

**Barrett Elementary**  
**School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

<b>Address:</b>	895 Barrett Ave. Morgan Hill, CA , 95037-5206	<b>Principal:</b>	Mary Alice Callahan, Principal
<b>Phone:</b>	(408) 201-6340	<b>Grade Span:</b>	K-5

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/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.

# About This School

## Mary Alice Callahan, Principal

📍 Principal, Barrett Elementary

### About Our School ---

#### Contact ---

Barrett Elementary  
895 Barrett Ave.  
Morgan Hill, CA 95037-5206

Phone: (408) 201-6340  
Email: callahanm@mhusd.org

### Contact Information (School Year 2021—2022)

#### District Contact Information (School Year 2021—2022)

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

#### School Contact Information (School Year 2021—2022)

School Name	Barrett Elementary
Street	895 Barrett Ave.
City, State, Zip	Morgan Hill, CA , 95037-5206
Phone Number	(408) 201-6340
Principal	Mary Alice Callahan, Principal
Email Address	callahanm@mhusd.org
Website	https://barrett.mhusd.org/
County-District-School (CDS) Code	43695836118376

Last updated: 1/14/22

## School Description and Mission Statement (School Year 2021—2022)

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. 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.

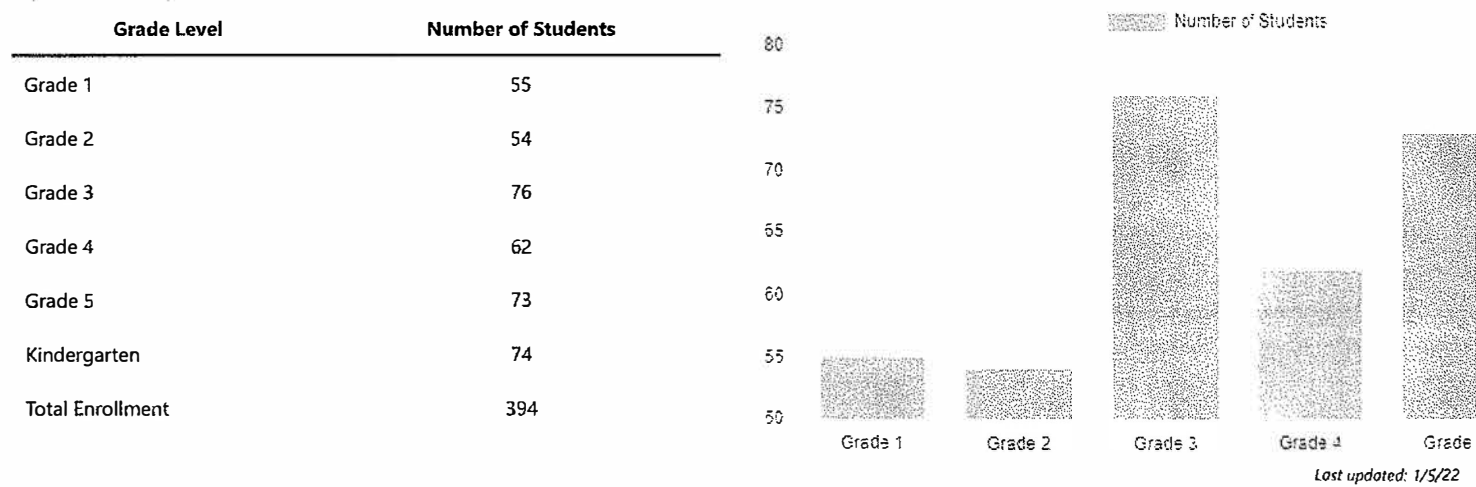
All teachers participate in weekly collaboration where our focus is on best instructional practices such as readers' workshop and writers' workshop, math number talks and tasks that foster student-centered practices. Student data is analyzed to inform all of our instructional strategies. We examine data 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, Barrett teachers will continue to studying mathematical mindsets and the pedagogies needed to encourage a new way of thinking about math engagement with students. Teachers will also be learning more about Professional Learning Communities using the ideas learned in district training with Dr. Luis Cruz. They will examine student success and determine which students need support for growth. They will plan instruction to foster student growth and 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 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 a cheer team. Enrichment activities are also held after school for advanced students. While all of these activities have been modified during the 2021-22 school year due to safety protocols, we have begun reinstituting many of these opportunities this year.

