	20	65

### Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

#### NRT—All Students

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	77	77	---	47	47	---	43	43
Mathematics	---	85	86	---	53	53	---	50	51

The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be

found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Data reported are the percent of students scoring at or above the 50th percentile.

### NRT—Racial/Ethnic Groups

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	60	76	88	62	53	85	77
Mathematics	67	79	96	92	67	92	83

### NRT—Subgroups

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities	
				Yes	No	Yes	No
Reading	76	79	14	39	80	19	82
Mathematics	86	85	42	52	88	24	91



## Local Assessment

Grade	% Scoring Proficient or Higher					
	Writing			Mathematics		
	2002	2003	2004	2002	2003	2004
8	85	60	74	0	76	37

Data reported are the percent of students meeting or exceeding the district standards.

## California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pfi/>.

Grade Level	School	District			State				
	Total	Female	Male	Total	Female	Male	Total	Female	Male
7	49.2	62.4	37.8	27.9	31.0	24.7	29.1	31.3	27.0

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

## Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socio-economically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students

in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

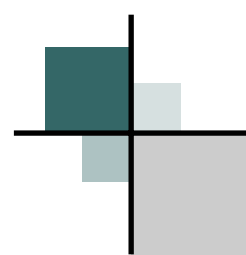
API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

### API—Schoolwide

	API Base Data			API Growth Data			
	2001	2002	2003	From 2001 to 2002	From 2002 to 2003	From 2003 to 2004	
Percent Tested	99	99	100	Percent Tested	99	100	99
API Base Score	871	859	876	API Growth Score	876	875	879
Growth Target	A	A	A	Actual Growth	5	16	3
Statewide Rank	10	10	10				
Similar Schools Rank	7	10	7				

### API—Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
<b>Asian</b>				<b>Asian</b>			
API Base Score	929	928	942	API Growth Score	928	935	950
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score	744	729	765	API Growth Score	755	765	749
Growth Target	1	1	1	Actual Growth	11	36	-16
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score	869	844	860	API Growth Score	874	860	864
Growth Target	A	A	A	Actual Growth	5	16	4



### API—Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	669	644	703	API Growth Score	672	702	
Growth Target	1	1	1	Actual Growth	3	58	

## State Awards and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

## Federal Intervention Programs

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	10
Percent of Schools Identified for Program Improvement	---	17.5

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.



## Adequate Yearly Progress (AYP)

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	No	Yes
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	Yes	Yes
American Indian or Alaska Native	---	n/a	n/a	---	No	Yes
Asian	---	Yes	Yes	---	Yes	Yes
Filipino	---	n/a	n/a	---	Yes	Yes
Hispanic or Latino	---	Yes	Yes	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	Yes	Yes
White (not Hispanic)	---	Yes	Yes	---	Yes	Yes
Socioeconomically Disadvantaged	---	Yes	n/a	---	Yes	Yes
English Learners	---	Yes	n/a	---	Yes	Yes
Students with Disabilities	---	n/a	Yes	---	No	Yes

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

NOTE: N/A means that this group was too small to receive summary scores.

## Average Teaching Load and Teaching Load Distribution

Subject	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.6	5	52	2	28.3	2	64	8	29.4	3	44	5
Mathematics	27.8	4	37	3	32.1		27	16	31.4		28	15
Science	28.9	2	29	1	30.6	1	23	7	30.5	2	26	10
Social Science	30.7		31	3	28.3	2	45	1	30.7	2	36	6

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.



## Teacher and Staff information

Don McCloskey has been the principal at Bret Harte for three years. Prior to that, he was a classroom teacher for five years.

### Core Academic Courses Not Taught by NCLB Compliant Teachers

	School	District
<b>This School</b>	73.2	---
<b>All Schools in District</b>	---	70.3
<b>High-Poverty Schools in District</b>	---	57.1
<b>Low-Poverty Schools in District</b>	---	75.7

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter

competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tg/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school.

