School Year: 2023-24

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Barrett Ranch Elementary School
Address	7720 Ocean Park Drive Antelope, CA 95843
County-District-School (CDS) Code	31-66803-0111104
Principal	Cheri Coulter
District Name	Dry Creek Joint Elementary School District
SPSA Revision Date	November 7, 2023
Schoolsite Council (SSC) Approval Date	November 7,2023
Local Board Approval Date	November 16, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

School Vision and Mission

At Barrett Ranch Elementary School we will:

- make decisions knowing that students come first
- instill a lifelong love of learning through a creative, engaging, and challenging standards-based curriculum
- provide a safe, positive, and child-centered learning environment in which students, staff, and community collaborate to meet the academic, social, and emotional needs of all students
- embrace the diversity of our school community to provide a model of citizenship while building lasting relationships

School Profile

Barrett Ranch Elementary School, home of the Broncos, is a Title I, award-winning school (CA Pivotal Practice Awardee 2022, CA Distinguished School 2020 & 2012, PBIS Community Cares 2020, Exemplary Reading Program from the International Literacy Association 2018) serving the Antelope/Dry Creek community since 2006.

At Barrett Ranch, we strive to do what is best for all kids at all times. It is our constant focus that students at Barrett Ranch learn to be little leaders who grow into big leaders. This can be seen in the way we teach, and in how we address individual student needs academically, socially, and emotionally. It is our belief that all students have special talents and skills that should be celebrated and a part of our job is to discover those assets in kids. The staff at Barrett Ranch believes that all students can be successful and go above and beyond daily to empower our students to believe the same about themselves.

Since our inception in 2006, it has been our belief that all students are "our" students and can achieve at high academic levels but also become life-long learners. Our Title I school program includes our Response to Intervention (RTI) and Positive Behavioral Intervention and Support (PBIS) systems ensuring all students are meeting high expectations, achieving at improved academic levels, closing the achievement gap, and meeting their social-emotional needs. Barrett staff is committed to providing standards-based Common Core instruction which is differentiated for all students' needs. Over 34% of our students are English Language Learners and 58% are socioeconomically disadvantaged. Research proves students achieve significantly better in programs that teach language through cognitively complex academic content. Barrett Ranch integrates Guided Language Acquisition and Design (GLAD) strategies cross-curricular in order to give all students access to the core curriculum and concepts through the use of multiple modalities and strategies. GLAD focuses on active, meaningful learning that draws on and respects cultural context. Our tiered level of instruction includes best practices spread across our curriculum such as our focus on inquiry learning, collaborative conversations, and cross-curricular texts.

While a school's main priority is to educate students and provide them with the academic skills necessary to be successful in our society, it is equally important for schools to help produce good citizens of society. In other words, character is just as important as academics. At Barrett Ranch, we have multiple social-emotional supports to aid children in understanding and managing their own emotional, social, and academic success. We have school-wide implementation of Positive Behavioral Interventions and Supports (PBIS) in which we focus on creating a climate of respect and trust on campus. Staff and students work together to create a culture of kindness, care, and respect here at Barrett Ranch. Our highly qualified and caring staff explicitly model and teach our four school-wide expectations: Show Respect, Make Good Decisions, Solve Problems, and Always Choose Kind. Students who exhibit these expectations are acknowledged through Kindness Ambassador awards and Bucky Badges for behavior. When you walk onto our campus, you immediately feel the excitement that comes with meaningful learning and the nurturing climate that supports the needs of every student.

Parents are an integral part of our school community as partners in the education of children. Volunteers serve to assist teachers and students inside and outside of the classroom. Parents also have opportunities to engage in school through participation in the School Site Council, PTA, Art Docent program, English Learner Advisory Committee (ELAC) meetings, Parent English Learner courses, and multiple family events throughout the school year.

Barrett Ranch Elementary School is proud of its commitment to ensuring that all students are respected, cared for, and nurtured academically and socially. There are so many ways to engage kids in learning and we are honored to work as a community towards that endeavor. Barrett Ranch students, parents, and staff possess the ability and drive to forge new and innovative programs to develop a balanced and effective education for all students. The staff is committed to providing standards-based Common Core instruction which is differentiated for all students' needs. Extracurricular and

enrichment opportunities for school include Reader's Theatre Club, Yoga Club, Cross Country, Book Prom, Student Leadership, and before and after school math/reading tutoring. Throughout our campus, there are beautifully designed reading lounges that are utilized daily for quiet reading, small group time, and interventions. The Barrett Ranch Reading Lounges are a significant aspect of our "Culture of Literacy" here at the Ranch. We are proud to strive daily to spark a fire for reading within our students. Our motto: Broncos Read, Broncos Lead, & Broncos Care, drives our passion to instill a love of reading within each and every Bronco student because "Readers become Leaders".

Our success as a broader community and nation depends on our ability to educate young people who are intelligent and compassionate citizens of the world. At Barrett Ranch, we believe that all students have the potential to make a positive difference in the world and it is our job as a learning community to nurture that vision.

Barrett Ranch Elementary is one of nine (9) schools in the Dry Creek Joint Elementary School District. The curriculum is focused on Language Arts, English Language Development, and Mathematics. The school emphasizes a proactive problem-solving atmosphere and has implemented school-wide social-emotional supports through curriculum, programs, and Restorative Practices to further cultivate a climate of care. Barrett Ranch is further developing its PBIS based on positive and inclusive behavioral strategies. In addition, Barrett Ranch utilizes the TOOLBOX program and Zones of Regulation to support children in understanding and managing their own emotional, social, and academic success. All certificated staff is Guided Language Acquisition & Design (GLAD) certified. The funding provided through the Title 1 program supports our efforts to increase and improve services for all of our students in order to provide the best possible program for success and achievement. This includes all of the supports and services described above, extended learning time, parent education, and professional development for our staff.

Barrett Ranch serves a diverse population of 448 students in Transitional Kindergarten through 5th grade.
Below is a snapshot of the Barrett Ranch student population demographics:
Ethnicity 41.74% White, 18.5% Hispanic/Latino, 8.5% Black , 17.9% Asian, 1% Other Pacific Islander, and 9.8% Multi-Ethnic (two or more)
English Language Learners: 34% of student population. Languages Spoken: Russian, Ukrainian, Spanish, Punjabi, Hindi, Uzbek, Vietnamese, Cantonese, Tagalog, Portuguese, Lau, Arabic, Farsi, Thai, Urdu, Pashto, Marathi, Amharic, Swahili
Socio-economically Disadvantaged: 58.9% of student population

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to address areas of growth for our school's population. Our school looked at different areas of concern based on the data collected from CA State Dashboard, Collaborative Conferences, SMART Goals, district wide assessments, common formative and summative assessments, state tests scores, survey results and Aeries attendance reports. Based on the data collected, our school has two main areas of concern: Chronic Absenteeism and ELA. We studied the primary and secondary drivers to why these two areas are areas of growth for Barrett Ranch. We created change of practices as well as metrics as how we can monitor growth.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

As a Schoolwide Title 1 school, we developed our goals for both areas of ATSI concern.

Our goal for Chronic Absenteeism is, "By June 2024, African American students, students with disabilities, students who are two or more races, in addition to all students at Barrett Ranch, will attend school at least 91% of the time as measured by the California Dashboard and monthly Aeries reports."

Some of our change practices are:
*Increase targeted Early Education Communication to families
*Messaging campaign/add to newsletters: Site and District
*Translators and language line used to follow up on attendance concerns
*Designated roles to support the formal process: Counselor, Teachers, Admin
*Incorporate chronic absenteeism into Collaborative Conferences
*Notify case manager of attendance letters
*AttenDANCE parties
*Recognition of improvement
*Implementation of School Wide Restorative Practices, SELebrate
The metrics to measure our growth is through daily, weekly, monthly Aeries reports, ADA increase, SARB and SART interventions, PBIS Data

Our goal for English Language Arts is, "By June 2024, 100% of the students and staff will develop, implement, and access the tools, resources, and instructional strategies that empower students to show one years growth in ELA.

Some of our change practices are:
*Attendance Incentives
*Targeted Messaging
*Clear Attendance protocols
*Homework support
*GLAD Time and Training
*K-5 Supplemental Support: Sonday
*Articulation between grades
*SELebrate, Restorative Practices, RTI
*Variety of assessments
*Enrichment Opportunities

The metrics that we will measure our growth by is through daily, weekly, and monthly attendance reports as well as ADA increase, formative assessment data, PBIS Team Data.

Educational Partner Engagement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

At Barrett Ranch, we believe that all educational partners should be involved in the development, maintenance and review of all school goals and programs. On an ongoing basis school staff, site Leadership team, the ELAC committee, and the School Site Council analyze school data and provide input on our school goals and academic programs that are monitored through the SPSA. We adjust our goals and programs based on data and feedback from our educational partners and the ever changing needs of our student population.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There are no resource inequities at Barrett Ranch. There are highly qualified, credentialed teachers in every classroom. Every student has access to guaranteed and viable curriculum, as well as access to technology such as chromebooks and iPads. Students also have extra resources such as a full time Title 1 Reading Resource Teacher and a full time English Language Learner Teacher.

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School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.45%	0.61%	3	2	3
African American	8.8%	8.48%	7.77%	41	38	38
Asian	14.5%	17.86%	21.06%	68	80	103
Filipino	1.5%	2.23%	2.66%	7	10	13
Hispanic/Latino	19.2%	18.53%	17.79%	90	83	87
Pacific Islander	1.1%	0.89%	1.02%	5	4	5
White	45.1%	41.74%	37.22%	211	187	182
Multiple/No Response	9.2%	9.82%	11.86%	43	44	58
			Total Enrollment	468	448	489

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	63	73	96
Grade 1	83	51	64
Grade 2	66	86	58
Grade3	77	71	107
Grade 4	99	76	81
Grade 5	80	91	83
Total Enrollment	468	448	489

Conclusions based on this data:

1. Enrollment continues to increase due to new development around Barrett Ranch.
2. Barrett Ranch continues to be a school who serves a diverse population.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	161	167	168	34.40%	37.3%	34.4%
Fluent English Proficient (FEP)	55	41	34	11.80%	9.2%	7.0%
Reclassified Fluent English Proficient (RFEP)	20	15	18	12.4%	9%	11.0%

Conclusions based on this data:

1. At Barrett Ranch, English Learner enrollment continued to be consistent with the amount of students, though the percentage decreased due to overall increased enrollment.
2. EL students who are Fluent English Proficient (FEP) are declining. This is a direct connection to the increasing numbers of newcomers enrolling at the school site.
3. At Barrett Ranch, Students are provided targeted instruction through both whole group and small group lessons in their classroom. EL Learners receive targeted small group learning opportunities or 1:1 instruction focused on developing their English language.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	72	72	112	70	70	107	70	70	107	97.2	97.2	95.5
Grade 4	87	77	91	86	77	84	86	77	84	98.9	100.0	92.3
Grade 5	76	90	83	75	86	79	75	86	79	98.7	95.6	95.2
All Grades	235	239	286	231	233	270	231	233	270	98.3	97.5	94.4

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2412.	2426.	2424.	18.57	21.43	21.50	21.43	28.57	33.64	28.57	24.29	18.69	31.43	25.71	26.17
Grade 4	2444.	2460.	2450.	16.28	18.18	19.05	19.77	28.57	19.05	29.07	27.27	21.43	34.88	25.97	40.48
Grade 5	2485.	2499.	2507.	10.67	23.26	21.52	33.33	26.74	32.91	26.67	25.58	21.52	29.33	24.42	24.05
All Grades	N/A	N/A	N/A	15.15	21.03	20.74	24.68	27.90	28.89	28.14	25.75	20.37	32.03	25.32	30.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	12.86	17.14	20.56	67.14	65.71	57.01	20.00	17.14	22.43
Grade 4	15.12	20.78	14.29	61.63	67.53	70.24	23.26	11.69	15.48
Grade 5	16.00	15.12	15.19	65.33	67.44	72.15	18.67	17.44	12.66
All Grades	14.72	17.60	17.04	64.50	66.95	65.56	20.78	15.45	17.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	12.86	14.29	14.02	61.43	60.00	62.62	25.71	25.71	23.36
Grade 4	6.98	3.90	14.29	59.30	63.64	52.38	33.72	32.47	33.33
Grade 5	10.67	22.09	27.85	60.00	53.49	58.23	29.33	24.42	13.92
All Grades	9.96	13.73	18.15	60.17	58.80	58.15	29.87	27.47	23.70

