

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17

Barrett Elementary

Address: 895 Barrett Ave. Morgan Hill, CA 95037-5206

Principal: MaryAlice Callahan, Principal

Phone: (408) 201-6340

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Web Site: www.mhu.k12.ca.us

CDS Code: 43695836118376



Morgan Hill Unified

Superintendent: Steve Betando

Phone: (408) 201-6023

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I DATA AND ACCESS

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

%DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the 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.

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: MaryAlice Callahan, Principal
 E-mail Address: callahanm@mhusd.org
 Web Site: www.mhu.k12.ca.us
 County-District-School
 (CDS) Code: 43695836118376

School Description and Mission Statement (School Year 2016–17)

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 and school events 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, Constructing Meaning 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 and engaging educational experience for all.

All teachers participate in weekly collaboration where our focus is on best instructional practices such as readers' workshop and writers' workshop. Student data is analyzed to inform all of our instructional strategies. We examine data from state tests and Common Core aligned Benchmark assessments as well as formal and informal classroom assessments. Teachers examine test results and share instructional ideas in teams to come up with the best strategies to meet student needs. Teachers also participate in professional development activities and share that information through collaboration meetings, modeled classroom lessons and grade level team lessons in the Teacher Learning Lab.

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 an array of counseling and social emotional support for students and families. Barrett hosts numerous after-school and evening events with our community partners in order to provide multiple opportunities for families to connect to Barrett as a place of academic and social learning. Barrett believes that students who feel connected personally with their school thrive in that environment. Many of our events focus on family fun to build connections and resiliency.

Barrett is proud of the work that we do that extends and enriches our student's curriculum beyond the classroom. We have two afterschool YMCA programs, after-school tutoring groups to assist struggling students as well as a math group for advanced students. We have a music teacher with a professional degree in music who teaches singing in grades K-6. 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. We also have an after school program with a Multicultural Club that fosters second language acquisition and offers new opportunities to study other cultures. The after school program also offers new opportunities to students such as choir, lessons in group sports, game development and puppetry.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	65
Grade 1	84
Grade 2	86
Grade 3	83
Grade 4	93
Grade 5	96
Grade 6	93
Total Enrollment	600

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.5%
American Indian or Alaska Native	0.7%
Asian	6.2%
Filipino	1.8%
Hispanic or Latino	62.3%
Native Hawaiian/Pacific Islander	0.8%
White	21.3%
Two or More Races	3%
Socioeconomically Disadvantaged	56.8%
English Learners	24.3%
Students with Disabilities	11.2%
Foster Youth	0.7%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

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

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

Teacher Credentials

Teachers	School 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	28	29	25	375
Without Full Credential	0	1	1	18
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	11

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	.5

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 2015-16)

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	100.00%	.00%
All Schools in District	97.77%	2.23%
High-Poverty Schools in District	98.21%	1.79%
Low-Poverty Schools in District	94.39%	5.61%

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 (School Year 2016–17)

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.

Month and year in which data were collected: December 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% 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	Pearson Investigations with Envision supplement Gr K-5	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	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

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 received technology infrastructure upgrade which included WiFi in every classroom and exterior and a new phone and public address system.

Just after the start of the new year, the kindergarten play area received a lunch shade structure and new sod in their play area.

School Facility Good Repair Status

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

Month and year in which data were collected: June 2016

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	✓	-	-	Water bottle filling station installed in the MPR.
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	✓	-	-	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	

Overall Facility Rate

Month and year in which data were collected: June 2016

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

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], Science California Standards Tests) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/ Literacy (grades 3-8 and 11)	34%	41%	51%	53%	44%	48%
Mathematics (grades 3-8 and 11)	23%	26%	43%	43%	34%	36%

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.

