

## Barrett Elementary

# School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

### 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.

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Morgan Hill Unified
<b>Phone Number</b>	(408) 201-6023
<b>Superintendent</b>	Steve Betando
<b>Email Address</b>	<a href="mailto:betandos@mhUSD.org">betandos@mhUSD.org</a>
<b>Website</b>	<a href="http://www.mhUSD.org">www.mhUSD.org</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Barrett Elementary
<b>Street</b>	895 Barrett Ave.
<b>City, State, Zip</b>	Morgan Hill, Ca, 95037-5206
<b>Phone Number</b>	408-201-6340
<b>Principal</b>	Mary Alice Callahan, Principal
<b>Email Address</b>	<a href="mailto:callahanm@mhUSD.org">callahanm@mhUSD.org</a>
<b>Website</b>	<a href="http://www.mhUSD.org">www.mhUSD.org</a>
<b>County-District-School (CDS) Code</b>	43695836118376

*Last updated: 12/16/2019*

### School Description and Mission Statement (School Year 2019—20)

Barrett is an exceptional place for learning where staff, parents, volunteers, and community partners 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 curiosity and rigorous academic standards every minute of the day. Our curriculum emphasizes real-world experiences, visual and performing arts, and the 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.

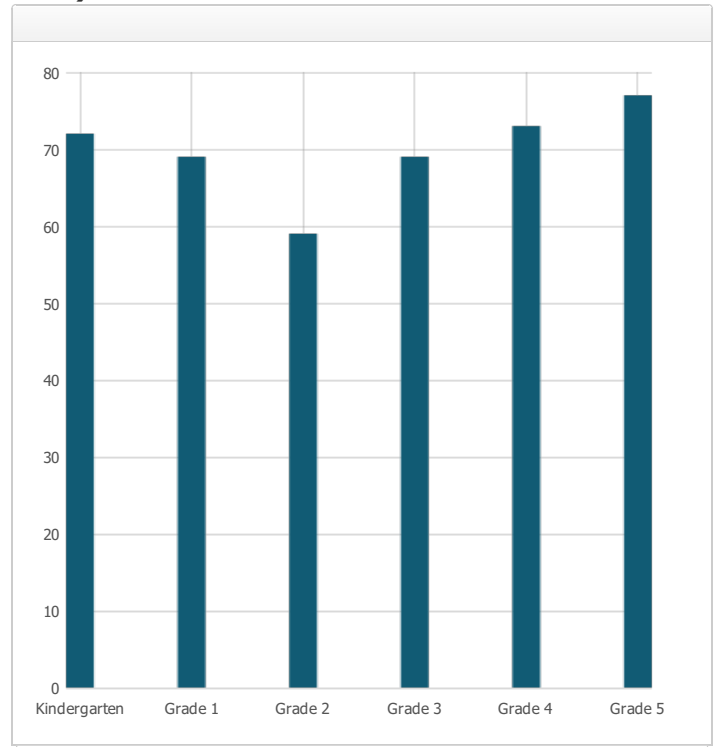
All teachers participate in weekly collaboration where our focus is on best instructional practices such as readers' workshop and writers' workshop and math number talks and tasks that foster student-centered practices. Student data is analyzed to inform all of our instructional strategies. We examine 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. This year, a cadre of Barrett teachers continues studying mathematical mindsets and the pedagogies needed to encourage a new way of thinking about math engagement with students. They are sharing their practices with the staff through video recordings of their lessons, through professional conversations, and through instructional planning with their grade level colleagues.

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. In the Los Dichos con la Casa program, 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 and an array of counseling and social emotional support for students and families. Barrett also collaborates with the Santa Clara Public Health Department to promote healthy eating through our monthly fruit and vegetable showcases, our Student Nutrition Advisory Committee, and nutrition classes for all students. 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 TK-5. 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. They are actively engaged in promoting the four PBIS school rules—show respect, make good decisions, solve problems and be kind and brave. They promote the rules through skits and short school assemblies. The after school program also offers new opportunities to students such as choir, visual arts and lessons in group sports. Enrichment activities are also held after school for advanced students.

