

Barrett Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Barrett Elementary School
Street	895 Barrett Ave.
City, State, Zip	Morgan Hill, CA, 95037
Phone Number	408-201-6340
Principal	Sheila Murphy
Email Address	murphys@mhusd.org
School Website	https://barrett.mhusd.org
Grade Span	K-5
County-District-School (CDS) Code	43 69583 6118376

2025-26 District Contact Information

District Name	Morgan Hill Unified School District
Phone Number	408-201-6023
Superintendent	Dr. Carmen Garcia
Email Address	garciacarmen@mhusd.org
District Website	www.mhusd.org

2025-26 School Description and Mission Statement

Barrett is a safe and inclusive community that empowers bold, respectful, and accountable students who feel valued and act with empathy. Our "Bengal Pride" is the heartbeat of our campus, visible in our daily interactions and celebrated during whole-school assemblies where we honor student achievement and performance. We foster a climate of belonging where every student is inspired to achieve their full potential. Barrett's strength lies in the unwavering commitment of our staff, parents, and community partners working together to ensure a nurturing, engaging, and resilient educational experience for every learner.

Our mission is to cultivate learners through rigorous academic standards and evidence-based instruction. Barrett staff members are deeply engaged in aligning methods with state-adopted Common Core standards, utilizing best practices such as Guided Language Acquisition Design (GLAD) and Constructing Meaning strategies. We provoke intellectual curiosity by differentiating instruction for all learners, with a specific focus on foundational skills in reading, writing, mathematics, and English Language Development. To ensure every student is accountable for their growth, teachers meet weekly to analyze data and design flexible instruction. We have developed a robust second tier of intervention for students working toward grade-level proficiency, tracking progress closely to hone instruction to specific needs. Our curriculum further enriches the student experience through real-world applications, visual and performing arts, and leadership development. Social-Emotional Learning and the "BRAVE" Way Barrett believes that a positive culture with social-emotional support is essential for students to learn and grow. We empower our students to be BRAVE through a comprehensive PBIS framework and active student leadership groups in both primary and upper elementary grades. These student leaders address school climate from a child's perspective—designing spirit weeks, organizing clubs, and promoting school expectations through skits and assemblies. To support the whole child, we partner with Discovery Counseling, Community Solutions, and District Care and Wellness Teams to provide individual and small-group support. We also emphasize physical wellness through collaborations with the Santa Clara Public Health Department. Our vibrant music program and choir further foster empathy and community connection, notably through performances in the Morgan Hill community.

Building a positive climate through parent engagement is a cornerstone of the Barrett experience. As a shared community collaborative school, we partner with organizations like Project Cornerstone to help parents build developmental assets for their children. Through our partnership with the Home and School Club, we host numerous events that connect families to Barrett as a place of academic and social learning. These communal opportunities are designed to build the connections and resiliency necessary for students to thrive. By ensuring every family feels valued, we create an environment where students are

2025-26 School Description and Mission Statement

personally connected, empowered, and ready to achieve their highest potential.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	54
Grade 2	57
Grade 3	63
Grade 4	60
Grade 5	64
Total Enrollment	374

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42
Male	58
American Indian or Alaska Native	0.8
Asian	5.1
Black or African American	2.9
Filipino	1.9
Hispanic or Latino	68.2
Native Hawaiian or Pacific Islander	0.5
Two or More Races	4.3
White	12.8
English Learners	27
Foster Youth	0.3
Homeless	16.3
Migrant	1.9
Socioeconomically Disadvantaged	67.9
Students with Disabilities	22.2

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.5	87.12	312.7	86.75	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.5	0.97	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	12.82	37.6	10.43	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0.06	4.5	1.27	11953.1	4.28
Unknown/Incomplete/NA	0	0	2	0.57	15831.9	5.67
Total Teaching Positions	15.6	100	360.4	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15	88.24	313.9	80.52	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.7	0.96	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	6.29	56.1	14.39	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.2	1.34	11746.9	4.23
Unknown/Incomplete/NA	0.9	5.41	10.8	2.79	14303.8	5.15
Total Teaching Positions	17	100	389.8	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17	84.84	313	77.83	230039.4	100
Intern Credential Holders Properly Assigned	0	0	5.4	1.36	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.9	14.91	74.4	18.52	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0.25	8.6	2.15	12112.8	4.34
Unknown/Incomplete/NA	0	0	0.5	0.12	13705.8	4.91
Total Teaching Positions	20	100	402.2	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	2.00	1	2.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	1	2.9

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.1	36.3	34
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	31.8	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, Gr K-5	0
Mathematics	Pearson Investigations with Envision supplement Gr K-5	0
Science	TWIG Science by TWIG Education Gr K-5	0
History-Social Science	Pearson My World	0
Health	Positive Prevention Plus	0

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

School Facility Conditions and Planned Improvements

Barrett Elementary School was constructed in 2001 and sits on 9.6 acres. The school contains a multipurpose room with a performing arts stage, library and covered eating areas in both the upper grade and kindergarten area.