CAASPP Test Results in ELA by Student Group (ELA)
 Grades Three through Eight and Eleven (School Year 2015–16)
 ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	84	94.38%	44.58%
Male	44	41	93.18%	32.50%
Female	45	43	95.56%	55.81%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	45	95.74%	38.64%
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	24	96.00%	54.17%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	42	91.30%	34.15%
English Learners	23	21	91.30%	15.00%
Students with Disabilities	13	11	84.62%	54.55%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	91	97.85%	28.57%
Male	51	49	96.08%	24.49%
Female	42	42	100.00%	33.33%
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	58	58	100.00%	22.41%
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	21	95.45%	52.38%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	60	59	98.33%	18.64%
English Learners	22	22	100.00%	27.27%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	98	98	100.00%	48.45%
Male	43	43	100.00%	42.86%
Female	55	55	100.00%	52.73%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	59	59	100.00%	37.29%
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	21	100.00%	70.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	60	60	100.00%	35.00%
English Learners	17	17	100.00%	23.53%
Students with Disabilities	11	11	100.00%	
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	94	93	98.94%	44.09%
Male	48	47	97.92%	31.91%
Female	46	46	100.00%	56.52%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	67	67	100.00%	37.31%
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	17	94.44%	64.71%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	63	63	100.00%	34.92%
English Learners	16	16	100.00%	
Students with Disabilities	12	11	91.67%	18.18%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2015–16)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	85	95.51%	50.00%
Male	44	42	95.45%	51.22%
Female	45	43	95.56%	48.84%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	46	97.87%	31.11%
Native Hawaiian or Pacific Islander				
White	25	24	96.00%	70.83%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	43	93.48%	35.71%
English Learners	23	21	91.30%	25.00%
Students with Disabilities	13	12	92.31%	50.00%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	91	97.85%	14.29%
Male	51	49	96.08%	16.33%
Female	42	42	100.00%	11.90%
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	58	58	100.00%	13.79%
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	21	95.45%	19.05%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	60	59	98.33%	8.47%
English Learners	22	22	100.00%	9.09%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	98	97	98.98%	25.77%
Male	43	42	97.67%	28.57%
Female	55	55	100.00%	23.64%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	59	100.00%	16.95%
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	20	95.24%	45.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	60	60	100.00%	13.33%
English Learners	17	17	100.00%	5.88%
Students with Disabilities	11	11	100.00%	
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	94	93	98.94%	17.20%
Male	48	47	97.92%	17.02%
Female	46	46	100.00%	17.39%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	67	67	100.00%	13.43%
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	17	94.44%	35.29%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	63	63	100.00%	12.70%
English Learners	16	16	100.00%	
Students with Disabilities	12	11	91.67%	
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	69%	45%	54%	66%	59%	62%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	98	94	95.92%	54.26%
Male	43	40	93.02%	55.00%
Female	55	54	98.18%	53.70%
Black or African American	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	59	58	98.31%	36.21%
Native Hawaiian or Pacific Islander	–	–	–	–
White	21	18	85.71%	88.89%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	60	59	98.33%	40.68%
English Learners	17	17	100.00%	11.76%
Students with Disabilities	11	9	81.82%	22.22%
Students Receiving Migrant Education Services	–	–	–	–
Foster Youth	–	–	–	–

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.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.10%	14.70%	29.50%

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

C. ENGAGEMENT

STATE PRIORITY: PARENTAL INVOLVEMENT

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

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

Opportunities for Parental Involvement - (School Year 2016–17)

With input from the staff and parents, the administrator facilitates 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. Events, such as the Common Core Math night and the fall College night are explicitly planned and held to help parents help their children with their school work now and in the future. 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, our Community Collaborative Committee or as Home, School, and Community members. Our parents are an integral part of our learning community. Our community partners offer free parenting classes as well as nutrition classes.

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. 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 evening meetings such as Pizza with the Principal, Grandparents' Day, and College Night. Every grade level hosts a student performance both during the day and at night.