		2002	2003	2004
<b>Total Teachers</b>		60	64	60
<b>Teachers with Full Credential</b>		52	54	57
<b>Teachers Teaching Outside Subject Area</b>	<i>(full credential but teaching outside subject area)</i>		2	2
<b>Teachers in Alternative Routes to Certification</b>	<i>(district and university internship)</i>	0	0	0
<b>Pre-Internship</b>		0	0	1
<b>Teachers with Emergency Permits</b>	<i>(not qualified for a credential or internship but meeting minimum requirements)</i>	6	8	1
<b>Teachers with Waivers</b>	<i>(does not have credential and does not qualify for an Emergency Permit)</i>	3	4	2



## Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2004
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Teacher Education Level

TEACHER ED	School	
	District	
Doctorate	2.7	1.2
Master's Degree plus 30 or more semester hours	0.0	2.3
Master's Degree	21.6	25.8
Bachelor's Degree plus 30 or more semester hours	32.4	46.0
Bachelor's Degree	43.2	24.6
Less than Bachelor's Degree	0.0	0.1

Data reported are the percent of teachers by education level.

## Vacant Teacher Positions

	2004
Vacant Teacher Positions	

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

## Teacher and Staff Information

### Evaluating/Improving Teachers

Bret Harte is committed to providing and allowing teachers to get better at their craft. Training is provided, concentrating on improving instruction and assessment. Two Instructional Coaches work with the staff. Each new teacher has a mentor designed to help facilitate their skill. Administrators get in each class weekly providing support to those who need it. Teachers' evaluations and criteria are defined by bargaining unit contract.

### Staff Development

A rich and diverse staff development program exists at Bret Harte. On our 3 staff development days, teachers are provided a selection of topics designed around their needs as professionals. Expert speakers are brought in so we can learn the best from others. The staff fully participates in our staff development planning. During this school year bullying and respect for others has been our focus.

Teachers are encouraged to participate in after school and weekend professional development. Technology workshops are conducted on campus for staff improvement.

Both administrators and instructional coaches are available on a daily basis to help teachers with their craft.

### Teacher Assignment

Teacher assignment is based on student and curriculum needs using the following criteria: training, credentials and experience. The Administrative staff uses all the available information to assign teachers to best serve the needs of the students. Each teacher is provided the opportunity to discuss placement and to get his or her input.

## Substitute Teachers

Bret Harte's substitute teachers are treated as guests on campus. Many retired Bret Harte teachers come back on campus to substitute and keep the continuity of learning intact. Teachers develop relationships to request the same core of substitutes to ensure familiar faces for our students.

## Support Staff

Bret Harte has a full-time resource specialist. Their counselors (30 hours/week), psychologist (16 hours/week), nurse (8 hours/week) and speech and language specialist are part time.

## Specialized Programs

### GATE

GATE students' needs are met in the regular classroom through the use of differentiated curriculum. A multitude of school clubs, to include a program called, Destination Imagination is conducted on campus to provide opportunities for these students. A GATE liaison attends meetings on GATE students' needs and disseminates information and training opportunities to teachers

### Special Education

Bret Harte has one Severely Handicapped class, two and a half Resource Specialist classes, and two Special Day classes. Students are tested, if requested, for proper placement. We provide for the least restrictive environment whenever possible, for each special education student.

### English language learners

Bilingual staff provides support for our English Language Learners and classrooms. We have ELL classes in Reading, Math, Science, Language Arts and Social Studies. We have a guidance counselor available for three periods to work with their ELL needs and a Human Resource Administrator to concentrate on program requirements.

### Students with disabilities

Students with disabilities are scheduled appropriately in both special education classes but also in our mainstream program. Teachers make accommodations as necessary to ensure each student is successful.

### After-school programs

At Bret Harte we have over 700 of our students participate in some kind of after school program. Clubs are held after school, as is our extensive sports program. We also open the library as a Homework Center for those wishing to work on studies.