**Student Enrollment by Grade Level (School Year 2018—19)**

Grade Level	Number of Students
Kindergarten	72
Grade 1	69
Grade 2	59
Grade 3	69
Grade 4	73
Grade 5	77
<b>Total Enrollment</b>	<b>419</b>



Last updated: 1/3/2020

**Student Enrollment by Student Group (School Year 2018—19)**

Student Group	Percent of Total Enrollment
Black or African American	1.70 %
American Indian or Alaska Native	0.20 %
Asian	5.50 %
Filipino	2.40 %
Hispanic or Latino	61.30 %
Native Hawaiian or Pacific Islander	0.20 %
White	21.00 %
Two or More Races	4.10 %
Other	-5.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	54.70 %
English Learners	29.60 %
Students with Disabilities	14.80 %
Foster Youth	%
Homeless	8.60 %

## A. Conditions of Learning

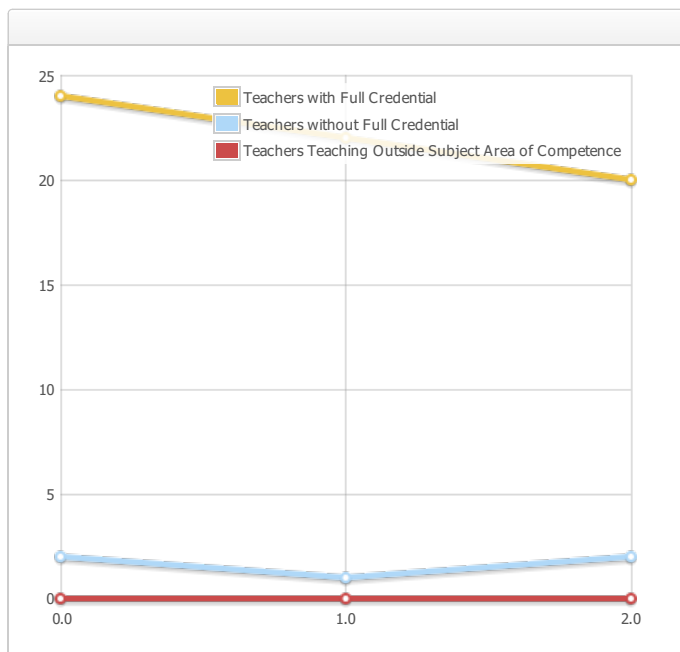
### State Priority: Basic

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

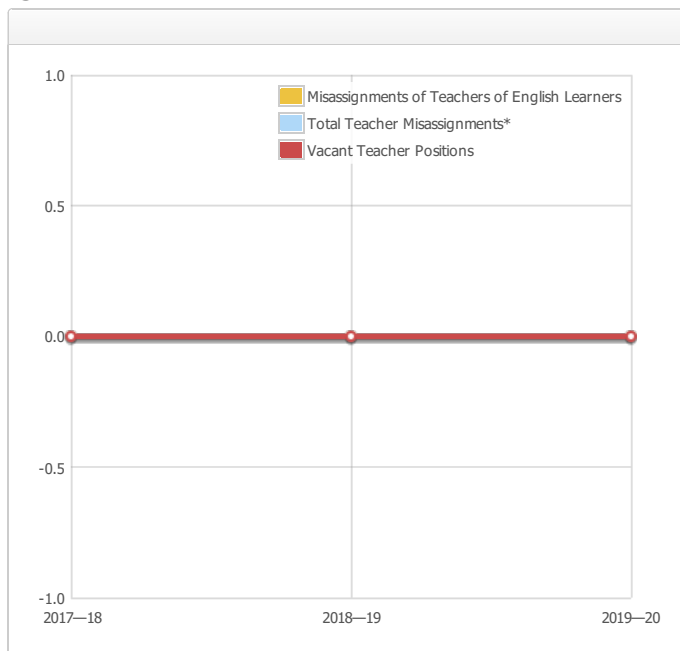
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	24	22	20	364
Without Full Credential	2	1	2	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6



Last updated: 12/16/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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.

