

# Barrett Elementary School

895 Barrett Ave. • Morgan Hill, CA, 95037 • 408-201-6340 • Grades K-5  
Mary Alice Callahan, Principal  
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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year

### **Morgan Hill Unified School District**

15600 Concord Circle  
Morgan Hill, CA, 95037  
408-201-6023  
www.mhusd.org

#### **District Governing Board**

Wendy Sullivan, President

John Horner, Vice President

Mary Patterson, Trustee

Adam Escoto, Trustee

Heather Orosco, Trustee

Dr. Carol Gittens, Trustee

Dr. Ivan Rosales-Montes, Trustee

Mary Patterson, Trustee

#### **District Administration**

Steve Betando  
**Superintendent**

Fawn Myers  
**Assistant Superintendent Human  
Resources**

Kirsten Perez  
**Deputy Superintendent Business  
Services**

Pilar Vazquez-Vialva  
**Assistant Superintendent  
Educational Services**

### **School Description**

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. During the months of distance learning, we have continued to build connections between home and school with monthly activities that families could pick up and do from home.

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. Our teachers and staff have learned new platforms and programs in order to provide engaging and interactive lessons. 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. Another group of teachers will work on refreshing their ELD strategies with monthly meetings with GLAD trainers and follow up planning and sharing sessions. They will share their practices with the staff through professional conversations, through instructional planning with their grade level colleagues and through the examination of student artifacts.

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. While all of these activities have been curtailed during the 2020-21 school year due to the pandemic, we look forward to reinstating many of these opportunities when school resumes.

With the closure of schools in March, Barrett immediately moved to a distance-learning platform. Teachers and staff attended virtual professional development to learn how to zoom, form breakout rooms, set up slide decks, and taught new norms for classroom participation to facilitate learning while at a distance. Staff also learned how to access the teacher's websites, login to various platforms and apps and then worked to answer parent and student questions about all of the above. Staff also learned how to troubleshoot microphones and computer settings in order to determine if a student needed a different computer or just needed to change a setting to access their classes. The school also set up procedures for getting packets to families. In some cases, this involved dropping materials at homes. Barrett's front office team chose to work in the office in order to be more accessible to families. Our primary goal was to connect all families and students to their teachers and classes. This included assessing attendance patterns and reaching out to those whose connectivity was minimal, working with the district technology department and the CARE team to solve persistent barriers to connections. Once families were connected, our attention turned to fostering the community connections that are a hallmark of the school. Working in partnership with our community collaborative agencies, we connected families to school supplies, the public library, food distribution, Cecelia's closet, Prado Boss shoes, and counseling services. We also hired yard duties to support teachers with copying needs and putting together the packets for families. This allowed teachers to focus on their students and developing engaging learning opportunities in the virtual platform. Barrett also worked with the YMCA to offer daycare options for first responders' children. This helped us think through safety protocols for bringing students back on campus. It was a year of learning for all of us and culminated with a drive-through parade for our graduating 5th graders. Teachers and staff learned a dance the students' usually did and made a farewell video for all students telling them how much we missed them and wished them a safe and happy summer.

## About the SARC

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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	48
Grade 2	77
Grade 3	59
Grade 4	78
Grade 5	69
<b>Total Enrollment</b>	<b>404</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
Asian	5.7
Filipino	2.5
Hispanic or Latino	61.6
Native Hawaiian or Pacific Islander	0.5
White	21
Two or More Races	3.5
Socioeconomically Disadvantaged	55.7
English Learners	28.2
Students with Disabilities	13.9
Foster Youth	0.5
Homeless	9.9

## 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 for Barrett Elementary	18-19	19-20	20-21
With Full Credential	22	20	20
Without Full Credential	1	2	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Morgan Hill Unified	18-19	19-20	20-21
With Full Credential	♦	♦	370
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	9

### Teacher Misassignments and Vacant Teacher Positions at Barrett Elementary School

Indicator	18-19	19-20	20-21
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

### Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders, Gr K-5 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Pearson Investigations with Envision supplement Gr K-5 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	TWIG Science by TWIG Education Gr K-5 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Pearson My World <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

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. As part of the classroom technology upgrade, they received a new projection device in each of the classroom.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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 rate for each system inspected
- The overall rating

Year and month in which data were collected: June 2020

System Inspected	Repair Status	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	
<b>Overall Rating</b>		

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
	Exemplary	

## 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	34	N/A	52	N/A	50	N/A
Math	21	N/A	43	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	24	N/A	35	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

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. All of these committees have continued to play an active role in shaping the priorities of the school even though we meet remotely.