*Last updated: 1/19/22*

## Student Enrollment by Grade Level (School Year 2020—2021)



**Student Enrollment by Student Group (School Year 2020—2021)**

Student Group	Student Group	Student Group (Other)	Student Group
Black or African American	2.80%	Socioeconomically Disadvantaged	60.40%
American Indian or Alaska Native	0.30%	English Learners	28.70%
Asian	6.60%	Students with Disabilities	13.50%
Filipino	2.00%	Foster Youth	1.30%
Hispanic or Latino	62.70%	Homeless	8.40%
Native Hawaiian or Pacific Islander	0.30%		
White	18.80%		
Two or More Races	3.60%		

## 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

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Read 180 Stage A-C System 44 W.O.W. My Word Book Readers Your Turn Practice Book Close Reading Companion ELD Companion (EL's Only) Literature Anthology Readers, Writer's Workshop Expanding/Bridging ELD Companion Emerging ELD Companion Unit 1-6	Yes	0%
Mathematics	Investigations Worktext	Yes	0%
Science	Twig Science Module 1-5	Yes	0%
History-Social Science	My World Worktext	Yes	0%
Foreign Language	n/a		0%
Health	n/a		0%
Visual and Performing Arts	n/a		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

*Last updated: 12/28/21*

### School Facility Conditions and Planned Improvements

Generally the entire campus (inside and outside) is well maintained. Some finishes are near the end of their life (flooring, casework, ceiling tiles) but are being maintained in a safe and clean way.

*Last updated: 1/18/22*

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (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 of the most recent FIT report: January 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Exemplary
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## 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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	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.

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: 1/11/22*

## Barrett Elementary School

English Language Arts	Total Enrollment	Number Tested	Percent Tested	Percent not Tested	Percent at or above grade level.
All	209	203	97%	3%	83%
Female	102	100	98%	2%	87%
Male	107	103	96%	4%	79%
American Indian or Alaskan Native	0				
Asian	11	11	100%	0%	91%
Black or African American	6	6	100%	0%	
Filipino	4	4	100%	0%	
Hispanic or Latino	135	131	97%	3%	82%
Native Hawaiian or Pacific Islander	2	0	0%	100%	
Not Specified	4	4	100%	0%	
Two or More Races	11	11	100%	0%	73%
White	36	36	100%	0%	89%
English Learners	62	61	98%	2%	74%
Foster Youth	3	3	100%	0%	
Homeless	38	34	89%	11%	76%
Military	9	8	89%	11%	
Socioeconomically Disadvantaged	141	135	96%	4%	78%
Migrant Education	8	6	75%	25%	
Students with Disabilities	40	39	98%	3%	59%
Mathematics	Total Enrollment	Number Tested	Percent Tested	Percent not Tested	Percent at or above grade level.
All	209	201	96%	4%	65%
Female	102	100	98%	2%	62%
Male	107	101	94%	6%	68%
American Indian or Alaskan Native	0				
Asian	11	11	100%	0%	91%
Black or African American	6	6	100%	0%	
Filipino	4	4	100%	0%	
Hispanic or Latino	135	132	98%	2%	57%
Native Hawaiian or Pacific Islander	2	0	0%	100%	
Not Specified	4	4	100%	0%	
Two or More Races	11	10	91%	9%	60%
White	36	34	94%	6%	88%
English Learners	62	62	100%	0%	45%
Foster Youth	3	3	100%	0%	
Homeless	38	34	89%	11%	53%
Military	9	8	89%	11%	
Socioeconomically Disadvantaged	141	133	94%	6%	59%
Migrant Education	8	6	75%	25%	
Students with Disabilities	40	37	93%	8%	38%

Note: NWEA MAP growth assessments in Mathematics and English Language Arts/Reading were administered in the spring of 2020-21 to students in grades 3-8, 11. Percent at or above grade level was determined by the number of students scoring above one standard deviation below the NWEA Nationally Normed grade level averages determined by the pre-pandemic NWEA National norm study. Student groups with less than 10 members do not report Percent At or Above grade level in accordance with Federal Data Privacy requirements.



**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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

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.

*Last updated: 1/11/22*

**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 2020—2021)**

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	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-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

*Last updated: 1/11/22*

## 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 2021-2022)

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 love, 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.

### 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 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	--	--	--	12.20%	9.00%	3.30%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	84.00%	87.00%	89.20%	84.50%	84.20%	83.60%

## 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

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

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	0.90%	0.00%	4.97%	0.07%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.16%	0.00%	0.08%	0.00%

### 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 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.89%	3.64%	2.45%
Expulsions	0.00%	0.11%	0.05%

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.

*Last updated: 1/11/22*

## School Safety Plan (School Year 2021-2022)

The Barrett campus is clean, safe, and orderly. Our school safety plan is reviewed annually both with staff and the School Site Council. On August 31st of 2021, the staff and the School Site Council reviewed the site safety plan 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.

*Last updated: 12/27/21*

## 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 2018-2019

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	0

\* 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 2019-2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00		3	
1	24.00		2	
2	26.00		2	
3	29.00		2	
4	27.70		3	
5	29.30		3	
6				
Other**	21.00	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.