Last updated: 12/16/2019

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)**

Year and month in which the data were collected: December 2019

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	McGraw Hill Wonders, Gr K-5	Yes	0.00 %
Mathematics	Pearson Investigations with Envision supplement Gr K-5	Yes	0.00 %
Science	TWIG Science by TWIG Education Gr K-5	Yes	0.00 %
History-Social Science	Pearson My World	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/2/2020

## 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.

As part of the Measure G Bond funds, Barrett received a technology infrastructure upgrade which included WiFi in every classroom and exterior, a new phone system and a new public address system including new clock and speakers throughout the campus. They will receive new projection devices in each of the classrooms beginning in December 2019.

*Last updated: 12/17/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

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

## Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Exemplary
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*Last updated: 12/17/2019*

## 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, 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. 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); 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 ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	36.0%	34.0%	52.0%	52.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	29.0%	21.0%	43.0%	43.0%	38.0%	39.0%

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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/3/2020*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	219	218	99.54%	0.46%	33.64%
Male	114	113	99.12%	0.88%	26.79%
Female	105	105	100.00%	0.00%	40.95%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	142	142	100.00%	0.00%	24.11%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	38	38	100.00%	0.00%	55.26%
Two or More Races	11	11	100.00%	0.00%	72.73%
Socioeconomically Disadvantaged	135	134	99.26%	0.74%	20.30%
English Learners	77	76	98.70%	1.30%	19.74%
Students with Disabilities	46	46	100.00%	0.00%	15.22%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless				4.17%	

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

*Last updated: 1/3/2020*



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	219	218	99.54%	0.46%	21.10%
Male	114	113	99.12%	0.88%	24.78%
Female	105	105	100.00%	0.00%	17.14%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	142	142	100.00%	0.00%	11.27%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	38	38	100.00%	0.00%	39.47%
Two or More Races	11	11	100.00%	0.00%	63.64%
Socioeconomically Disadvantaged	135	134	99.26%	0.74%	11.19%
English Learners	77	76	98.70%	1.30%	9.21%
Students with Disabilities	46	46	100.00%	0.00%	6.52%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless				4.17%	

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

*Last updated: 1/3/2020*

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2017—18</b>	<b>School 2018—19</b>	<b>District 2017—18</b>	<b>District 2018—19</b>	<b>State 2017—18</b>	<b>State 2018—19</b>
Science (grades 5, 8, and high school)						

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/3/2020*

# 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 2018—19)

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	17.10%	19.70%	14.50%

Note: 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.

*Last updated: 1/2/2020*

## 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 2019—20)

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 annual game night, grade level pizza with the principal nights and the fall College night are explicitly planned and held to teach parents how to help their children with their school work now and in the future. Parent 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 and 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 to our families.

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. We offer events for socializing and getting to know each other better such as the August Meet and Greet, the Cocoa and Cookies with Santa, and evening meetings such as Pizza with the Principal and College Night. Public Health hosts a monthly cafeteria promotion featuring a new fruit or vegetable for the students to try and to vote on whether they loved, it like it or it's not for them today. The Morgan Hill Public Library hosts a monthly pop-up library where students can check out library books here at school. Barrett also holds two annual library nights at the public library to foster reading, to increase the number of students with library cards and to introduce out parents to the many wonderful assets available to them through the public library. Officers and cadets from the Morgan Hill Police Department join us for many events and read to the students. They also attend most of our evening events giving our families and children the opportunity to get to know this important member of their community.

Every grade level hosts a student performance both during the day for all the school to see and at night for the parents to enjoy. We also host many opportunities to gather with students at school such as Grandparents' Day, Donuts with Dad, Muffins with Mom, a Mother/Son Game night and a Father/Daughter dance. The teachers have a professional development opportunity to learn the many ways we can value parents as equal partners. This PD is co-chaired by the principal and the Home and School Club President.