Year and month of the most recent FIT report January 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	27	28	48	50	47	48
Mathematics (grades 3-8 and 11)	25	20	37	38	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	184	169	91.85	8.15	28.40
Female	79	71	89.87	10.13	36.62
Male	105	98	93.33	6.67	22.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	124	115	92.74	7.26	20.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	14	87.50	12.50	35.71

White	24	23	95.83	4.17	52.17
English Learners	60	53	88.33	11.67	13.21
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	95	94.06	5.94	17.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	54	51	94.44	5.56	7.84

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	184	173	94.02	5.98	20.35
Female	79	73	92.41	7.59	21.92
Male	105	100	95.24	4.76	19.19
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	124	119	95.97	4.03	11.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	14	87.50	12.50	42.86
White	24	23	95.83	4.17	43.48
English Learners	60	57	95.00	5.00	7.02
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	101	95	94.06	5.94	10.64
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	54	52	96.30	3.70	1.96

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	22.22	15	35	36.92	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	63	60	95.24	4.76	15.00
Female	33	31	93.94	6.06	16.13
Male	30	29	96.67	3.33	13.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	43	42	97.67	2.33	9.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	20	20	100.00	0.00	5.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	38	95.00	5.00	13.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.8	96.8	93.5	95.2	95.2

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

At Barrett, we believe that a safe and inclusive community is built through strong partnerships between home and school. Our administration and staff facilitate a collaborative climate where parents and community members are valued partners in our mission to empower bold and accountable learners. We maintain an open-door policy to foster transparent communication and ensure that every family feels a sense of belonging.

Through educational partnerships and workshops we plan events to empower parents with the tools to support their child's academic journey. Furthermore, our community partners offer free parenting and nutrition classes, reinforcing our commitment to the "whole child."

Leadership and Advocacy Parents exercise accountability and leadership by serving on vital decision-making committees, including:

School Site Council (SSC): Shaping school goals and resource allocation.

English Learner Advisory Committee (ELAC/DELAC): Advising on programs for English Learners.

Special Education Advisory Committee (SEAC): A site-level initiative where families share resources, support neurodiversity, and ensure our campus remains truly inclusive for students with IEPs.

Home, School, and Community Club (HSCC): Our primary volunteer engine that organizes community-building events.

Volunteerism and Community Spirit Volunteerism is a pillar of our school culture. Parents are welcomed into classrooms to support instruction, prepare materials, and chaperone field trips. The HSCC hosts cornerstone events that build resilience and joy, such as the August Meet and Greet, Winter Festival, Book Fairs, and Field Day. Our visual and performing arts programs also offer a stage for students to be bold; every grade level participates in performances supported by volunteer experts, culminating in community events like the December Holiday Sing.

Community Collaboration As a shared community collaborative, Barrett hosts monthly events to promote a shared responsibility for our neighborhood's health and well-being. From movie nights in the multipurpose room to our work with Project Cornerstone, we provide families with the social-emotional tools to build developmental assets in their children. At Barrett, we know that when parents are engaged, students act with more empathy and are inspired to reach their full potential.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	405	394	98	24.9
Female	174	169	44	26.0
Male	231	225	54	24.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	19	4	21.1
Black or African American	12	12	5	41.7
Filipino	--	--	--	--
Hispanic or Latino	273	265	69	26.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	19	4	21.1
White	53	52	7	13.5
English Learners	108	103	13	12.6
Foster Youth	--	--	--	--
Homeless	77	75	23	30.7
Socioeconomically Disadvantaged	292	283	80	28.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	99	96	26	27.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.48	0.23	2.22	4.9	5.08	3.47	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0.13	0.09	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.22	0.00
Female	0.00	0.00
Male	3.90	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.77	0.00
English Learners	1.85	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.40	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.05	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The Barrett campus is clean, safe, and orderly. Our school safety plan is reviewed annually both with staff and the School Site Council. On October 28th 2025, the School Site Council reviewed the site safety and fine tuned the safety protocols. These include our current earthquake and fire drills and the protocol for Run, Hide, and Defend. When school is in session, all staff and students participate in regularly scheduled simulation earthquake drills, lockdowns, and fire drills. Fire drills are held monthly, earthquake drills are three times a year and lockdown training is an annual event. Safety information is compiled in our Barrett Emergency Plan booklet that is sent home every year to our families. COVID safety protocols continue to be implemented as directed from the County Office of Public Health aligned with the CDC and state guidelines.