**Average Class Size and Class Size Distribution (Elementary) School Year 2020-2021**

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00	1	2	
1	27.00		2	
2	26.00	1	2	
3	24.00		3	
4	29.00		2	
5	33.00			2
6				
Other**	14.00	2	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 Pupils to Academic Counselor (School Year 2020—2021)**

Title	Ratio
Pupils to Academic Counselor*	0

*Last updated: 1/1/00*

\* 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.

**Student Support Services Staff (School Year 2020—2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.54
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.15
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.50

*Last updated: 1/1/00*

\* 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.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5747.32	\$380.27	\$5367.05	\$81758.00
District	N/A	N/A	\$8232.56	\$82914.00
Percent Difference – School Site and District	N/A	N/A	-42.10%	-1.40%
State	N/A	N/A	\$8443.83	\$81044.00
Percent Difference – School Site and State	N/A	N/A	-44.60%	0.90%

*Last updated: 1/11/22*

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

## Types of Services Funded (Fiscal Year 2020–2021)

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.

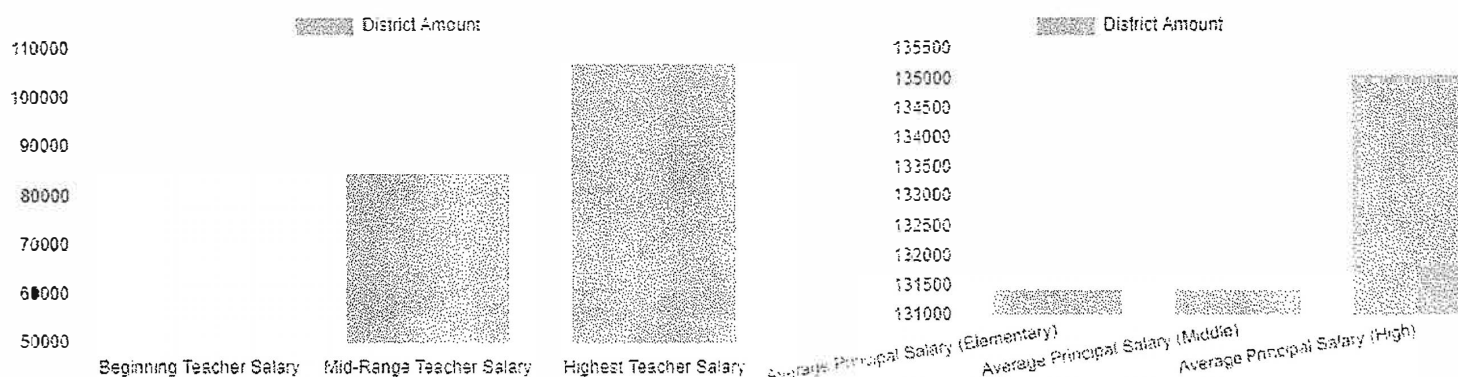
Additionally, the District and site jointly fund a 1.0 FTE teacher on special assignment to provide daily professional development to all staff as well as to teachers who come to Barrett to learn specific new mathematical pedagogies that foster a mathematical mindset in students. Barrett offers monthly professional development to teachers across the district to support their extended day math classes and to offer professional development in math instruction.

Last updated: 12/27/21

## Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50058.00	\$51029.00
Mid-Range Teacher Salary	\$84684.00	\$78583.00
Highest Teacher Salary	\$107152.00	\$99506.00
Average Principal Salary (Elementary)	\$124783.00	\$124576.00
Average Principal Salary (Middle)	\$131437.00	\$131395.00
Average Principal Salary (High)	\$135073.00	
Superintendent Salary	\$278901.00	\$240194.00
Percent of Budget for Teacher Salaries	33.00%	34.00%
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:

## 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. This team is composed of the principal, the assistant principal, a TOSA specializing in reading, and a TOSA specializing in math. The team spends time analyzing district benchmark data and site student data to determine site needs for improving student achievement. As our work in the PLC training continues, the composition of the team may expand or add on additional focus teams. Barrett teachers are active participants (and sometimes presenters) on the district professional development days. Professional development is the focus of each Wednesday meeting throughout the month. Barrett teachers are acclimated to handling more routine staff business through emails thereby maximizing the time we can spend learning together and supporting each other's professional growth.

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 2021, teachers and classified staff working in classrooms participated 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. In the 2021-22 school year, teachers will be working on honing their instructional plans and assessments to monitor student learning and growth. They will work weekly in grade level teams to focus instruction on key standards and monitor the learning of students in demonstrating proficiency on the standards. They will design lessons that move the content forward while also cycling new opportunities for students who struggle to show growth toward proficiency on those standards.

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.

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	6	9	9