The Home, School, and Community Club volunteers time to support annual events that make Barrett a great place to be. The Back to School Meet and Greet, the Mother/Son Game Night, the Father/Daughter Dance, The Bengal Read, The Bengal March, the end of year Field Day, the Book Fairs, and a Loteria celebration are just some of the events that take place because of our outstanding parent volunteers.

# State Priority: Pupil Engagement

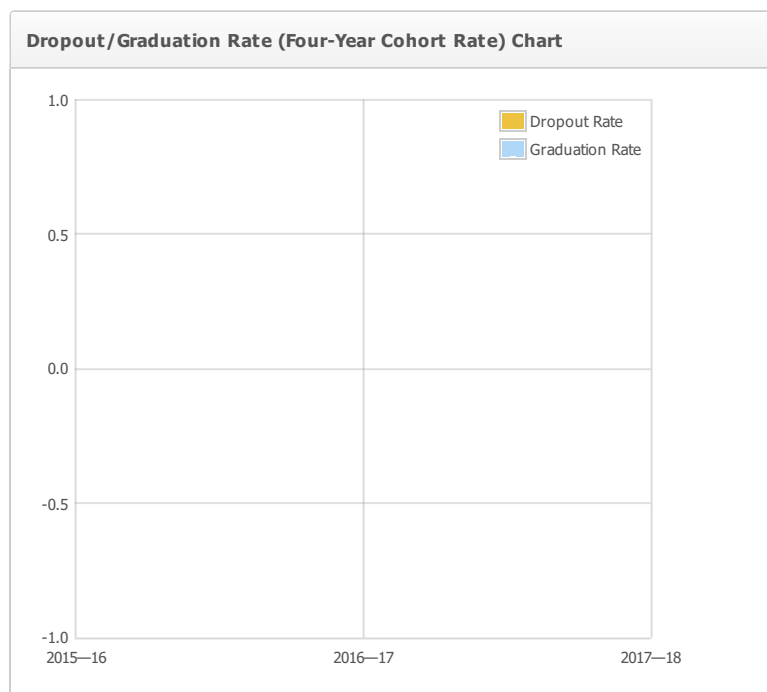
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	--	5.40%	9.70%
Graduation Rate	--	88.80%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	--	--	6.50%	9.00%	9.10%	9.60%
Graduation Rate	--	--	89.00%	86.20%	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/3/2020

# 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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.40%	0.20%	0.90%	4.20%	4.90%	5.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.20%	0.10%	0.10%	0.10%

*Last updated: 1/3/2020*

## School Safety Plan (School Year 2019—20)

The Barrett campus is clean, safe, and orderly. Our school safety plan is reviewed annually both with staff and the School Site Council. In January of 2019, the staff and the School Site Council will review the new district template and meet with the School Resource Officer to review and fine tune safety protocols. These will include our current earthquake and fire drills and the newest protocol for Run, Hide, and Defend. 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. All classrooms are equipped with an emergency 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. 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.

*Last updated: 12/16/2019*

## 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.00	1	2	
1	24.00		3	
2	24.00		3	
3	25.00		3	
4	26.00		3	
5	23.00	1	3	
6				
Other**	11.00	1		

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		4	
1	26.00		2	
2	25.00		3	
3	23.00		3	
4	27.00		2	
5	25.00	2	3	
6	7.00	1		
Other**	41.00			1

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		3	
1	23.00		3	
2	25.00		2	
3	26.00		3	
4	27.00		2	
5	25.00	1	3	
6				
Other**	28.00		1	

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

\*\* "Other" category is for multi-grade level classes.

**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

Title	Ratio**
Counselors*	0.00

\*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.

\*\*Average Number of Pupils per Counselor

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.40
Psychologist	1.00
Social Worker	0.00
Nurse	0.15
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	1.60

\*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.