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.14	11.43	9.35	77.14	81.43	76.64	15.71	7.14	14.02
Grade 4	8.14	5.19	7.14	76.74	88.31	79.76	15.12	6.49	13.10
Grade 5	5.33	20.93	10.13	74.67	63.95	74.68	20.00	15.12	15.19
All Grades	6.93	12.88	8.89	76.19	77.25	77.04	16.88	9.87	14.07

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	12.86	15.71	17.76	68.57	62.86	60.75	18.57	21.43	21.50
Grade 4	11.63	11.69	11.90	69.77	74.03	67.86	18.60	14.29	20.24
Grade 5	9.33	10.47	15.19	66.67	69.77	73.42	24.00	19.77	11.39
All Grades	11.26	12.45	15.19	68.40	69.10	66.67	20.35	18.45	18.15

Conclusions based on this data:

1. The 2022-23 shows 49.63% of overall students scoring in the area of "Standard Exceeded" or "Standard Met." When compared to the 2021-22 overall percentage of 48.93%, this represents a school-wide increase of .7% from the prior year. An area of strength is that a bigger percentage of 5th grade students showed a significant increase in the area of "Standard Met" from the prior year (+6.17 for 5th grade). In addition, the percentage of students in the area of "Standards Nearly Met" and "Standards Not Met" in the 3rd grade fell dramatically (-5.14%).
2. Analysis of claims guides the development of SMART goals. Last year, Barrett Ranch had continued growth in the area of Reading - Demonstrating understanding of literary and non-fictional texts (82.6% of students are above or at or near standard). Third grade showed the greatest improvement from 21/22 of 17.14% to 22/23 to 20.56% of students scoring above standard in reading. Overall, the fewer number of students below standard and moving towards proficiency is a great trend to build upon and to refine our targeted practices within Writing. There was a jump in students who scored above standard from 13.73% to 18.15 % scoring above standard.
3. Though these results show a slight decrease in overall standards met, this could be due to the increased enrollment as well as increased newcomers enrollment. These results will be instrumental in the coming years to determine steady growth in the area of English Language Arts and Literacy. A continued focus on SMART goal practices and responding to areas targeted at Reading, Writing and Research/Inquiry.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	72	72	112	72	71	108	72	71	108	100.0	98.6	96.4
Grade 4	87	77	91	86	77	90	86	77	90	98.9	100.0	98.9
Grade 5	76	90	84	75	88	83	75	88	83	98.7	97.8	98.8
All Grades	235	239	287	233	236	281	233	236	281	99.1	98.7	97.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2419.	2434.	2428.	13.89	19.72	20.37	26.39	23.94	29.63	37.50	39.44	17.59	22.22	16.90	32.41
Grade 4	2465.	2476.	2460.	19.77	15.58	12.22	24.42	27.27	24.44	31.40	38.96	38.89	24.42	18.18	24.44
Grade 5	2474.	2489.	2495.	9.33	18.18	18.07	14.67	17.05	20.48	37.33	29.55	30.12	38.67	35.23	31.33
All Grades	N/A	N/A	N/A	14.59	17.80	17.08	21.89	22.46	25.27	35.19	35.59	28.11	28.33	24.15	29.54

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	22.22	21.13	26.85	45.83	61.97	46.30	31.94	16.90	26.85
Grade 4	22.09	20.78	12.22	44.19	54.55	61.11	33.72	24.68	26.67
Grade 5	8.00	14.77	16.87	54.67	48.86	55.42	37.33	36.36	27.71
All Grades	17.60	18.64	19.22	48.07	54.66	53.74	34.33	26.69	27.05

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.33	19.72	24.07	59.72	57.75	43.52	31.94	22.54	32.41
Grade 4	18.60	19.48	11.11	51.16	61.04	58.89	30.23	19.48	30.00
Grade 5	6.67	15.91	14.46	60.00	52.27	50.60	33.33	31.82	34.94
All Grades	11.59	18.22	17.08	56.65	56.78	50.53	31.76	25.00	32.38

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	13.89	19.72	22.22	72.22	71.83	64.81	13.89	8.45	12.96
Grade 4	18.60	16.88	13.33	61.63	58.44	57.78	19.77	24.68	28.89
Grade 5	8.00	11.36	13.25	69.33	63.64	65.06	22.67	25.00	21.69
All Grades	13.73	15.68	16.73	67.38	64.41	62.63	18.88	19.92	20.64

Conclusions based on this data:

1. The 2022-23 CAASPP shows 42.35% of overall students scoring in the area of "Standard Exceeded" or "Standard Met." When compared to the 2021-22 overall percentage of 40.26%, this represents a school-wide increase of 2.09% from the prior year. An area of strength is that 6.34% of 3rd grade students showed a significant increase in the area of "Standard Exceeded" and "Standard Met" from the prior year. In addition, the percentage of students in the area of "Standard Nearly Met" in 3rd grade levels fell 21.85% This means that fewer students are not meeting standard and more students are exceeding standards at that grade level.

2. In the area of Concepts and Procedures, fifth grade saw the biggest increase in % above and at or near standard. In 2021-22, fifth grade had 63.33% of students who scored above, at, or near standard compared to 2022-23, where students scored 72.29% above, at, or near standard. This is an increase of 8.66% of students in fifth grade who are making progress in this area of math.

3. At 97.9%, of the student population Barrett Ranch has met the threshold/requirement of a minimum of 95% of students completing the test. These results will be instrumental in the coming years to determine steady growth in the area of Mathematics.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1416.8	1435.0	1435.8	1417.9	1434.4	1431.9	1414.0	1436.2	1444.8	13	20	40
1	1464.7	1445.0	1451.5	1471.5	1437.2	1451.2	1457.1	1452.2	1451.3	31	18	19
2	1501.8	1478.6	1472.9	1499.0	1463.8	1469.5	1504.2	1493.0	1475.7	24	32	23
3	1498.4	1493.0	1477.4	1495.5	1490.8	1468.5	1500.8	1494.7	1485.9	37	23	40
4	1517.3	1534.8	1498.0	1508.1	1533.4	1489.3	1526.1	1535.7	1506.1	35	30	29
5	1526.8	1526.5	1523.9	1519.6	1518.0	1515.6	1533.5	1534.6	1531.7	13	31	27
All Grades										153	154	178

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	25.00	20.00	30.77	20.00	35.00	38.46	35.00	32.50	23.08	20.00	12.50	13	20	40
1	9.68	16.67	5.26	54.84	27.78	47.37	25.81	22.22	31.58	9.68	33.33	15.79	31	18	19
2	16.67	9.38	21.74	62.50	62.50	34.78	16.67	18.75	26.09	4.17	9.38	17.39	24	32	23
3	16.22	13.04	10.00	45.95	39.13	35.00	29.73	39.13	32.50	8.11	8.70	22.50	37	23	40
4	22.86	43.33	13.79	54.29	43.33	41.38	11.43	10.00	27.59	11.43	3.33	17.24	35	30	29
5	23.08	25.81	22.22	38.46	45.16	55.56	30.77	19.35	7.41	7.69	9.68	14.81	13	31	27
All Grades	16.34	22.73	15.73	50.33	42.21	40.45	23.53	22.73	26.97	9.80	12.34	16.85	153	154	178

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	25.00	22.50	38.46	15.00	35.00	38.46	40.00	22.50	23.08	20.00	20.00	13	20	40
1	38.71	22.22	5.26	32.26	22.22	52.63	25.81	22.22	31.58	3.23	33.33	10.53	31	18	19
2	41.67	18.75	17.39	41.67	43.75	52.17	16.67	28.13	13.04	0.00	9.38	17.39	24	32	23
3	29.73	34.78	20.00	54.05	43.48	37.50	5.41	13.04	17.50	10.81	8.70	25.00	37	23	40
4	37.14	63.33	31.03	45.71	26.67	37.93	5.71	10.00	13.79	11.43	0.00	17.24	35	30	29
5	46.15	38.71	33.33	38.46	41.94	48.15	15.38	12.90	3.70	0.00	6.45	14.81	13	31	27
All Grades	33.99	35.06	22.47	43.14	33.77	42.13	15.03	20.13	16.85	7.84	11.04	18.54	153	154	178

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	15.00	17.50	38.46	40.00	30.00	23.08	20.00	37.50	23.08	25.00	15.00	13	20	40
1	3.23	22.22	5.26	51.61	16.67	42.11	29.03	22.22	36.84	16.13	38.89	15.79	31	18	19
2	8.33	9.38	13.04	62.50	56.25	21.74	25.00	25.00	43.48	4.17	9.38	21.74	24	32	23
3	5.41	8.70	2.50	35.14	17.39	22.50	43.24	56.52	47.50	16.22	17.39	27.50	37	23	40
4	11.43	10.00	0.00	42.86	56.67	34.48	34.29	23.33	37.93	11.43	10.00	27.59	35	30	29
5	7.69	19.35	11.11	15.38	16.13	29.63	69.23	51.61	44.44	7.69	12.90	14.81	13	31	27
All Grades	7.84	13.64	8.43	43.14	35.71	29.21	35.95	33.77	41.57	13.07	16.88	20.79	153	154	178

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.08	35.00	25.00	61.54	55.00	60.00	15.38	10.00	15.00	13	20	40
1	51.61	33.33	31.58	41.94	44.44	57.89	6.45	22.22	10.53	31	18	19
2	41.67	25.00	17.39	58.33	65.63	69.57	0.00	9.38	13.04	24	32	23
3	32.43	39.13	22.50	59.46	47.83	60.00	8.11	13.04	17.50	37	23	40
4	42.86	76.67	24.14	48.57	16.67	62.07	8.57	6.67	13.79	35	30	29
5	38.46	16.13	40.74	46.15	74.19	44.44	15.38	9.68	14.81	13	31	27
All Grades	39.87	37.66	26.40	52.29	51.30	58.99	7.84	11.04	14.61	153	154	178

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	25.00	17.50	61.54	55.00	55.00	38.46	20.00	27.50	13	20	40
1	16.13	5.56	5.26	70.97	61.11	84.21	12.90	33.33	10.53	31	18	19
2	37.50	9.38	34.78	58.33	81.25	43.48	4.17	9.38	21.74	24	32	23
3	48.65	39.13	27.50	45.95	47.83	40.00	5.41	13.04	32.50	37	23	40
4	42.86	43.33	34.48	42.86	53.33	44.83	14.29	3.33	20.69	35	30	29
5	61.54	51.61	59.26	38.46	38.71	25.93	0.00	9.68	14.81	13	31	27
All Grades	35.95	30.52	29.78	52.94	56.49	47.19	11.11	12.99	23.03	153	154	178

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	20.00	17.50	61.54	55.00	70.00	23.08	25.00	12.50	13	20	40
1	25.81	27.78	21.05	51.61	27.78	47.37	22.58	44.44	31.58	31	18	19
2	37.50	18.75	17.39	54.17	75.00	56.52	8.33	6.25	26.09	24	32	23
3	8.11	4.35	5.00	51.35	52.17	52.50	40.54	43.48	42.50	37	23	40
4	8.57	10.00	0.00	74.29	73.33	68.97	17.14	16.67	31.03	35	30	29
5	15.38	19.35	18.52	76.92	64.52	62.96	7.69	16.13	18.52	13	31	27
All Grades	17.65	16.23	12.36	60.13	61.04	60.67	22.22	22.73	26.97	153	154	178

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	69.23	55.00	57.50	7.69	20.00	27.50	23.08	25.00	15.00	13	20	40
1	3.23	11.76	10.53	87.10	64.71	78.95	9.68	23.53	10.53	31	17	19
2	4.17	18.75	21.74	91.67	68.75	69.57	4.17	12.50	8.70	24	32	23
3	13.51	26.09	22.50	78.38	65.22	60.00	8.11	8.70	17.50	37	23	40
4	17.14	43.33	24.14	68.57	50.00	51.72	14.29	6.67	24.14	35	30	29
5	0.00	29.03	14.81	92.31	67.74	66.67	7.69	3.23	18.52	13	31	27
All Grades	14.38	30.72	28.09	75.16	57.52	55.62	10.46	11.76	16.29	153	153	178

