

Barrett Elementary School 2013-14 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15

Barrett Elementary

Contact Information (School Year 2014-15)

895 Barrett Ave.

Morgan Hill, CA 95037-5206

(408) 201-6340

Principal:

Mary Alice Callahan, Principal

Contact E-mail Address:

callahanm@mhusd.org

County-District-School (CDS) Code: 43695836118376

Morgan Hill Unified

Contact Information (School Year 2014-15)

(408) 201-6023

www.mhusd.org

Superintendent:

Steve Betando

Contact E-mail Address:

betandos@mhusd.org



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information - Most Recent Year

District Name	Morgan Hill Unified
Phone Number	(408) 201-6023
Superintendent	Steve Betando
E-mail Address	betandos@mhusd.org
Web Site	www.mhusd.org

School Contact Information - Most Recent Year

School Name	Barrett Elementary
Street	895 Barrett Ave.
City, State, Zip	Morgan Hill, CA 95037-5206
Phone Number	(408) 201-6340
Principal	Mary Alice Callahan, Principal
E-mail Address	callahanm@mhusd.org
Web Site	www.barrett.mhu.k12.ca.us
County-District-School (CDS) Code	43695836118376

School Description and Mission Statement- Most Recent Year

Barrett is an exceptional place for learning where staff, parents, volunteers, and businesses work together for academic excellence. Bengal pride abounds daily, but is also evident at whole-school assemblies where we share school spirit, honor student achievement, or provide opportunities for students to perform. Barrett fosters a climate of awareness, acceptance, and inclusiveness that allows all students to succeed.

Our staff members embrace learning opportunities and have consistently aligned instruction and methods with state adopted curriculum with a focus on Common Core standards. We have enriched our reading program, investigated effective teaching of writing, studied number sense in mathematics, and redefined curriculum based on data analysis and research. Best practices adopted include peer mentoring, Guided Language Acquisition Design (GLAD) strategies, and varied instructional techniques, as well as differentiating for all learners. We believe strongly in providing intellectual stimulation and rigorous academic standards every minute of the day. Our curriculum emphasizes real-world experiences, visual and performing arts, and development of leadership through student involvement in numerous community service activities and projects. Barrett's strength is in the commitment of home, school, and community working towards the common goal of ensuring a nurturing educational experience for all!

All teachers participate in weekly collaboration where our focus is on data analysis from Common Core aligned Benchmark assessments and professional development. Teachers examine test results and share instructional ideas in teams to come up with the best strategies to meet student needs.

Barrett is a shared community collaborative school and partners with many community services to maintain and improve the community's health and welfare. For example, through a community support group called Project Cornerstone staff and parents are given information and support to build developmental assets for their children as they grow into adulthood. One of the most successful programs to come out of this organization at Barrett has been Los Dichos con la Casa. Spanish speaking parents partner with English speaking parents to read a picture book to classes that focuses on traditions and culture. Rich conversations and increased parental participation have come as a result. Other Project Cornerstone programs at Barrett include ABC readers, expect respect which partners with our student council and Assets 101.

Barrett is proud of the work that we do that extends and enriches our student's curriculum beyond the classroom. We have an afterschool YMCA, several after-school math intervention groups and reading intervention groups at all grade levels to assist struggling readers. We have a music teacher with a professional degree in music who teaches singing in grades K-6. Art docents provide monthly standards-based art lessons for all students. We hold monthly Spirit Days and school assemblies as well as provide opportunities for students to attend field trips that enrich their learning experiences. Our student council assesses student needs and generates options for addressing them.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	82
Grade 1	78
Grade 2	91
Grade 3	89
Grade 4	101
Grade 5	69
Grade 6	96
Total Enrollment	606

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.7
Asian	6.8
Filipino	1.7
Hispanic or Latino	61.4
Native Hawaiian/Pacific Islander	0.5
White	23.6
Two or More Races	2.8
Socioeconomically Disadvantaged	56.1
English Learners	28.4
Students with Disabilities	12.9