*Last updated: 1/2/2020*



**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5470.88	\$266.39	\$5204.49	\$77651.00
District	N/A	N/A	\$7927.41	\$78079.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$78059.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 12/19/2019*

**Types of Services Funded (Fiscal Year 2018–19)**

We fund a six-hour bilingual liaison to help us communicate more effectively with our Spanish-speaking population and to administer the annual ELPAC. Our school-based monies are used mainly for reading intervention programs, instructional supplies and materials. Grant money is used to support mathematics 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 and state funds are used to hire additional personnel for reading support of all students. We have 01.6 FTEs for reading 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.

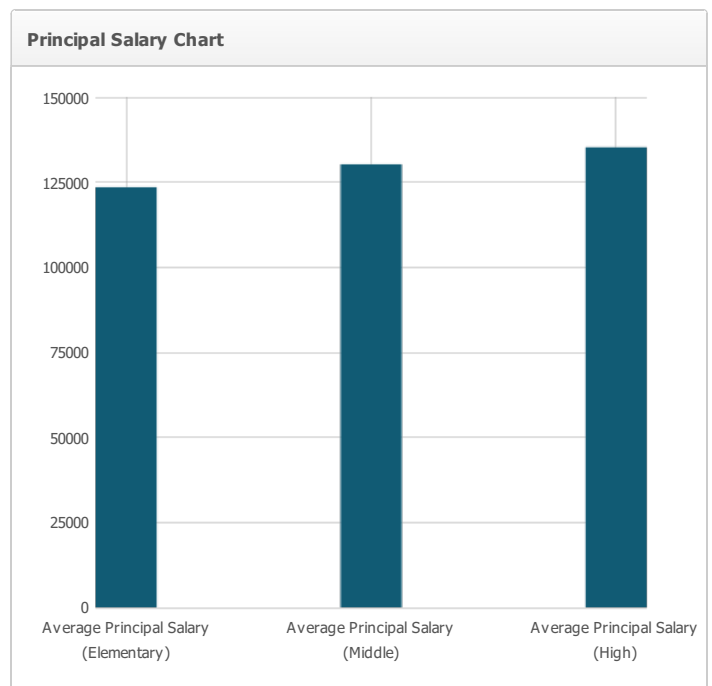
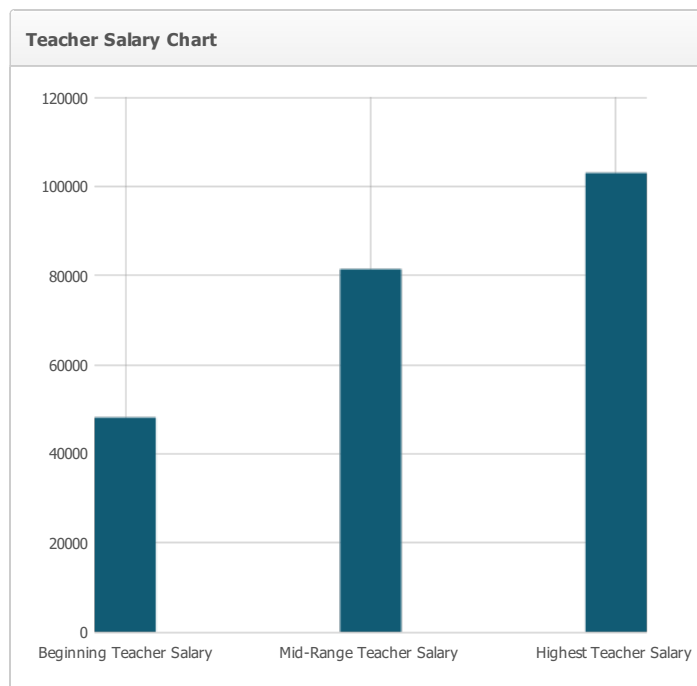
For the 2018-19 and 2019-20 school years, Barrett has won a Project Light Grant to support professional development in mathematics. This grant provides online coursework and workshops through Stanford University, consultant support through CSU East Bay, professional development through the Silicon Valley Mathematics Initiative (SVMI), release time to collaborate, plan and observe each other's work, materials and resources to support instruction, and professional development in 2019 at the Asilomar Math Conference. Additionally, the District and site jointly fund a 1.0 FTE teacher on special assignment to provide daily professional development to all staff as well as to teachers who come to Barrett to learn specific new mathematical pedagogies that foster a mathematical mindset in students. Barrett offers monthly professional development to teachers across the district to support their extended day math classes and to offer professional development in math instruction.