Conclusions based on this data:

1. This data provides information on Barrett Ranch's English Language students (EL). English Proficiency levels and serves as an indicator to determine the focus for growth in subsequent years. Of the 178 students tested, the data shows that 15.73% of the EL students (K-5) are at the highest English Proficiency, Level 4. Students at this level have well developed English Skills. The data reflects the other 40.45% of students are at Level Proficiency 3. Students at this level have moderately developed English Skills. Both Level 3 and Level 4 are within the Bridging proficiency levels. Twenty-six point nine-seven (26.97%) of students scored in the proficiency Level 2 and 16.85% in the lowest proficiency Level 1.
2. In the domain data sets, the data shows the Speaking domain to be the strongest domain with 29.78% of students scoring Well Developed. The area with the lowest Level 4 performance was the Written Language domain with 8.43%. Overall the majority of students scored in the Somewhat/Moderately performance categories with: Listening 58.99%, Speaking 47.19%, Reading 60.67%, Writing 55.62%.
3. The 2022-23 ELPAC data will serve as data for future ELPAC multi-year performance analysis. These results will be instrumental in subsequent years to monitor growth in the area of English Language Proficiency of our EL students.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
448	**58.9**	**37.3**	**0.4**
Total Number of Students enrolled in Barrett Ranch Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	167	37.3
Foster Youth	2	0.4
Homeless	5	1.1
Socioeconomically Disadvantaged	264	58.9
Students with Disabilities	35	7.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	38	8.5
American Indian	2	0.4
Asian	80	17.9
Filipino	10	2.2
Hispanic	83	18.5
Two or More Races	44	9.8
Pacific Islander	4	0.9
White	187	41.7

Conclusions based on this data:

1. Our school serves a diverse population with 58.9% socioeconomically disadvantaged and 37.3% English Language Learners. As a Title 1 school, our budget and interventions are focused on meeting the needs of all our students.
2. A large percentage of our students, 37.3% are English Language Learners and many of those are newcomers. Our EL teacher and Gen Ed teachers work to meet the EL needs of these students through Tier 1, Tier 2, and Tier 3 interventions. The instructional coach meets with the staff on a regular basis, as well as once a month in staff meetings, to teach GLAD strategies to use within the Tier 1 classroom setting.
3. With a high percentage, 58.9%, of students who are socioeconomically disadvantaged, our school provides PBIS strategies within the classroom, offers parent nights, family nights, and family opportunities during the school day as well as weekly newsletters to bridge the gap with school and families,

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Medium		
English Learner Progress: Medium		

Conclusions based on this data:

1. In English Language Arts our school performance was in the low range. Though we showed growth in some areas, there is room for improvement in the ELA. In Math, Barrett Ranch school scored in the medium range in academic performance. Our school also scored medium in academic performance in the area of English Learner Progress.
2. Chronic Absenteeism is in the very high range. mirroring trends across CA, as well as the nation. Barrett Ranch is focusing in this area by rewarding perfect attendance in classrooms weekly, monthly, and each trimester.

3. In the area of conditions and climate, Barrett Ranch scored in the very low range in suspension rate.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

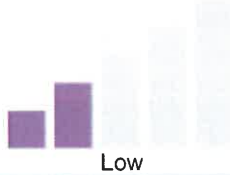
Very Low	Low	Medium	High	Very High
0	3	2	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Medium	
6.5 points below standard	3.1 points below standard	
222 Students	108 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
4 Students	21.4 points below standard	64.2 points below standard
	138 Students	27 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 24.7 points below standard 24 Students	No Performance Level 3 Students	Medium 2.9 points above standard 36 Students	No Performance Level 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 11.8 points below standard 51 Students	No Performance Level 2.1 points above standard 22 Students	No Performance Level 3 Students	 Low 6.0 points below standard 78 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
30.4 points below standard 75 Students	58.8 points above standard 33 Students	14.6 points below standard 106 Students

Conclusions based on this data:

1. All students ELA Performance indicator was low at 6.5 points below standard.

   English Learners ELA performance was higher than all students and fell in the medium range at 3.1 points below standard.

   Socio-economically Disadvantaged students scored low at 21.4 points below standard.

   Students with Disabilities (27 students) was the lowest performing group at 64.2 points below standard.

2. English Language Arts performance indicators are disaggregated by race/ethnicity on the Dashboard.

   Hispanic students (51 students) scored within the low range, at 11.8 points below standard.

   Students who identify as two or more races (22 students) were 2.1 points above standard.

   White students (78 students) scored in the low range at 6.0 points below standard.

3. The Dashboard provides English Language Arts data comparisons for English Learners.

Current English Learners (75 students) scored 30.4 points below standard.

Reclassified English Learners (33 students) achieved at the highest rate. This subgroup achieved overall performance in ELA 58.8 points above standard.

English Only students (106 students) scored 14.6 below standard.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report

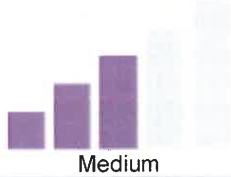
Very Low	Low	Medium	High	Very High
0	2	2	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium 16.6 points below standard 222 Students	Medium 12.2 points below standard 108 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level 4 Students	Low 30.4 points below standard 138 Students	No Performance Level 81.0 points below standard 27 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 53.0 points below standard 24 Students	No Performance Level 3 Students	High 7.0 points above standard 36 Students	No Performance Level 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 41.5 points below standard 51 Students	No Performance Level 5.3 points below standard 22 Students	No Performance Level 3 Students	 Medium 7.5 points below standard 78 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
38.4 points below standard 75 Students	47.4 points above standard 33 Students	23.9 points below standard 106 Students

Conclusions based on this data:

1. Overall, the Mathematics performance indicator for all students was medium with 16.6 points below standard.

   Mathematics performance for English Learners fell within the medium range. Students in this group scored 12.2 below standard.

   Socio-economically Disadvantaged students cored in the low range with a score of 12.2 below standard.

   Students with Disabilities (27 Students) scored in the low range with 81.0 points below standard.

2. Mathematics performance indicators are dis-aggregated by race/ethnicity on the Dashboard.

   Hispanic students (51 students) scored within the low range with a score 41.5 points below standard.

   Students who identify as two or more races (22 students) scored within the low range at 5.3 points below standard.

   White students (78 students) scored within the low range at 7.5 points below standard.

   Asian students (36 students) score high with a score 7.0 points above standard.

3. The Dashboard provides Mathematics data comparisons for English Learners.

Current English Learners (75 students) scored 38.4 points below standard.

Reclassified English Learners (33 students) achieved overall performance in Math of 47.4 points above standard, marking the highest subgroup.

English Only students (106 students)scored 23.9 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

49.6 making progress towards English language proficiency

Number of EL Students: 121 Students

Performance Level: 3

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.8%	30.6%	5.0%	44.6%

Conclusions based on this data:

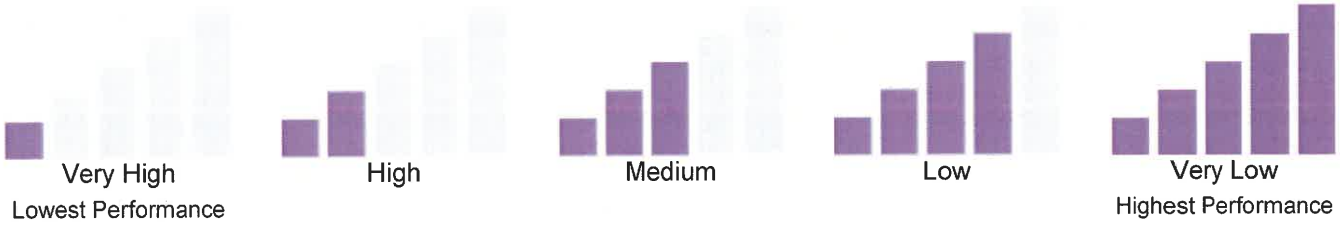
1. The data shows that 49.6% of Barrett Ranch EL students are making progress towards English language proficiency. Forty-four point six , (44.6%) of students (53 students) progressed at least One ELPI level . The data reflects 5% of students are at ELPI Level 4. This data shows positive trends that reveal that the intentional EL supports and Tiered instruction model is moving students towards proficiency, however 19.8% students decreased one ELPI level.
2. The 2022 ELPAC data will serve as the baseline for future ELPAC multi-year performance analysis.
3. These results will be instrumental in subsequent years to monitor growth and trends in the area of English Language Proficiency of our EL students.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
8	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High 27.1% Chronically Absent 476 Students	Very High 26.6% Chronically Absent 177 Students	No Performance Level Less than 11 Students 2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level Less than 11 Students 5 Students	Very High 31.5% Chronically Absent 295 Students	Very High 31.1% Chronically Absent 45 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High	No Performance Level	Very High	No Performance Level
28.2% Chronically Absent	Less than 11 Students	25.3% Chronically Absent	Less than 11 Students
39 Students	3 Students	87 Students	10 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	Very High	No Performance Level	Very High
29.2% Chronically Absent	30% Chronically Absent	Less than 11 Students	25.6% Chronically Absent
89 Students	50 Students	3 Students	195 Students

Conclusions based on this data:

1. Overall, Chronic Absenteeism for all students was very high with 27.1% of students chronically absent.

2. Chronic Absenteeism for English Learners fell in the very high range. Students in this group were 26.6% chronically absent.

   Socio-economically Disadvantaged students were in the very high range with 31.5% chronically absent.

   Students with Disabilities were in the very high range with 31.1% chronically absent.

3. Chronic Absenteeism rates are disaggregated by race/ethnicity on the Dashboard.

   Hispanic students (89 students) scored within the very high range with 29.2% chronically absent.

   Students who identify as two or more races (50 students) scored within the very high range, with an overall chronically absent rate of 30%.

   African American students (39 students) scored within the very high range, with an overall rate of 28.2% chronically absent.

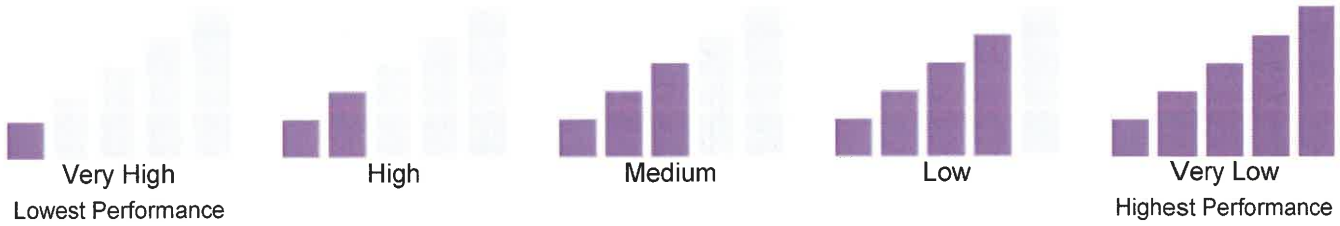
   White students (195 students) scored within very high range with an overall percentage of 25.6% chronically absent.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	2	1	5

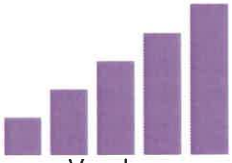
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

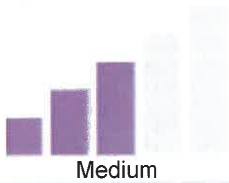
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0.4% suspended at least one day	0% suspended at least one day	Less than 11 Students
497 Students	185 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Medium
Less than 11 Students	0.6% suspended at least one day	2.1% suspended at least one day
9 Students	308 Students	48 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very Low	No Performance Level	Very Low	No Performance Level
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	Less than 11 Students
44 Students	3 Students	88 Students	10 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Medium	Very Low	No Performance Level	Very Low
1.1% suspended at least one day	0% suspended at least one day	Less than 11 Students	0.5% suspended at least one day
91 Students	50 Students	5 Students	206 Students

Conclusions based on this data:

1. Overall, Suspension Rates for all students were in the very low range with 0.4% students suspended at least one day.

   The Suspension Rate for English Learners was in very low range with 0% being suspended at least one day.