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 Care Fair, Ice Cream Social, Mother/Son Dance, Father/Daughter Dance, grade-level performances, Field Day, Book Fair, and a Loteria 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate*	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.48	.17	0	5.67	3.77	3.52	4.36	3.80	3.65
Expulsions	0.00	0.00	0	.22	.25	.12	0.10	0.09	0.09

School Safety Plan – Most Recent Year

The Barrett campus is clean, safe, and orderly. Our school safety plan is reviewed annually both with staff and the School Site Council. , All staff and students participate in regularly scheduled 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. The perishables are restocked annually.

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.

D. OTHER SARC INFORMATION

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

Federal Intervention Program (School Year 2016-17)

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	38.5%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	32		3		20	1	3		23		3	
1	30		2		26		2		23		4	
2	29		3		26		3		25		4	
3	29		3		29		3		27		3	
4	31		3		31		3		30		3	
5	31		2		26	1	3		31		3	
6	26	1	3		29		2		30		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)

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 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 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.31	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.17	N/A
Speech/Language/Hearing Specialist	1.15	N/A
Resource Specialist (non - teaching)	1	N/A
Other	2.6	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 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$3744	\$271	\$3473	\$69348
District	N/A	N/A	\$6186	\$69092
Percent Difference – School Site and District	N/A	N/A	-43.86%	0.37%
State	N/A	N/A	\$5677	\$71517
Percent Difference – School Site and State	N/A	N/A	-38.82%	-3.03%

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

Types of Services Funded (Fiscal Year 2015-16)

We fund a six-hour bilingual instructional aide and a six-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 intervention programs, instructional supplies and materials.

Federal Title 1 funds pay for a reading intervention program, staff development and curriculum planning for teachers to provide rigorous instruction in the classroom. It also pays for opportunities for parent engagement.

A combination of federal and state funds are used to hire additional personnel for reading support of all students. We have 1.6 FTE teachers working with reading programs and 1.0 FTE reading aide.

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, science camp and special assemblies.

Federal EIA funds pay for reading intervention programs at all grades to assist struggling readers.

Additionally, the District funds a teacher on special assignment to provide daily professional development to all staff as well as to teachers who come to learn specific instructional strategies such as GLAD, readers' workshop, writers' workshop. Barrett has hosted more than forty teachers from across the district to support their professional development needs.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47967	\$43821
Mid-Range Teacher Salary	\$71004	\$69131
Highest Teacher Salary	\$89851	\$89259
Average Principal Salary (Elementary)	\$105837	\$108566
Average Principal Salary (Middle)	\$114173	\$115375
Average Principal Salary (High)	\$129331	\$125650
Superintendent Salary	\$223871	\$198772
Percent of Budget for Teacher Salaries	36%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development

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 in all subject areas. Research supports the assumption that increasing teacher capacities in instruction results in higher achievement in students. Additionally, English Learners and struggling students show more academic growth when they have opportunities to work in small groups and construct knowledge within their own zones of proximal development. Teachers have developed curriculum maps that utilize

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 2014-2015 school year our staff meetings and staff development sessions were focused on providing equity in the classroom and across our campus by introducing Common Core materials in math and English Language Arts, 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. Additionally, staff members analyze data from a number of sources to assess the learning needs of their students. In 2015-16, further training in GLAD strategies was provided. In 2016-17, teachers are learning to implement small group instruction in reading, writing and mathematics. GLAD strategies are infused throughout the lessons. The focus on small group instruction allows for differentiation while also encouraging student voice from even the quietest of students. Barrett believes that highly engaging lessons as well as small group instruction allows all students to learn and create knowledge in GLAD scaffolded lessons.

For 2016-17, the district is funding a teacher on special assignment who works daily in classrooms with teachers and students on readers' workshop and guided reading as well as writers' workshop. This staff member is also GLAD certified and can add that dimension of instruction into her teaching and modeling of lessons. All staff members schedule time with the TOSA to tailor their student needs with their professional development needs. Teachers also meet in weekly collaboration groups and are able to receive further professional development in these meetings. During the year, teachers will also have opportunities to do instructional rounds with the TOSA to view other teachers working with reading groups. The staff engages in whole group discussion of the findings and observations during Wednesday collaboration meetings.