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	25	27	28	382
Without Full Credential	0	0	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	98.49	1.51
High-Poverty Schools in District	99.07	0.93
Low-Poverty Schools in District	98.21	1.79

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

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2015

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Engage NY, Grades TK-6 Language Arts (TK-2: Core Knowledge, gr 3-6 Expeditionary Learning)	yes	0%
Mathematics	Engage NY, Grades TK-6 Mathematics (Eureka Math)	yes	0%
Science	MacMillian-McGraw Hill CA Science Glencoe/McGraw Hill Focus On Science Series	yes	0%
History-Social Science	Houghton Mifflin Social Science Series McDougal Littell CA Middle School Social Studies Series	yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements - Most Recent Year

Barrett Elementary School opened its door in the fall of 2001. Our beautiful campus sits on 9.6 acres located at the corner of Barrett Avenue and Juan Hernandez Drive. The school includes a 4,200-square-foot multipurpose room with a performance stage; a covered outdoor dining area; a 1,500-square-foot library; an outdoor playground; and sports fields for softball, soccer, and additional PE programs.

The Maintenance, Grounds and Custodial staff continue to work together to keep the school in good condition which has provided a safe, clean and well maintained learning environment to help student achievement.

As part of the Measure G Bond funds, Barrett is scheduled to have a technology infrastructure upgrade beginning of 2015. This will include campus wide WiFi.

School Facility Good Repair Status - Most Recent Year

Using the most recent 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

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

Overall Facility Rate - Most Recent Year

	Exemplary	Good	Fair	Poor
Overall Rating	✔	—	—	—

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	55%	56%	69%	64%	66%	68%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	68%
All Students at the School	69%
Male	67%
Female	76%
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Filipino	N/A
Hispanic or Latino	66%
Native Hawaiian or Pacific Islander	N/A
White	62%
Two or More Races	N/A
Socioeconomically Disadvantaged	59%
English Learners	N/A
Students with Disabilities	N/A
Students Receiving Migrant Education Services	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	50%	45%	53%	57%	59%	59%	54%	56%	55%
Mathematics	57%	51%	60%	46%	48%	49%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	54%	58%	60%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2011	2012	2013
Statewide	4	3	4
Similar Schools	2	1	2

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	-11	-28	32
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-22	-23	38
Native Hawaiian or Pacific Islander			
White	-5	-18	13
Two or More Races			
Socioeconomically Disadvantaged	-16	-30	28
English Learners	11	-62	40
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcome

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	22.9%	25.7%	21.4%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

With input from the staff and parents, the administrator creates a climate where students, staff, and community join together. Parent involvement is encouraged, and an open-door policy exists to allow for strong home/school communication. Volunteers support Barrett in many ways. Teachers welcome them into the classroom to work with students, prepare instructional materials, and chaperone field trips. Volunteers participate as leaders on our School Site Council (SSC) and English Language Advisory Committee (ELAC) committees or as Home, School, and Community members. Our parents are an integral part of our learning community.

As a shared community collaborative, Barrett invites members of the community to join with the school to provide opportunities for the staff, the students, the parents and the larger community to come together on a monthly basis to promote a shared responsibility for the community's health and well-being. Based on responses to a parent survey, our community collaborative will jointly sponsor events such as Thanksgiving food drive and a Santa's Breakfast. We will also offer events for socializing and getting to know each other better such as the August Meet and Greet, the Ice Cream Social, and coffee and pastries with the principal.

The Home, School, and Community Club volunteers time to support annual events that make Barrett a great place to be. The Back to School and Community Provider fair, Ice Cream Social, Santa's Breakfast, grade-level performances, Field Day, Book Fair, and a Lotteria celebration are just some of the events that take place because of our outstanding parent volunteers.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate*	School			District			State		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Suspensions	0	0	2.2	0	0	4	4.4	5.1	5.7
Expulsions	0	0	0	0	0	0.2	0.1	0.1	0.1

School Safety Plan - Most Recent Year

The Barrett campus is clean, safe, and orderly. Our school safety plan is reviewed regularly, and all staff and students participate in quarterly simulation earthquake drills, lockdowns, and fire drills. Safety information is compiled in our Barrett Emergency Plan booklet that is sent home every year to our families. All classrooms are equipped with an emergency garbage can containing food, water, space blankets, medical supplies, and information about each student in the class.