   Socio-economically Disadvantaged students scored in the low range with .6% being suspended at least one day.

   Students with Disabilities were in the medium range with 2.1% being suspended at least one day.

2. Suspension Rates are disaggregated by race/ethnicity on the Dashboard.

   African American students (44) received and indicator score within the very low range with 0% of students suspended at least once.

   Asian students (88) received 0% suspended at least once during the school year, resulting in a very low score on the Dashboard.

   Hispanic students (91 students) received an indicator score within the medium range at an overall rate of 1.1% of students being suspended at least once.

   Students who identify as two or more races (50 students) scored in the very low range with 0% being suspended at least once.

   White students (206 students) scored in the very low range, with a .5% suspended at least one day.

3. We continue to utilize positive behavioral interventions and other means of correction to address student behavior. Our goal is to address all behavior in a positive and non-exclusionary manner.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

Board Goal #1: Student achievement will improve as measured by increased proficiency levels on classroom, district, and state assessments with the intent that all students will demonstrate at least one year's growth.

Site Goals:
1. Student achievement in ELA will improve by students demonstrating at least one year's growth at Barrett Ranch Elementary School as measured by increased proficiency levels on classroom, district, and state assessments.
2. Student achievement in Math will improve by students demonstrating at least one year's growth at Barrett Ranch Elementary School as measured by increased proficiency levels on classroom, district, and state assessments.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall, implementation of the strategies/activities were effective in making progress at Barrett. PLC practices were in place and teams implemented grade level SMART Goals, monitored grade level assessments and proficiency and delivered Tier II support as necessary. Collaborative conferences, led by our Title I teacher, EL teacher, and Administrator were held multiple times throughout the school year, wherein, students were identified for, and received, Tier III supports. Identified students were given additional learning time throughout the school year via Tier II and Tier III interventions. Teacher teams used specific teaching strategies related to their grade level needs, as well as, specific strategies such as, GLAD, and GATE, as monitored through classroom observations. Student achievement data collected from grade level and collaborative conferences show many students made considerable growth during the school year. This tells us that our Tier I, II & III supports, as well as our EL instructional practices, are having a positive effect on student achievement.
Our school is ATSI in two areas, Chronic Absenteeism and English Language Arts. Our goal for Chronic Absenteeism is, "By June 2024, African American students, students with disabilities, students who are two or more races, in addition to all students at Barrett Ranch, will attend school at least 91% of the time as measured by the California Dashboard and monthly Aeries reports." Our goal for English Language Arts is, "By June 2024, 100% of the students and staff will develop, implement, and access the tools, resources, and instructional strategies that empower students to show one years growth in ELA."

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in Goal 1 with intended implementation of the strategies/activities. Budgeted expenditures were monitored by our Administrators and Fiscal Services.
Due to our school being in ATSI for Chronic Absenteeism and English Language Arts, we have put several strategies and actions in place to address those two areas

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There were no significant changes made to the Academic Achievement goal for the coming year. Instructional practices and systems will continue.

In the two areas for ATSI, Chronic Absenteeism and English Language Arts, there are metrics and strategies/activities we have put into place:

Our goal for Chronic Absenteeism is, "By June 2024, African American students, students with disabilities, students who are two or more races, in addition to all students at Barrett Ranch, will attend school at least 91% of the time as measured by the California Dashboard and monthly Aeries reports."

Some of our change practices are:
*Increase targeted Early Education Communication to families
*Messaging campaign/add to newsletters: Site and District
*Translators and language line used to follow up on attendance concerns
*Designated roles to support the formal process: Counselor, Teachers, Admin
*Incorporate chronic absenteeism into Collaborative Conferences
*Notify case manager of attendance letters
*AttenDANCE parties
*Recognition of improvement
*Implementation of School Wide Restorative Practices, SELebrate
The metrics to measure our growth is through daily, weekly, monthly Aeries reports, ADA increase, SARB and SART interventions, PBIS Data

Our goal for English Language Arts is, "By June 2024, 100% of the students and staff will develop, implement, and access the tools, resources, and instructional strategies that empower students to show one years growth in ELA.

Some of our change practices are:
*Attendance Incentives
*Targeted Messaging
*Clear Attendance protocols
*Homework support
*GLAD Time and Training
*K-5 Supplemental Support: Sonday
*Articulation between grades
*SELebrate, Restorative Practices, RTI
*Variety of assessments
*Enrichment Opportunities

The metrics that we will measure our growth by is through daily, weekly, and monthly attendance reports as well as ADA increase, formative assessment data, PBIS Team Data.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

Board Goal #2:
Maintain safe and orderly schools with a positive, engaging, and supportive climate.

Site Goal:
Barrett Ranch will maintain a safe and orderly school with a positive, engaging and supportive climate as measured by increased positive response rates on annual parent/student surveys, as well as annual attendance and discipline data review.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall, the implementation of the strategies/activities were effective in making progress toward increased student engagement. The 2022-2023 school year was a year of re-introducing our routines, procedures, and practices regarding our school climate and student engagement. PBIS structures were revisited and implemented to support students beginning at the Tier I level through Tier III. This included positive recognition and reinforcement, community building practices, restorative procedures, leadership opportunities, extra curricular enrichment to foster connections and parent engagement. Our counseling program provided supports for individuals, specific student support groups, and families, including Tier III therapy sessions. Tier II and Tier III interventions included Wellness Together, PBIS Tiered Levels of Support, and SEL team meetings. School-wide and individual data were monitored regularly to ensure practices were aligned and needs were addressed.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in Goal 2 with intended implementation of the strategies/activities. Budgeted expenditures were monitored by our Administrators and Fiscal Services.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There were no significant changes made to the School Climate goal for the coming year. MTSS supports and services will continue to be implemented.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Achievement

Goal Statement

Board Goal #1: Student achievement will improve as measured by increased proficiency levels on classroom, district and state assessments with the intent that all students will demonstrate at least one year's growth.

Site Goals:
1. Student achievement in ELA will improve by students demonstrating at least one year's growth at Barrett Ranch Elementary School as measured by increased proficiency levels on classroom, district and state assessments.
2. Student achievement in Math will improve by students demonstrating at least one year's growth at Barrett Ranch Elementary School as measured by increased proficiency levels on classroom, district and state assessments.

LCAP Goal

1. Student achievement will improve as measured by increased proficiency levels on classroom, district and state assessments with the intent that all students will demonstrate at least one year's growth.

Basis for this Goal

ELA: All students will be able to demonstrate the ability to analytically read and discuss at grade level by May 2024. Proficiency on formative assessments, proficiency on SMART goal assessments, final assessments, and progress monitoring of Tier II and Tier III students.

ELA Current Reality (Overall Achievement for All Students)

3rd Grade CAASPP:
ELA Proficiency: 55%

4th Grade CAASPP:
ELA Proficiency: 38%

5th Grade CAASPP:
ELA Proficiency: 55%

District Assessments:
K; 71% Proficiency in High Frequency Words
1st Grade: 77% Proficiency in Running Records
2nd Grade: 58% Proficiency in EOY Comprehension Summative
3rd Grade: 36% Proficiency in EOY Comprehension Summative
4th Grade: 34% Proficiency in EOY Comprehension Summative
5th Grade: 38% Proficiency in EOY Comprehension Summative

Supporting ELA Goals by Grade Level:

Transitional Kindergarten
By May 2024, all TK students will be proficient in foundational reading skills, as shown on the end of the year district common summative assessments, that require students to know the essential standards.

Kindergarten
By May 2024, all kindergarten students will comprehend at grade level or show one years growth, as shown on the end of the year district common summative assessments, that require students to know the essential standards.

First Grade
By May 2024, all first-grade students will comprehend at grade level or show one years growth, as shown on the end of the year district common summative assessments, that require students to know the essential standards:

Second Grade
By May 2024, all second-grade students will comprehend at grade level or show one years growth, as shown on the end of the year district common summative assessments, that require students to know the essential standards.

Third Grade
By May 2024, all third-grade students will comprehend at grade level or show one years growth, as shown on the end of the year district common summative assessments, that require students to know the essential standards.

Fourth Grade
By May 2024, all fourth-grade students will comprehend at grade level or show one years growth, as shown on the end of the year district common summative assessments, that require students to know the essential standards.

Fifth Grade
By May 2024, all fifth-grade students will comprehend at grade level or show one years growth, as shown on the end of the year district common summative assessments, that require students to know the essential standards.

Math Current Reality (Overall Achievement for All Students):
Student achievement in Math will improve by students demonstrating at least one year's growth at Barrett Ranch Elementary School as measured by increased proficiency levels on classroom, district, and state assessments.

3rd Grade CAASPP:
Math Proficiency: 50%

4th Grade CAASPP:
Math Proficiency: 36%

5th Grade CAASPP:
Math Proficiency: 39 %

District Assessments:
K: 89% Proficiency in Number ID
1st Grade; 80% Proficiency in EOY Math Assessment
2nd Grade: 58% Proficiency in EOY Math Assessment
3rd Grade: 75% Proficiency in EOY Math Assessment
4th Grade: 49% Proficiency in EOY Math Assessment
5th Grade: 35% Proficiency in EOY Math Assessment

Supporting Math Goals by Grade level:

Transitional Kindergarten
By May 2024, all TK students will problem solve at grade level or show one years growth, as shown on the end of the year district common summative assessments, that require students to know the essential standards.

Kindergarten
By May 2024, all kindergarten students will problem solve at grade level or show one years growth, as shown on the end of the year district common summative assessments, that require students to know the essential standards.

First Grade
By May 2024, all first-grade students will problem solve at grade level or show one years growth, as shown on the end of the year district common summative assessments, that require students to know the essential standards.

Second Grade
By May 2024, all second-grade students will problem solve at grade level or show one years growth , as shown on the end of the year common summative assessments, that require students to know the essential standards.

Third Grade
By May 2024, all third-grade students will problem solve at grade level or show one years growth, as shown on the end of the year common summative assessments, that require students to know the essential standards.

Fourth Grade
By May 2024, all fourth-grade students will problem solve at grade level or show one years growth, as shown on the end of the year common summative assessments, that require students to know the essential standards.

Fifth Grade
By May 2024, all fifth-grade students will problem solve at grade level or show one years growth, as shown on the end of the year common summative assessments, that require students to know the essential standards.

Please refer to the School and Student Performance Data section and the District and State data supplement where a full analysis is provided.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Transitional Kindergarten ELA and Math Assessments	ELA: Upper Case ID: 25% proficient (20/26 letters) Lower Case ID: 20.8% proficient (20/26 letters) Beginning Sounds: No data, given third trimester Confirm Understanding of a Text assessment: No data, given Third Trimester Math: Number Recognition: 33% Counting 1:1 Cardinality: given third trimester Counting to 30: 8.3% proficient	ELA: By May 2024, all TK students will be proficient in foundational reading skills, as shown on the following common district summative assessments: Upper Case ID Lower Case ID Beginning sounds Confirm Understanding of a Text Assessment Math: By May 2024, all TK students will count to tell the number of objects and understand the relationship between numbers and quantities as shown on the following common district summative assessments: Number Recognition Counting 1:1 Cardinality Counting to 30:
Kindergarten ELA and Math Assessments	ELA: Upper Case ID: 48% proficient (26/26 letters) Lower Case ID: 41% proficient (26/26 letters) Beginning Sounds:0% of students have beginning sounds. Identify Main Topic & Key details: No data, given Third Trimester Retell a Familiar Story: No data, given Third Trimester. Identify Characters and setting in a story: No data, given Third Trimester Math Counting to 100: 7% proficient Number ID: 13% proficient Count & Write Numbers : No data at this time. Trimester 3 Performance task: No data, given Third Trimester	ELA: By May 2024, all Kindergarten students will score proficient or demonstrate one years growth on the following common district summative assessments: Upper Case ID Lower Case ID Beginning Sounds Identify Main Topic & Key details (1:1 Assessment) Retell a Familiar Story (1:1 Assessment) Identify Characters and setting in a story (1:1 Assessment) Math: By May 2024, all Kindergarten students will score proficient or demonstrate one years growth problem solving at grade level as