*Last updated: 12/16/2019*

## Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,115	\$49,084
Mid-Range Teacher Salary	\$81,398	\$76,091
Highest Teacher Salary	\$102,994	\$95,728
Average Principal Salary (Elementary)	\$123,538	\$118,990
Average Principal Salary (Middle)	\$130,264	\$125,674
Average Principal Salary (High)	\$135,254	\$137,589
Superintendent Salary	\$262,891	\$230,096
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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



Last updated: 1/3/2020

## 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 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. Teachers 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 funded a teacher on special assignment who worked 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 added that dimension of instruction into her teaching and modeling of lessons. All staff members worked with the TOSA to discuss their student needs and designed professional development to address these needs.

For 2017-18, the district funded a 0.6 FTE teacher on special assignment who worked daily in classrooms with teachers and students on readers' workshop and guided reading as well as writers' workshop and math instruction. This staff member is also Read 180 certified and can add that dimension of instruction into her teaching and modeling of lessons. All staff members scheduled time with the TOSA to tailor their student needs with their professional development needs. Teachers also meet in weekly collaboration groups and were able to receive further professional development in these meetings. During the year, teachers had opportunities to do instructional rounds with the TOSA to view other teachers working with reading groups or to view instruction on topics of their choosing. Each staff member chose an area of focus

for professional development and worked in a collaborative group of other teachers interested in the same topic. The staff shared findings and observations during Wednesday collaboration meetings.

For 2018-20, Barrett's focus continues in using Guided Language Academic Design and Constructing Meaning instructional strategies across the curriculum in order to foster student access to core content and to increase student understanding through accountable talk and independent writing tasks. Two teachers and the principal attended Constructing Meaning workshops provided by the district. All teachers participate in the district provided professional days and the on-going professional development for writing during collaboration meetings. All of the Barrett's paraprofessionals opted to participate in district provided professional development on reading strategies taught by Barrett's reading teacher on special assignment.

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.

Teachers at Barrett are also encouraged to choose their own focus of learning in the 2019-20 school year. Slightly more than half of the teachers chose to work on writing using GLAD and Constructing Meaning strategies. The rest of the teachers chose to work on studying effective mathematical practices that promote inclusion and equity. Each group meets regularly, chooses areas of study, meets and confers, shares student artifacts of their learning, notes areas of needs in the student growth and chooses a course of action for addressing those needs. The principal supports this learning by attending these meetings, purchasing resources, providing planning time and providing opportunities to learn either at conferences or by bringing consultants to campus.

A group of Barrett teachers has taken an online class in mathematical mindsets offered through Stanford University and have attended a two-day professional development class on the same topic. All of the teachers and paraprofessionals have started a book study on Mathematical Mindsets. About 1/3 of the staff have finished the book and discussed how to implement the strategies in their classes. These teachers are also supported with two days of work with a consultant from CSU East Bay and one day with a consultant from the Silicon Valley Mathematics Initiative (SVMI). One teacher also attends meetings throughout the year hosted by SVMI along with the principal. They have also joined the County Office of Education's summit of mathematical leaders focusing on equitable and inclusive mathematical practices.

Barrett also participates in the Positive Behavioral Interventions and Supports training. Our team includes the principal, a parent and a yard duty employee. We are beginning our Tier 3 training.

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. We share our learning with our parents and community partners through collaborative events, conversations at IEPs, and parent-teacher conferences.

District wide professional development (pd) includes two whole day pd's, one additional whole day provided at the site, and weekly one hour collaboratives for a total of three scheduled whole day pd's or 8 total day equivalents.

<b>Measure</b>	<b>2017—18</b>	<b>2018—19</b>	<b>2019—20</b>
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

*Last updated: 1/3/2020*