### Tutoring

Tutoring by high school students occurs everyday in our homework center. Outstanding former students tutor students in a variety of subjects to include Math and Language Arts. Teachers often schedule hours after school when they are available for tutoring.



## Curriculum and Instruction

### Reading and Writing

All sixth grade students take one semester of a reading class. Seventh and eighth graders that scored below the 25 percentile take a period of reading. Daily, all students spend 17 minutes reading self-selected materials in Sustained Silent Reading. The program Accelerated Reader is used across all grade levels. Teachers use Step Up to Writing, Writers Workshop, and Write Source 2000 to extend the writing process through all grade levels

### Math

Bret Harte had over three hundred students enrolled in high school equivalency math courses. All students were tested and accelerated to higher-level courses if necessary. A 00 period was created for students who need extra support in math. Teachers employed individual and group work, manipulatives, projects that stress real-world applications, and written and oral explanation to demonstrate conceptual understanding, peer tutoring and research. All courses include among other things, algebra, number theory and operations, mathematical reasoning and geometry.

### Science

Science is a hands-on, activity based, laboratory experience for all students. Sixth graders take a semester of Science. Seventh and Eighth graders take a full year of science. Eighth graders study Physical Science, concentrating on Physics, Chemistry, and Astronomy. The use of a classroom set of IBooks facilitates the learning. Sixth graders concentrate on Earth science including the weather and the geography of the Earth. Seventh grade curriculum is center around the Life Sciences. They cover the biological study of plants, animals, and man.

### Social Studies

Social Studies curriculum provides students with skills related to our American heritage, world culture, and geography with an emphasis on how these forces shaped our civilization. Sixth graders take a semester of social studies. They study ancient history including early man, Egypt, China and India. Seventh graders take a full year of social studies concentrating on the medieval times, the Renaissance period and beyond. Eighth grades take a full year and concentrate on the history of early America.

### Textbooks

All textbooks are current and comply with District standards and have been adopted by the State Board of Education. Teachers were provided with an additional classroom set as well as a book for every student to leave at home

Students are given an individual textbook in each core subject. The media specialist and teacher inspect each book. Only textbooks that are in good condition are assigned to a student.

**A complete list of textbooks and their date of adoption is available at**

[http://www.sjUSD.org/Staff/Instructional\\_Material/Textbook\\_Listing.pdf](http://www.sjUSD.org/Staff/Instructional_Material/Textbook_Listing.pdf)

## Instructional Minutes

Grade		
Level	Offered	State Requirement
6	54,252	36,000
7	54,252	50,400
8	54,252	50,400

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade. The number of minutes shown here does not take into consideration pupil free days, minimum days or shortened days that are used for parent/teacher conferences or testing.

We have a shortened day on the last day of school to accommodate for busing issues within the District. The other 182 days are full school days.



## Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

### Average Salaries (Fiscal Year 2002-2003)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,477	\$36,856
Mid-Range Teacher Salary	\$61,930	\$58,263
Highest Teacher Salary	\$75,268	\$72,665
Average Principal Salary (Elementary)	\$88,972	\$94,774
Average Principal Salary (Middle)	\$93,586	\$98,934
Average Principal Salary (High)	\$98,794	\$106,858
Superintendent Salary	\$215,206	\$177,295
Percent of Budget for Teacher Salaries	37.7	41.6
Percent of Budget for Administrative Salaries	5.8	5.1

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ds/fd/cs/> and

<http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>

### Expenditures (Fiscal Year 2002-2003)

District Total Dollars	District Dollars per Student (ADA)	State Average for Districts in the Same Category (ADA)	State Average All Districts (ADA)
\$251,113,629	\$7,855	\$6,882	\$6,822

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ds/fd/>

### Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

San José Unified SARC's are prepared by the Office of Public Engagement. Questions — call Sheryl Stroh at 535-6108 or via e mail to [Sheryl\\_Stroh@sjusd.org](mailto:Sheryl_Stroh@sjusd.org)