Metric/Indicator	Baseline	Expected Outcome
	Number ID (EOY Summative): No data, given Third Trimester Understanding Addition/Subtraction EOY Summative): No data, given Third Trimester	measured by the on the following common district summative assessments: Count & Write Numbers Counting to 100 Trimester 3 Performance Task Number ID (EOY Summative) Understanding Addition/Subtraction EOY Summative)
First Grade ELA and Math Assessments	ELA: Dry Creek Early Literacy Screener (DCELS) 74% proficient Running Record: 50.6% proficient Comprehension for Non-Fiction: No data, given Third Trimester Comprehension for Fiction: No data, given Third Trimester Math: STAR Math At/Above Benchmark: 61% On Watch:16% Intervention: 14% Urgent Intervention:9% Trimester 3 Performance task: No data, given Third Trimester End of Year Summative: No data, given Third Trimester	ELA: By May 2024, all 1st-grade students will score proficient or demonstrate one years growth on the following end of the year district summative assessments: Dry Creek Early Literacy Screener (DCELS) Running Record Comprehension for Fiction Math: By May 2024, all 1st-grade students will score proficient or demonstrate one years growth will score proficient or demonstrate one years growth problem solving at grade level as measured by the on the following common district summative assessments: STAR Math Trimester 3 Performance task End of Year Summative
Second Grade ELA and Math Assessments	ELA: STAR Reading At/Above Benchmark: 43% On Watch: 9% Intervention: 16% Urgent Intervention: 32% Dry Creek Early Literacy Screener (DCELS) 51% proficient Comprehension (Informational Text): 10%proficient Comprehension (Literature): 55% proficient Math: STAR Math At/Above Benchmark: 53% On Watch: 9% Intervention: 16% Urgent Intervention: 22% End of Year Summative: No data, given Third Trimester Performance Assessment 2.NBT.7: No data, given Third Trimester	ELA: By May 2024, all 2nd-grade students will score proficient or demonstrate one years growth on the following end of the year district summative assessments: STAR Reading Dry Creek Early Literacy Screener (DCELS) Comprehension: Two versions of The Three Little Pigs Math: By May 2024, all 2nd-grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the the following common district summative assessments: STAR Math End of Year Summative Performance Assessment 2.NBT.7

Metric/Indicator	Baseline	Expected Outcome
Third Grade ELA and Math Assessments	Language Arts: STAR Reading At/Above Benchmark: 48% On Watch: 15% Intervention: 14% Urgent Intervention: 23% Dry Creek ES Summative Assessment: Comprehension: *8% proficient on district ELA preassessment which is both literature and informational on one assessment. One score is given even though both are assessed. Math: STAR Math At/Above Benchmark: 69% On Watch: 8% Intervention: 7% Urgent Intervention: 16% Performance Task: No data, given Third Trimester Math End of the Year Summative: No data, given Third Trimester	ELA: By May 2024, all 3rd-grade students will score proficient or demonstrate one years growth on the following end of the year district summative assessments: STAR Reading Dry Creek ESA 03 Trimester 3 RL.3.9 Dry Creek ESA 03 Trimester 3 RI.3.9 Math: By May 2024, all 3rd-grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the on the following common district summative assessments: STAR Math Performance Task Math End of the Year Summative Assessment
Fourth Grade ELA and Math Assessments	Language Arts: STAR Reading At/Above Benchmark: 46% On Watch: 15% Intervention: 13% Urgent Intervention: 23% Comprehension: *10% proficient on district ELA preassessment which is both literature and informational on one assessment. One score is give even though both are assessed Math: STAR Math At/Above Benchmark: 55% On Watch: 12% Intervention: 18% Urgent Intervention: 15% Performance Task: No data, given Third Trimester End of the Year Summative Assessment: No data, given Third Trimester	ELA: By May 2024, all 4th-grade students will score proficient or demonstrate one years growth on the following end of the year district summative assessments: STAR Reading Dry Creek CCSS ELA End of the Year Assessment Math: By May 2024, all 4th-grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the on the following common district summative assessments: STAR Math Performance Task Math End of the Year Summative Assessment
Fifth Grade ELA and Math Assessments	Language Arts: STAR Reading At/Above Benchmark: 39% Below Benchmark: On Watch: 11% Intervention: 24% Urgent Intervention: 23%	ELA: By May 2024, all 5th-grade students will score proficient or demonstrate one years growth on the following end of the year district summative assessments: STAR Reading

Metric/Indicator	Baseline	Expected Outcome
	Dry Creek ES Summative Assessment: Comprehension: *19% proficient on district ELA preassessment which is both literature and informational on one assessment. One score is given even though both are assessed. Math: STAR Math At/Above Benchmark:56% Below Benchmark: On Watch: 17% Intervention: 13% Urgent Intervention: 14% Performance task: NO data, given Third Trimester Math End of the Year Summative Assessment: No data, given Third Trimester	Dry Creek CCSS ELA End of the Year Assessment Math: By May 2024, all 5th-grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the on the following common district summative assessments: STAR MATH Performance Task Math End of the Year Summative Assessment

Planned Strategies/Activities

Strategy/Activity 1

School-wide Strategies:

Professional Learning Community (PLC) collaboration time during the teacher work day.

Grade level teams will be provided with one half planning day to work on GLAD, Instructional Planning common formative assessments/rubrics, etc.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

Barrett Ranch Staff

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Subs for PLC planning time or extra duty pay.

Strategy/Activity 2

School-wide Strategies:

School-wide ongoing focused professional development and re-visitation of principles, tenets and best practices associated with well functioning Professional Learning Communities.

Site assessment of current reality of three major concepts of PLC: (1) Focus on Learning, (2) Collaborative Culture, (3) Governing by Results. Subsequent implementation of PLC norms, and essential commitments of PLC.

Subsequent school and grade level commitment to consistent analysis of achievement data to guide instruction, and implementation of PLC best practices with fidelity.

PLC's and Collaborative Conference analysis will lead to the identification and appropriate service for students needing Tier II and Tier III intervention.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

Barrett Ranch Staff

Proposed Expenditures for this Strategy/Activity

Description	No cost to site.

Strategy/Activity 3

Teacher teams will focus on identifying learning targets for Essential Standards. They will also identify ways to assess students as they work towards proficiency.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

Barrett Ranch Staff

Proposed Expenditures for this Strategy/Activity

Description	No cost to site.

Strategy/Activity 4

Three times a year, grade levels will meet with the Intervention Team in Collaborative Conferences in which student data is assessed and students are assigned Tier II and Tier III intervention groups.

School-wide Strategies:

Implementation of a school-wide system (Collaborative Conferences) for consistent and systemic data analysis to identify and serve struggling students and EL students.

Grade Level Collaborative conferences will be scheduled three times per year, and will involve teachers, administration, intervention specialists, and special education staff.

Resulting Tier II/III intensive interventions will be implemented during the school day at each grade level for various components of reading phonics, decoding, and comprehension.

Students to be Served by this Strategy/Activity

All Students Identified as Needing Support

Timeline

8/9/23-6/4/24

Person(s) Responsible

Barrett Ranch Staff

Proposed Expenditures for this Strategy/Activity

Description	Substitutes to cover classrooms for teachers covered by District. No cost to site.
Amount	2000
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Intervention materials for grade levels

Strategy/Activity 5

Tier II and Tier III intervention groups will occur across grade levels and will be supported by the teachers, instructional assistants, and intervention team members.

Students to be Served by this Strategy/Activity

All Students Identified as Needing Support

Timeline

8/9/23-6/4/24

Person(s) Responsible

Barrett Ranch Staff

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Supplemental Grant
Budget Reference	2000-2999: Classified Personnel Salaries

Description	1 Instructional Assistant (1/2 salary)
Amount	18000
Source	Title 1
Budget Reference	2000-2999: Classified Personnel Salaries
Description	2 Instructional Assistants (1 and 1/2)
Amount	1000
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Materials for EL/Title I student interventions.
Amount	1000
Source	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty for EL/tutoring groups before or after school. Used directly for EL students identified in after school program, or summer extension program.
Amount	1000
Source	Supplemental Grant
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Assistant extra hours for Extended Learning opportunity for students

Strategy/Activity 6

Staff will provide small group instruction in the area of Language Arts or Math for students that are low performing as identified on formative/summative assessments.
Provide before/after school academic intervention to close learning gaps including: tutoring, small group intervention, enrichment opportunities.

Students to be Served by this Strategy/Activity

All Students Identified as Needing Support

Timeline

8/9/23-6/4/24

Person(s) Responsible

Barrett Ranch Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Supplemental Grant

Budget Reference	4000-4999: Books And Supplies
Description	Supplemental curriculum and resources for intervention needs to bridge learning loss.
Amount	3940
Source	ESSER III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Before school or after school targeted intervention groups.
Amount	13600
Source	Title 1
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra hours for extra academic intervention to close learning gaps.
Amount	1386
Source	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Before school or after school targeted intervention groups.

Strategy/Activity 7

For Tier I instruction, teachers will continue to integrate best practices and teaching strategies to engage students.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

Barrett Ranch Staff

Proposed Expenditures for this Strategy/Activity

Amount	2603
Source	Supplemental Grant
Budget Reference	4000-4999: Books And Supplies
Description	Classroom books, rescources, and materials to support GLAD/ Tier I instruction.
Amount	1500
Source	Lottery: Inst. Materials
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	Software costs, Accelerated Reader, RAZ kids
Amount	2208
Source	Title 1
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Software costs, Accelerated Reader, RAZ kids - EL extension
Amount	4000
Source	Title 1
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Shannon Keibler Math Genius Squad Resources for grades K-5

Strategy/Activity 8

Intervention Team will coordinate efforts to help struggling EL students become proficient in reading and writing. The two objectives will include: developing best practices for EL instruction (designated and integrated practice) and support interventions (after school EL academies).

Students to be Served by this Strategy/Activity

EL Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

EL Teacher

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty to cover substitutes for Road to Reclassification meetings with EL students and/or Task Force meetings.
Amount	2000
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to be used with EL and newcomers students.
Amount	500
Source	Title 1
Budget Reference	4000-4999: Books And Supplies

Description	Road to Reclassification recognition.

Strategy/Activity 9

Teachers will participate in site professional development focused on integrating GLAD strategies through our district adopted curriculums. Coaching and refreshers will occur throughout the school year during staff meetings.

Students to be Served by this Strategy/Activity

All Barrett Ranch Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

Barrett Ranch Staff
Instructional Coach

Proposed Expenditures for this Strategy/Activity

Description	No site expense.

Strategy/Activity 10

All students will receive Tier 1 direct Phonics Instruction on a daily basis.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/23 - 6/4/24

Person(s) Responsible

All Certified Staff

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Sonday Curriculum for all students.

Strategy/Activity 11

School Wide Strategy: Teachers/Staff will participate in professional development opportunities outside of the District on a voluntary basis including conferences.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

Barrett Ranch Staff

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Lottery
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference costs. Professional learning opportunities focus on Tier 2, SEL, or EL strategies.
Amount	2000
Source	Title 1
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional learning opportunities focus on SEL, Tier 2, or EL strategies.

Strategy/Activity 12

School Wide Strategy: Lead team will work as a school-wide PLC to look at school-wide data and monitor progress of Essential Standards.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

Barrett Ranch Staff

Proposed Expenditures for this Strategy/Activity

Description	No site expense.

Strategy/Activity 13

School Wide Strategy: Teachers will meet as grade level teams as needed throughout the school year during a planning day to plan for and monitor SMART goals.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

Barrett Ranch Staff

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for instructional planning time to plan and monitor SMART goals.

Strategy/Activity 14

School Wide Strategy: Provide salary and benefits to support identified at risk students and support programs as a Centralized Service contribution.

Students to be Served by this Strategy/Activity

Under Performing Students and EL Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

Title I Teacher and Barrett Ranch Staff

Proposed Expenditures for this Strategy/Activity

Amount	71917
Source	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Title I teacher assigned to Barrett Ranch to provide direct services for at risk students.

Strategy/Activity 15

Parental involvement opportunities will be offered on site and accessible to all Barrett Ranch families.
School-wide Strategy:
Parents and students will have opportunities for involvement in extra curricular school programs (World Fair, Book Clubs, Homework Club, Reading, Writing and Math Nights, and other various school events).
Adult Learning classes will be offered on site ie: Counselor topic meetings.