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 (HSCC) 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. While all of these events have been significantly impacted by the pandemic, the HSCC continues to brainstorm fun ideas for families to work on together. They gather and distribute all materials so that every family who wants to participate can do so with ease.

Parents have the opportunity to participate, at no cost, in the District's Project to Inspire program through the California Association of Bilingual Education. The 12 week sessions cover the US Educational System, Learning Standards, advocacy strategies, and parent school leadership.

**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.

**School Safety Plan (School Year 2020-2021)**

The Barrett campus is clean, safe, and orderly. Our school safety plan is reviewed annually both with staff and the School Site Council. On September 29th of 2020, the staff and the School Site Council reviewed the site safety and fine tuned the safety protocols. These include our current earthquake and fire drills and the newest 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. 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. Safety protocols have been implemented for assisting families during the pandemic. These protocols change as needed to meet the guidance from the County Office of Public Health and 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.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	.2	.9	4.9	5.0	3.5	3.5
Expulsions	0	0	.1	.2	.1	.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.01	.04	n/a
Expulsions	0	.001	n/a

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	0

\*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.



**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.183
Library Media Teacher (Librarian)	n/a
Library Media Services Staff (Paraprofessional)	n/a
Psychologist	.5
Social Worker	0
Nurse	.15
Speech/Language/Hearing Specialist	1.25
Resource Specialist (non-teaching)	n/a
Other	1.27

\*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 Class Size and Class Size Distribution (Elementary)**

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23		4		24		3	3	24			
1	26		2		23		3		24		2	
2	25		3		25		2		34	2	1	
3	23		3		26		3		29		2	
4	27		2		27		2		28		2	
5	25	2	3		25	1	3		41		1	1
6	7	1										
Other**	41			1	28		1		21	1	2	

\*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.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	9

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. 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.

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. In 2020-21, teachers participated in district-provided workshops on a variety of apps and platforms to allow them to quickly and effectively provide instruction through Zoom as school remained closed due to sheltering in place orders. The primary teams participated in Jo Boaler's mathematical mindset workshop in December. Beginning in January, teachers and classified staff working in classrooms will participate in monthly professional development in GLAD strategies in order to focus the learning from the prior PD and implement these strategies in their classes. These strategies are highly interactive and teachers and staff will use student artifacts to help them determine next steps in professional development and in the implementation of strategies for student use.

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 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.

All teachers were provided training on strategies and platforms to teach during Distance Learning. They continue to receive ongoing support by the District's Teachers on Special Assignment.

Professional development was offered to administrators and teachers regularly during the school year and summer by district and school staff and external partners. Individual schools prioritize and align their professional development learning to their approved School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,318	\$49,782
Mid-Range Teacher Salary	\$83,434	\$76,851
Highest Teacher Salary	\$105,569	\$97,722
Average Principal Salary (ES)	\$127,689	\$121,304
Average Principal Salary (MS)	\$136,052	\$128,629
Average Principal Salary (HS)	\$131,848	\$141,235
Superintendent Salary	\$270,778	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	33.0
Administrative Salaries	6.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

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. 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 01.8 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.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6003.95	480.61	5523.34	81203
District	N/A	N/A	8495.23	\$81,305
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-42.4	-0.1
School Site/ State	-33.6	2.5

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

For the 2018-19 and 2019-20 school years, Barrett has won a Project Light Grant to support professional development in mathematics. Carryover funds from this grant provides online workshops through Stanford University. 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.

### **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.