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. All volunteers are fingerprinted and have badges verifying their volunteer status. Parents and students review the Code of Conduct and the student dress code each year.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	64	0	0	0
1	69	0	0	0
2	77	0	0	0
3	90	0	0	0
4	84	0	0	0
5	111	0	0	0
6	0	0	0	0
Other	17	3	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	0	0
1	27	0	0	0
2	20	0	0	0
3	21	0	0	0
4	29	0	0	0
5	28	0	0	0
6	0	0	0	0
Other	28	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	0
K	24	0	2	0
1	26	0	3	0
2	26	0	2	0
3	26	0	2	0
4	24	0	2	0
5	29	0	2	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	6.8

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,469.57	\$261.74	\$11,207.83	\$116,893
District	N/A	N/A	\$11,095.33	\$105,310
Percent Difference - School Site and District	N/A	N/A	1.0	10.4
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	0.6	15.5

Fiscal Year 2024-25 Types of Services Funded

Barrett funds a six-hour bilingual liaison to help us communicate more effectively with our Spanish-speaking population and to support staff as they administer the annual ELPAC. Our school-based monies are used mainly for reading intervention programs, instructional supplies and materials. Funds are also budgeted for professional development. All of the goals of the site plan are developed, discussed, approved, and monitored by the School Site Council and the ELAC participants. Updates are given as a part of the monthly ELAC and SSC meetings. Additional reports are given to the Home School and Community Club at each of its meetings.

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, state and district funds are used to hire additional personnel for reading support of all students. We have one reading specialist and one paraprofessional working with readers who need a second tier of support to increase their reading skills.

Fiscal Year 2024-25 Types of Services Funded

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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$63,686	\$62,145
Mid-Range Teacher Salary	\$107,739	\$97,088
Highest Teacher Salary	\$136,327	\$120,436
Average Principal Salary (Elementary)	\$154,729	\$151,343
Average Principal Salary (Middle)	\$164,219	\$159,514
Average Principal Salary (High)	\$178,185	\$177,261
Superintendent Salary	\$297,357	\$294,805
Percent of Budget for Teacher Salaries	32.11%	29.95%
Percent of Budget for Administrative Salaries	5.62%	5.4%

Professional Development

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 then use that achievement data to 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. The district has adopted new curricula aligned to the Common Core State Standards in math, English Language Arts and Social Studies. Teachers engage in the differentiation of content through a variety of strategies such as focused lessons using GLAD strategies, teaching the craft of writing, positive discipline in the classroom, math instruction that focuses on growth mindset and student-centered tasks that foster student mathematical talk and deepen content understanding, the new English Language Arts materials and Constructing Meaning and GLAD ELD implementation. Staff members are given many opportunities to reflect on questions and conduct research to help them strengthen their teaching strategies. Staff members analyze data from a number of sources to assess the learning needs of their students. Teachers implement small group instruction in reading and writing. 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. Additionally, the teachers refine their practices and learn from each other in weekly collaboration meetings. These focus on a variety of topics including, GLAD strategies, reading strategies, data analysis, assessment calibration, and mathematical mindset strategies. Teachers also have the opportunity to learn from each other through sub-release days to observe others and to collaborate on long-term planning using the strategies that they study.

Barrett teachers are active learners and have participated in professional development in readers' workshop, writers' workshop, mathematical and growth mindset, number talks and GLAD/Constructing Meaning strategies. Teachers actively participate in developing their professional learning communities (PLCs) skills. The school's guiding coalition shepherds the work of the

Professional Development

PLCs. This focus on professional collaboration continues work on developing unit plans, developing common formative assessments and using district and site data to analyze student progress. Barrett teachers and staff are constantly learning from each other and from professional development opportunities provided by site and district resources. Our learning is evident in our collaboration conversations, our grade level planning and in the instruction in our classrooms daily. Teachers have used collaboration time to visit other classrooms to identify the many forms of student engagement in our classes. We share our learning with our parents and community partners through collaborative events, conversations at IEPs, and parent-teacher conferences. The principal presents information about professional development at ELAC and SSC meetings. Barrett prioritizes and aligns its professional development learning in the approved School Plan for Student Achievement (SPSA).

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	6