Students to be Served by this Strategy/Activity

All Barrett Ranch Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

Barrett Ranch Staff and Parents

Proposed Expenditures for this Strategy/Activity

Amount	4000

Source	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty (certificated) for Family nights, Homework Club, World Fair, Book Prom
Amount	1000
Source	Title 1
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty (classified) for Family nights
Amount	2000
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	World Fair, Reading Night, Math Night, Writing Night
Amount	1000
Source	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty for teachers who coordinate family nights as well as run events, SEL clubs, after-school programs
Amount	1676
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for family events

Strategy/Activity 16

TK/Kindergarten

Goal: By May 2024, all TK and Kindergarten students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom and district assessments.

Strategies:

Teachers will use SONDAY as Tier 1 direct phonics instruction daily.

Teachers will use direct instruction focusing on narrative, opinion, and informative writing.

Teachers will design lessons to include daily exposure to Reading Comprehension strategies (i.e. Close reading, re-reads, pre-read questioning, and non-fiction).

Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year.

Teachers will level students and use the daily instructional aide to assist with rotations.

Teachers will continue the implementation of technology tools in the classroom to support instruction.

Teachers will participate in site-based staff development centered on RTI and Technology Integration.

Teachers will participate in Collaborative Conferences to identify and serve struggling students (Tier III).

Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention.

Teachers will provide support for identified students during extended day (after school) instruction with small groups.

Teachers will implement Go Math! curriculum with Think Central to drive instruction, as well as model multiple Math strategies. The Mathematical Domain of Counting and Cardinality will be a major focus in the TK/K math lessons.

Teachers will continue to use Math curriculum (including math routine) to cover the concepts and Domains.

Students to be Served by this Strategy/Activity

All TK/Kindergarten Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

Barrett Ranch Staff

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	Supplemental Grant
Budget Reference	4000-4999: Books And Supplies
Description	Extension learning resources to remediate learning loss through targeted intervention
Amount	1200
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Scholastic News for families to support learning at home

Strategy/Activity 17

First Grade

Goal: By May 2024, all first-grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom and district assessments.

Strategies :

Teachers will use SONDAY as Tier 1 direct phonics instruction daily.

Teachers will level students into guided reading groups based on need every 3-4 weeks.

Teachers will use Writing (graphic organizers) and GLAD Strategies to scaffold modeled writes.

Teachers will incorporate SIPPS, Signs for Sounds, Segmenting, and phonemic awareness into their daily instruction.

Teachers will participate in site-based staff development centered on RTI and Technology Integration.

Teachers will participate in Collaborative Conferences to identify and serve struggling students (Tier III).

Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention.

Teachers will use guided highlighting of informational text and text evidence for increased comprehension.

Teachers will use explicit Direct Instruction with an emphasis on Checking for Understanding.

Teachers will implement the Expressions curriculum with Think Central to drive instruction, as well as model multiple Math strategies.

Teachers will continue to use the Math curriculum (including math routine) to cover the concepts and Domains.

Students to be Served by this Strategy/Activity

All First Grade Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

Barrett Ranch Staff

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	Supplemental Grant
Budget Reference	4000-4999: Books And Supplies
Description	Extension learning resources to remediate learning loss through targeted intervention

Strategy/Activity 18

Second Grade

Goal: By May 2024, all second-grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom and district assessments.

Strategies:

Teachers will use SONDAY as Tier 1 direct phonics instruction daily.

Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year.

Teachers will continue the implementation of technology tools in the classroom to support instruction.

Teachers will participate in site-based staff development centered on RTI and Technology Integration.

Teachers will participate in Collaborative Conferences to identify and serve struggling students (Tier III).

Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention.

Teachers will use Social Studies/Science passages to reinforce comprehension of informational text.

Teachers will use Chromebooks/iPads to provide access to reading content and reading programs.

Teachers will implement Think Central to drive instruction, as well as model multiple Math strategies.

Teachers will continue to use the Expressions Math curriculum (including math routine) to cover the concepts and Domains.

Students to be Served by this Strategy/Activity

All Second Grade Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

Barrett Ranch Staff

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Extension learning resources to remediate learning loss through targeted intervention

Strategy/Activity 19

Third Grade

Goal: By May 2024, all third-students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district, and state assessments.

Strategies:

Teachers will use SONDAY as Tier 1 direct phonics instruction daily.

Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year.

Teachers will continue the implementation of technology tools in the classroom to support instruction.

Teachers will participate in site-based staff development centered on RTI and Technology Integration.

Teachers will participate in Collaborative Conferences to identify and serve struggling students (Tier III).

Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention.

Teachers will provide a variety of non-fiction texts and passages for student analysis.

Teachers will use 1:1 Chromebooks to provide access to reading content and reading programs.

Teachers will implement Think Central to drive instruction, as well as model multiple Math strategies.

Teachers will continue to use the Expressions Math curriculum (including math routine) to cover the concepts and Domains.

Teachers will implement performance tasks in Math to develop problem-solving skills.

Students to be Served by this Strategy/Activity

All Third Grade Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

Barrett Ranch Staff

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Extension learning resources to remediate learning loss through targeted intervention

Strategy/Activity 20

Fourth and Fifth Grade

Goal: By May 2024, all Fourth and Fifth-grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district, and state assessments.

Strategies:

Teachers will use SONDAY as Tier 1 direct phonics instruction daily.

Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year.

Teachers will continue to implement mini-lessons incorporating strategies to improve sentence fluency, word choice, ideas, organization, ideas and content, and conventions.

Teachers will continue the implementation of technology tools in the classroom to support instruction.

Teachers will participate in site-based staff development centered on RTI and Technology Integration.

Teachers will participate in Collaborative Conferences to identify and serve struggling students (Tier III).

Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention.

Teachers will provide a variety of non-fiction texts and passages for student analysis.

Teachers will use 1:1 Chromebooks to provide access to reading content and reading programs.

Teachers will implement Think Central to drive instruction, as well as model multiple Math strategies.

Teachers will continue to use the Expressions Math curriculum (including math routines) to cover the concepts and Domains.

Teachers will implement performance tasks in Math to develop problem-solving skills.

Students to be Served by this Strategy/Activity

All Fourth and Fifth Grade Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

Barrett Ranch Staff

Proposed Expenditures for this Strategy/Activity

Amount	600
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Extension learning resources to remediate learning loss through targeted intervention
Amount	1000
Source	Supplemental Grant
Budget Reference	4000-4999: Books And Supplies
Description	Online Programs (IXL or like) to support Math differentiation

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Positive School Climate

Goal Statement

Board Goal #2:
Maintain safe and orderly schools with a positive, engaging, and supportive climate.

Site Goal:
Barrett Ranch will maintain a safe and orderly school with a positive, engaging and supportive climate as measured by increased positive response rates on annual parent/student surveys, as well as annual attendance and discipline data review.

LCAP Goal

LCAP Goals:
2. Maintain safe and orderly schools with a positive, engaging and supportive climate.

Basis for this Goal

Analysis of the parent survey, student survey (baseline), attendance and discipline data.

Please refer to the parent/staff and student survey data supplement where a full analysis is provided.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Annual Parent Survey	Students from different cultural backgrounds become friends. 95% Students have friends at school. 93% Students respect the teachers and staff. 93% All staff are treated fairly. 89% All students are treated fairly. 79% Students get along with each other and respect their differences. 75% Students feel safe at school. 87% Students are comfortable talking to school staff. 81% Staff feel safe at school. 86% Bullying is not a problem. 42%	Students from different cultural backgrounds become friends. 98% Students have friends at school. 96% Students respect the teachers and staff. 96% All staff are treated fairly. 92% All students are treated fairly. 82% Students get along with each other and respect their differences. 78% Students feel safe at school. 90% Students are comfortable talking to school staff. 84% Staff feel safe at school. 89% Bullying is not a problem. 45%

Metric/Indicator	Baseline	Expected Outcome
Annual Student Survey	I can do most things if I try. 85% I know when I am feeling overwhelmed. 79% I feel positive about my future. 79% I have a lot of strengths. 74% I am happy with who I am. 84% I can explain my feelings to others. 52% I can learn from my mistakes. 87% I feel confident in my ability to learn new things. 79% I can usually solve my problems. 75% I keep trying, even when things are hard. 78% I am a hard worker. 83% Challenging myself makes me smarter. 68% I can make the best out of a bad situation. 60%	I can do most things if I try. 88% I know when I am feeling overwhelmed. 82% I feel positive about my future. 82% I have a lot of strengths. 77% I am happy with who I am. 87% I can explain my feelings to others. 55% I can learn from my mistakes. 90% I feel confident in my ability to learn new things. 82% I can usually solve my problems. 78% I keep trying, even when things are hard. 81% I am a hard worker. 87% Challenging myself makes me smarter. 71% I can make the best out of a bad situation. 63%
Annual Attendance Reports	2022-23 Average Attendance Outcome Kindergarten: 90.81% 1st-3rd Grade: 92.49% 4th-5th Grade: 92.74%	2023-24 Average Attendance Expected Outcome: Kindergarten: 97% 1st-3rd Grade: 97% 4th-5th Grade: 97%
Discipline	Total number of Suspensions 22/23: .4% Average referrals per day per SWIS Suite: 1.7 a day Average major referrals per day per SWIS Suite: <1 a day	Total number of Suspensions 23-24: 2 Average referrals per day per SWIS Suite: 1.3 a day Average major referrals per day per SWIS Suite: <1 a day

Planned Strategies/Activities

Strategy/Activity 1

Continued Implementation and review of PBIS

Actions include:

- Collection of discipline data and input of data into SWIS or documentation process.
- Continued implementation of Tier I strategies school-wide and in classrooms.
- Prize Incentives, Bucky Badges, Kindness Awards, Monthly Book Pull

Students to be Served by this Strategy/Activity

All Barrett Ranch Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

Barrett Ranch Staff

Proposed Expenditures for this Strategy/Activity

Amount	2300
Source	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for PBIS PD/Meeting days.
Amount	2000
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Materials for PBIS posters, activities, assemblies.
Amount	5000
Source	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PBIS Extra Duty: PBIS Lead, SWIS Data Collection, Coordinate CICO students.

Strategy/Activity 2

Equity and a positive school culture will be promoted by:
Culturally relevant and responsive literature in classroom libraries.
Kindness Ambassador recognition and pizza lunches.
Attendance Celebrations: dance parties, pizza lunches, popcorn parties

Students to be Served by this Strategy/Activity

All Barrett Ranch Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

Barrett Ranch Staff

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Recognition awards, supplies, and recognition lunches.
Amount	2000
Source	Supplemental Grant
Budget Reference	4000-4999: Books And Supplies
Description	Culturally relevant, SEL school-wide books monthly additions to classroom libraries.
Amount	5000
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Culturally relevant, SEL school-wide books monthly additions to classroom libraries.
Amount	3000
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Incentives for weekly character awards, PBIS rewards.

Strategy/Activity 3

An Intervention Team, comprised of the principal, resource teacher, Title I teacher, EL specialist, speech therapist, School Psychologist, and counselor will meet with grade level teams every week to discuss student interventions. This includes students who need social and emotional support.

Students to be Served by this Strategy/Activity

All Barrett Ranch Students as Needed

Timeline

8/9/23-6/4/24

Person(s) Responsible

Principal, Special Ed Teacher, Title I Teacher, EL Teacher, Speech Therapist, School Psychologist, Counselor, Grade Level Teams

Proposed Expenditures for this Strategy/Activity

Amount	400

Source	Title 1
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	SWIS suite database.
Amount	5000
Source	Title 1
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	PBIS structures - signs. posters, banners, Matrix

Strategy/Activity 4

Social-Emotional needs of our student and family community will be addressed at the site with tiered support and services.

School-wide Strategies:
Counselor will work with students, teachers, and families to address emotional and behavioral needs - provide Tier III behavioral support.
Counselor and Principal will have quarterly Coffee meetings open to families and discuss items to support student social emotional needs.
Counselor to host Lunch Bunch to support SEL needs of students.
Calming tools for Calming Corners in classrooms.