Barrett holds high expectations that all students will follow our school rules to promote a positive, safe school environment. Routines and expectations for a safe and orderly campus are set early in the year. Parents are informed that we lock all perimeter gates during the school day, and we ask that visitors on campus check in the office and receive a badge. Our Safety Patrol parent and student volunteers work rain or shine to ensure that our students arrive and leave school safely.

D. Other SARC Information

Barrett Elementary 2013-14
School Accountability Report Card

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met Graduation Rate		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	35.7%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30.3	0	3	0	18	2	2		21	2	2	
1	26.8	0	4	0	21	2	2		20	2	2	
2	27.3	0	3	0	17	2	3		23	1	3	
3	27.3	0	4	0	18	2	3		18	2	3	
4	30.7	0	3	0	17	2	2		20	2	3	
5	29.3	0	3	0	21	2	3		17	2	2	
6	20.3	1	2	0	19	2	2		24	1	3	
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Barrett Elementary 2013-14
School Accountability Report Card

Subject	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist (non - teaching)	0.8	N/A
Other	0.38	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 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$3,883	\$393	\$3,490	\$70,074
District	N/A	N/A	\$5,123	\$65,392
Percent Difference - School Site and District	N/A	N/A	-31.88	7.16
State	N/A	N/A	\$4,690	\$67,762
Percent Difference - School Site and State	N/A	N/A	-25.59	3.41

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

Types of Services Funded (Fiscal Year 2013-14)

We fund a six-hour bilingual instructional aide and a four-hour bilingual liaison to help us communicate more efficiently with our Spanish-speaking population, to work with small groups of children, and to administer the annual CELDT. Our school-based monies are used mainly for instructional supplies and materials.

Federal Title 1 funds pay for staff development and curriculum planning for teachers to provide rigorous instruction in the classroom.

Our Home, School, and Community Club holds annual fund-raising events to pay for classroom supplies, field trips, an art program, weekly music, library books, and special assemblies.

Federal EIA funds pay for reading intervention programs at all grades to assist struggling readers. They also pay for an intervention computer program that provides individually leveled instruction to students in grades K-6.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,427	\$41,243
Mid-Range Teacher Salary	\$65,315	\$64,893
Highest Teacher Salary	\$82,651	\$83,507
Average Principal Salary (Elementary)	\$112,719	\$103,404
Average Principal Salary (Middle)	\$117,708	\$109,964
Average Principal Salary (High)	\$133,588	\$120,078
Superintendent Salary	\$215,780	\$183,557
Percent of Budget for Teacher Salaries	39%	40%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development - Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Barrett teachers and classroom assistants believe that ongoing professional development is essential in helping students become proficient. Continual assessments of student work and achievement data help us identify strengths and weaknesses. The results guide us when we develop our academic programs. Successful implementation of programs is evidenced in the growth of our individual students.

Staff members actively participate in weekly collaboration and professional development that is determined by the leadership team made up with one teacher from each grade level. During the 2010-2011 school year our staff meetings and staff development sessions were focused on providing equity in the classroom and across our campus by engaging in differentiation of content, how to teach focused lessons using GLAD strategies, teaching the craft of writing, positive discipline in the classroom, standards-based math analysis, and Systematic ELD implementation. Staff members are given many opportunities to reflect on questions and conduct research to help them strengthen their teaching strategies.

Collaboration, team grade-level planning, and planning with other colleagues play an important role in our learning as evidenced by students participating in numerous differentiated learning projects that support our academic day, exploring mathematical strategies using inquiry methods, learning curriculum by performing plays, having reflective conversations, and having students publish their own books.