Students to be Served by this Strategy/Activity

All Barrett Ranch Students as Needed

Timeline

8/9/23-6/4/24

Person(s) Responsible

Intervention Team, Counselor

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title 1
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Materials and supplies for Coffee with the Counselor, translation of flyers, parent/school connection events
Amount	700
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Calming tools and fidgets for student use in classrooms.
Amount	2500

Source	Title 1
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Calming Corner needs in classrooms

Strategy/Activity 5

Continue PBIS implementation of wrap around/CICO (Check in-Check out system) for students who need support in monitoring their behavior throughout the day.

Students to be Served by this Strategy/Activity

All Barrett Ranch Students as Needed and Identified by Data

Timeline

8/9/23-6/4/24

Person(s) Responsible

PBIS Team, Barrett Ranch Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Incentives for student CICO goals.

Amount	1500
Source	Title 1
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	SEL Professional development, PBIS conference for Counselor

Strategy/Activity 6

In order to cultivate a positive bridge between home and school:
Staff will communicate with parents regularly.
Translators available at meetings and conferences.
Messaging regarding attendance in weekly newsletters.

Students to be Served by this Strategy/Activity

All Barrett Ranch Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

All Teaching Staff

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	Title 1
Budget Reference	5900: Communications
Description	Printing and postage for communications and print translation.
Amount	500
Source	Title 1
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translators for Meetings (ELAC), and parent teacher confrerences.

Strategy/Activity 7

Staff will participate in professional learning opportunities for Aperture, Mental Health, Zones of Regulation, and Restorative Practices.

Students to be Served by this Strategy/Activity

All Barrett Ranch Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

Barrett Ranch Staff

Proposed Expenditures for this Strategy/Activity

Description	Consultants for staff professional development on socio-emotional practices.
Amount	1000
Source	Lottery: Inst. Materials
Budget Reference	4000-4999: Books And Supplies
Description	Zones of regulation, Socio-Emotional Learning materials and literature for classrooms.

Strategy/Activity 8

Continue Little Spot Curriculum Implementation to help students learn how to express their feelings.

Students to be Served by this Strategy/Activity

All Barrett Ranch Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

Counselor & Barrett Ranch Staff

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Little Spot materials and curriculum and materials for classrooms

Strategy/Activity 9

Wellness Together therapist will work with a caseload of 8-10 students and families per session/3 rotations a year.

Students to be Served by this Strategy/Activity

Barrett Ranch Students Identified by Administration & Intervention Team

Timeline

8/9/23-6/4/24

Person(s) Responsible

Barrett Ranch Staff, Wellness Together

Proposed Expenditures for this Strategy/Activity

Description	Contracted services shared with District.
Description	Wellness Together Family therapy resources and site based supports.

Strategy/Activity 10

Calming Corral will be equipped to provide a social-emotional therapy space for our support specialists and student social-emotional needs.

Students to be Served by this Strategy/Activity

All Barrett Ranch Students as Needed

Timeline

8/9/23-6/4/24

Person(s) Responsible

Barrett Ranch Staff

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	Title 1
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Calming tools, books, and resources for students.

Strategy/Activity 11

School Safety: Barrett Ranch staff will continue to practice lock-downs and site-specific safety drills, including closed campus protocols.

Continue to increase number of campus signs, lines painted to identify site parameters, safety vests to increase safety, and DREP recommendations.

Students to be Served by this Strategy/Activity

All Barrett Ranch Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

Administration and Barrett Ranch Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Site Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Walkie Talkies, Safety signs, Emergency protocol supplies.
Amount	1000
Source	Site Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra hours of campus supervision on rainy days and high need days.

Strategy/Activity 12

Social-emotional and character development through character presentations, and other assemblies.

Students to be Served by this Strategy/Activity

All Barrett Ranch Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

Barrett Ranch Staff and Site Administration

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Supplemental Grant
Budget Reference	4000-4999: Books And Supplies

Description	Supplies for PBIS Assemblies
Amount	6000
Source	Title 1
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Growth mindset, SEL assemblies.

Strategy/Activity 13

Coats and Shoe Closet for Homeless/Foster youth

Students to be Served by this Strategy/Activity

Homeless/Foster youth

Timeline

8/9/23-6/4/24

Person(s) Responsible

Site Administration and Counselor

Proposed Expenditures for this Strategy/Activity

Amount	200
Source	Title 1
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Coats and shoes for students with need.

Strategy/Activity 14

Parents of students will be active participants in their student's learning and within the Barrett Ranch Community.
School wide strategies:
Parent volunteers are welcomed to assist teachers and students inside and outside of the classroom.
Opportunities for parental engagement throughout the year through participation in the School Site Council, PTA, Art Docent program, Coffee with the Counselor monthly meetings, ELAC meetings, Adult Education classes, and multiple family events throughout the school year.
Weekly newsletter communication.
Translation of newsletters and flyers.
Weekly early learning Storytime for community children/families hosted by Administration and EL teacher to build comfortability with school and staff within the greater community.

Students to be Served by this Strategy/Activity

All Barrett Ranch students and families.

Timeline

8/9/23-6/4/24

Person(s) Responsible

Staff and Parents

Proposed Expenditures for this Strategy/Activity

Description	Costs covered in previous strategies.
Amount	500
Source	Title 1
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for weekly family Storytime.

Strategy/Activity 15

Campus supervisors attend active supervision training hosted by Placer County PBIS and all safety meetings/trainings provided by DPREP.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/23-6/4/24

Person(s) Responsible

Administration and Campus Supervisor staff

Proposed Expenditures for this Strategy/Activity

Amount	472
Source	Title 1
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra hours of training and for staff meeting attendance.

Strategy/Activity 16

Develop student leadership and capacity in peer social skills and collaborative problem solving through Peace Makers program.

Students to be Served by this Strategy/Activity

All Students, Identified student "Peace Makers"

Timeline

8/9/23-6/4/24

Person(s) Responsible

Counselor

Proposed Expenditures for this Strategy/Activity

Amount	200
Source	Title 1

Budget Reference	4000-4999: Books And Supplies
Description	Supplies for Peace Makers including clipboards, vests, signs, etc.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	182,059.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	207,202.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title 1	182059	0.00
Supplemental Grant	15203	0.00
Site Allocation	1500	0.00
Lottery	2000	0.00
Lottery: Inst. Materials	2500	0.00
ESSER III	3940	0.00

Expenditures by Funding Source

Funding Source	Amount
ESSER III	3,940.00
Lottery	2,000.00
Lottery: Inst. Materials	2,500.00
Site Allocation	1,500.00
Supplemental Grant	15,203.00
Title 1	182,059.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	5,500.00
1000-1999: Certificated Personnel Salaries	95,043.00
2000-2999: Classified Personnel Salaries	39,572.00
4000-4999: Books And Supplies	41,979.00
5000-5999: Services And Other Operating Expenditures	10,108.00
5800: Professional/Consulting Services And Operating Expenditures	13,500.00
5900: Communications	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	ESSER III	3,940.00
5000-5999: Services And Other Operating Expenditures	Lottery	2,000.00
4000-4999: Books And Supplies	Lottery: Inst. Materials	1,000.00
5000-5999: Services And Other Operating Expenditures	Lottery: Inst. Materials	1,500.00
2000-2999: Classified Personnel Salaries	Site Allocation	1,000.00
5000-5999: Services And Other Operating Expenditures	Site Allocation	500.00
2000-2999: Classified Personnel Salaries	Supplemental Grant	5,000.00
4000-4999: Books And Supplies	Supplemental Grant	10,203.00
0001-0999: Unrestricted: Locally Defined	Title 1	5,500.00
1000-1999: Certificated Personnel Salaries	Title 1	91,103.00
2000-2999: Classified Personnel Salaries	Title 1	33,572.00
4000-4999: Books And Supplies	Title 1	30,776.00
5000-5999: Services And Other Operating Expenditures	Title 1	6,108.00
5800: Professional/Consulting Services And Operating Expenditures	Title 1	13,500.00
5900: Communications	Title 1	1,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Cheri Coulter	Principal
Ludmila Karkov	Parent or Community Member
Nicole Andrews	Other School Staff
Caroline McLean	Classroom Teacher
Janet McGrath	Other School Staff
Renae Schieckoff	Parent or Community Member
Nicole Cyprian	Parent or Community Member
Dalia Vargas	Parent or Community Member
Sara Haviland	Classroom Teacher
Brenden Cyprian	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 7, 2023.

Attested:

	Principal, Cheri Coulter on 11/7/23
	SSC Chairperson, Renae Schieckoff on 11/7/2023

Barrett Ranch Elementary School District and State Assessments

Grade Level Assessments

	2020-21 Baseline		2021-22		2022-23	
Kindergarten	**Site**	**District**	**Site**	**District**	**Site**	**District**
EOY Number ID (K.CC.3)	100%	97%	96%	92%	89%	94%
EOY Addition (K.OA.1)	96%	97%	76%	96%	98%	97%
EOY Subtraction (K.OA.1)	96%	96%	65%	93%	100%	96%
EOY ELA Uppercase Letter ID (K.R.F1.D)	100%	98%	95%	86%	97%	98%
EOY ELA Lowercase Letter ID (K.R.F1.D)	100%	97%	95%	94%	96%	97%
EOY ELA Consonant Letter Sounds (K.R.F.3.B)	47%	90%	89%	88%	85%	93%
EOY ELA High Frequency Words (K.R.F.3.C)	96%	79%	83%	72%	71%	73%
Grade 1	**Site**	**District**	**Site**	**District**	**Site**	**District**
EOY Math Assessment	72%	78%	51%	75%	80%	83%
Running Record (RF 1.4)	95%	93%	78%	75%	77%	66%
DC Early Literacy Screener (RF 1.3)	84%	69%	71%	79%	54%	58%
Comprehension - Non Fiction (RI 1.1, RI 1.2, RI 1.10, FR 1.3)	70%	71%	66%	68%	49%	65%
Comprehension - Fiction (RL 1.3, RF 1.3)	75%	82%	68%	73%	58%	65%

Barrett Ranch Elementary School District and State Assessments

Grade 2	Site	District	Site	District	Site	District
EOY Math Assessment	80%	63%	47%	65%	58	72
Language Arts EOY Comprehension Summative (RI 2.1, RL 2.2, RL 2.9)	78%	82%	73%	81%	58	82
Language Arts EOY Comprehension Summative (RI 2.1)	40%	39%	16%	31%	77	47
Grade 3	**Site**	**District**	**Site**	**District**	**Site**	**District**
EOY Math Assessment	32%	38%	75%	70%	75%	73%
Language Arts EOU Comprehension Summative (RI 3.2, RL 3.3, RI 3.9, RL 3.9)	32%	42%	36%	43%	36%	38%
Grade 4	**Site**	**District**	**Site**	**District**	**Site**	**District**
EOY Math Assessment	22%	28%	72%	67%	49%	72%
Language Arts: Comprehension Summative (RI 4.1, RI 4.2, RL 4.1, RL 4.2, RL 4.6)	17%	24%	30%	39%	34%	47%
Grade 5	**Site**	**District**	**Site**	**District**	**Site**	**District**
EOY Math Assessment	8%	20%	37%	55%	35%	48%
Language Arts: Comprehension Summative (RI 5.1, RI 5.5, RI 5.9, RW 5.9)	41%	52%	54%	66%	38%	51%

Summary:

All students in grades K-5 at Barrett Ranch School were administered the End-of-Year Grade Level DCJESD Assessments at the conclusion of the 2022-23 school year. This data provides information on Barrett Ranch's student's proficiency levels as compared to their peers within DCJESD. These scores will be used to compare/analyze scores at the site and district level over a three year period.

It is noted that these initial 2022-23 scores reflect a school year where we were in ATSI for ELA and Chronic Absenteeism. This data continues to serve as a baseline indicator to determine the focus for growth in subsequent years.

Barrett Ranch Elementary School District and State Assessments

Kindergarten: (updated)

- *Subtraction (100%) baseline data is 4% above that of the district percentile (94%). Addition is also above district percentiles. Number ID (89%) is below the district percentile (94%) and should be a focused area of growth.*
- *ELA areas are all below the district percentiles. Uppercase and lowercase ID are very close to the district with just 1% difference. ELA Consonant Letter Sounds is at 85% compared to 93% district wide and should be a focused area of growth.*

1st Grade: (updated)

- *With 11% percentage points about the district percentile, Running Record was a strength of the First grade in the 22-23 school year.*
- *Early Literacy screener percentile (54%) is a minimal 4% behind the district (58%).*
- *End Of Year Math Assessment (80%) is a minimal below that of the district percentile (84%, but grew 29% from 21/22, which is a huge jump.*

2nd Grade: (updated)

- *End Of Year Math Assessment (58%) is significantly below that of the district percentile (72%).*
- *Language Arts EOY Comprehension Summative percentiles by BR 2nd graders for Language is below the district average (82%, 58%)*
- *Language Arts EOY Comprehension by BR 2nd graders for Informationa is above the district average (47 %, 77%).*

3rd Grade: (updated)

- *Students in 3rd grade showed growth in Math assessment. With 75% of students proficient. A 2% increase above the district 73%.*
- *The 3rd grade Language Arts EOU Comprehension Summative was the greatest area of need with a 36% compared to that of 38% average in the district.*

4th Grade: (updated)

- *Overall proficiency demonstrated in the Fourth grade ELA and Math are low compared to the district. both the site and district level.*
- *End Of Year Math Assessment (49%) is significantly below that of the district percentile (72%).*

5th Grade: (updated)

- *Overall proficiency demonstrated in the Fifth grade ELA and Math are low at both the site and district level.*
- *EOY Math assessment was the greatest area of need with 38% proficient compared to 51% in the district.*

Barrett Ranch Elementary School District and State Assessments

Smarter Balanced CAASPP Performance Assessments

	2020-21 Baseline		2021-22		2022-23	
Grade 3	**Site**	**District**	**Site**	**District**	**Site**	**District**
Math % Met Achievement Standard	**41%**	**53%**	**43.66**	**55.99**	**50%**	**58**
ELA % Met Achievement Standard	**41%**	**51%**	**50.0**	**53.24**	**55%**	**52**
Grade 4	**Site**	**District**	**Site**	**District**	**Site**	**District**
Math % Met Achievement Standard	**44%**	**52%**	**42.85**	**48.68**	**36%**	**54**
ELA % Met Achievement Standard	**35%**	**53%**	**46.75**	**53.68**	**38%**	**52**
Grade 5	**Site**	**District**	**Site**	**District**	**Site**	**District**
Math % Met Achievement Standard	**24%**	**42%**	**35.23**	**45.92**	**39%**	**47**
ELA % Met Achievement Standard	**44%**	**59%**	**50.0**	**60.70**	**55%**	**56**

Summary:
This data provides information on Barrett Ranch's student's proficiency levels on The Smarter Balanced Assessment as compared to their peers within the state of California. All students in grades 3-5 at Barrett Ranch School were administered the Smarter Balanced CAASPP Performance Assessments at the conclusion of the 2022-2023 school year. These scores will be used to compare/analyze scores at the site and district level over a three year period.

3rd Grade: (updated)

- *Students in 3rd grade showed consistent proficiency growth in both ELA and Math assessments. In Math they improved from 43.66% to 50%. In ELA, they improved from 50% to 55%.*
- *A continued focus on SMART goal/data driven PLC practices and intensive targeted intervention opportunities will coninute to help in this growth.*

4th Grade: (updated)

Barrett Ranch Elementary School District and State Assessments

- *Performance on the ELA portion revealed BR 4th graders a drop in proficiency from 42.85% to 36%. Performant on the Math portion reveral BR 4th graders a drop in proviicne from 46.75% to 38%.*
- *A continued focus on SMART goal/data driven PLC practices and intensive targeted intervention opportunities will coninute to help in growth.*

5th Grade: (updated)

- *As seen in the District Summative Assessment, Math scores for 5th grade are low. There is a growth in both ELA and Math. Math went from 35.23% to 39% profivience and ELA went from 50% to 55% profienct.*
- *A continued focus on SMART goal/data driven PLC practices and intensive targeted intervention opportunities will coninute to help in growth.*

**Results for the 2022-23 survey represent forty-five (45) Barrett Ranch parents who responded with input. Conclusions drawn from a small sample size five percent (5%) should be interpreted with caution.*

Student Engagement

	2020-21		2021-22		2022-23	
Students...	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
cares about my/their school.	87%	86%	89%	88%	93%	88%
wants to do well in school.	89%	93%	78%	100%	98%	96%
comes to class prepared.	89%	79%	89%	81%	95%	73%
likes going to school.	87%	86%	78%	94%	95%	92%

Summary:

Research shows that student engagement plays an essential role in the learning process. Engaged students experience greater satisfaction with school experiences, which benefits their academics, attendance, and overall lowers incidences of acting-out behaviors. Ninety-three (93%) percent of parents and eighty-eight percent (88%) of staff report that students care about their school. That is a four (4%) percent increase over the past two years. There is also a high increase in the students who want to do well in school, seventy-eight (78%) in 21/22 and in 22/23, that went up to ninety-eight (98%). There was also an increase in students liking going to school from seventy-eight (78%) to ninety-five (95%) percent. The increase could be that the focus on PBIS strategies and Restorative Practices have increased the sense of community and positive culture at Barrett Ranch.

***Results for the 2022-23 survey represent forty-five (45) Barrett Ranch parents who responded with input. Conclusions drawn from a small sample size five percent (5%) should be interpreted with caution.*

Barrett Ranch Elementary School Parent/Staff/Student Survey 2022-2023

Learning Environment

	2020-21		2021-22		2022-23	
My [child's] school....	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
is clean.	93%	100%	100%	100%	95%	96%
maintains its resources well.	85%	100%	89%	100%	86%	89%
has facilities with up-to-date technology.	94%	94%	100%	89%	86%	74%
want(s) students to succeed.	83%	93%	89%	100%	88%	100%
provide(s) a well-rounded curriculum.	91%	93%	89%	100%	83%	96%
offer(s) challenging classes.	81%	93%	56%	88%	71%	88%
focus(es) on students' character.	77%	93%	78%	94%	83%	100%

Summary:

It is imperative for a school's learning environment to be safe, positive, have a warm climate and inclusive culture. It is also important to teach to the "whole child" and provide learning opportunities that will support and challenge them. The feedback shows that most staff perceive the district learning environment to be positive. All of the staff say that district schools want students to succeed and schools provide a well-rounded curriculum. One hundred percent (100%) of staff say that the school want(s) students to succeed and 88 % of parents feel the same. Additionally, 83% of parents and 96% of staff responded that the school provides a well-rounded curriculum. This feedback continues to inform schools that addressing the needs of all students must be a priority. Specifically, when looking at the school offering challenging classes, those responses were lower than in other years. This continues to reiterate the vital work we do in PLC with differentiation. While one of the four essential questions in PLCs is what do we do for students who have already mastered a standard, it is a discussion that we need to continue to put focus on as a staff.

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Barrett Ranch Elementary School Parent/Staff/Student Survey 2022-2023

Expectations

	2020-21		2021-22		2022-23	
My [child's] school....	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
encourage(s) students to participate in extracurricular activities (e.g., clubs, sports teams.			33%	20%	50%	64%
set(s) high expectations for student achievement.	80%	93%	78%	100%	81%	100%
success in college or a career.	69%	93%	44%	81%	61%	79%
encourage(s) a healthy lifestyle.	89%	79%	67%	93%	86%	80%

Summary:

One consistent finding of academic research is that high expectations are the most reliable driver of high student achievement, even in students who do not have a history of successful achievement. It is imperative that we, as a district, continue to encourage and provide opportunities which develop high expectations, both in and out of school. Overall, both parents (81%) and staff (100%) indicated that Barrett Ranch "sets high expectations for student achievement." In 2022-23 there was a significant discrepancy of 18% between parents and staff in regards to the expectation of "success in college or a career". This perspective will be a continued intentional discussion and communication to families. As we are intentional in our message to Broncos in aspiring to be leaders.

***Results for the 2022-23 survey represent forty-five (45) Barrett Ranch parents who responded with input. Conclusions drawn from a small sample size five percent (5%) should be interpreted with caution.*

Student Support

	2020-21		2021-22		2022-23	
My [child's] school....	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
I understand what types of academic support are available to students.	78%	93%	78%	100%	59%	100%
Students receive the resources and support they need.	80%	79%	67%	100%	71%	80%
I understand what types of social-emotional support are available to students.	75%	93%	67%	100%	71%	96%

Summary:

Supporting all students, both academically and social-emotionally, is a top priority in our district. We achieve this through our Multi-Tiered Systems of Support (MTSS model). In looking at the data, two areas continue to have wide discrepancies between the parent and staff results: "I understand what types of academic support are available to students." shows a significant decrease and "I understand what types of social-emotional support are available to students" showed a slight increase, but is still very low. The findings are most likely due to how we have intentionally been addressing the communication barriers with our EL population and all stakeholders being informed of the support available. Often, what parents are not aware of are services their child may not participate in based on need.

***Results for the 2022-23 survey represent forty-five (45) Barrett Ranch parents who responded with input. Conclusions drawn from a small sample size five percent (5%) should be interpreted with caution.*

Student Support

	2020-21		2021-22		2022-23	
Teachers and staff at district schools....	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
use technology to teach.	90%	100%	89%	100%	81%	100%
try to make class interesting.	88%	100%	100%	100%	94%	100%
encourage collaboration among students.	86%	86%	100%	100%	91%	100%
encourage critical thinking.	88%	93%	89%	100%	88%	100%
listen to students.	85%	100%	78%	100%	83%	100%
encourage students on a regular basis.	88%	100%	100%	100%	92%	100%
help my child when he/she doesn't understand something.	83%		89%		81%	
nurture creativity.	89%	100%	100%	100%	91%	96%

Summary:

Educators value and recognize that students need to be taught "21st-century skills' ' in order to thrive in today's world. Teachers and staff at district schools use a variety of tools and techniques to support students in the classroom as reported by staff. The parent survey results show 91% of teachers and staff at district schools encourage collaboration among students." Additionally, both teachers (100%) and parents (94%) responded positively that teachers and staff at district schools "try to make class interesting" and "encourage students on a regular basis". As we are back at school in a normal capacity, parents will be more aware of the staff and district efforts to encourage and facilitate these life-long learning experiences.

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Barrett Ranch Elementary School Parent/Staff/Student Survey 2022-2023

Social Climate

	2020-21		2021-22		2022-23	
My [child's] school...	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
school rules are fair.	88%	94%	89%	100%	88%	100%
students from different cultural backgrounds become friends.	89%	100%	67%	100%	95%	96%
students have friends at school.	92%	89%	75%	100%	93%	96%
students respect the teachers and staff.	93%	67%	89%	74%	93%	67%
all staff are treated fairly.	70%	83%	67%	95%	89%	96%
all students are treated fairly.	80%	94%	67%	100%	79%	100%
students get along with each other and respect their differences.	84%	82%	78%	84%	75%	89%
students feel safe at school.	79%	89%	88%	100%	87%	93%
students are comfortable talking to school staff.	86%	89%	89%	94%	81%	96%
staff feel safe at school.	79%	89%	78%	84%	86%	89%
bullying is not a problem. *Q Changed for 20-21 to bullying is a problem.	*15%	*22%	22%	6%	42%	4%

Summary:

The highest percentages of agreement were recorded in categories that concerned safety and relationships. Ninety-three perfect (93%) of parents and ninety-six (96%) percent of staff said "students have friends at school." Eighty-seven (87%) of parents and 93% of staff responded that "students feel safe at school." Additionally, eighty-one (81%) of parents and ninety-six (96%) percent of staff responded that students are comfortable talking to school staff. This shows the positive impact of the work in PBIS, culturally relevant practices, and character traits on the school. However, discrepancies are significant overall in this subgroup. Items to continually analyze include: "students respecting teachers and staff" (67% staff to 93% parents), "students get along with each other and respect their differences" (89% staff to 75% parents). This data requires us to continue to have discussions and opportunities for students to process their conflicts. Hopefully through Restorative Circles, trauma informed practices, and tighter tiered procedures, these numbers will increase for the positive.

***Results for the 2022-23 survey represent forty-five (45) Barrett Ranch parents who responded with input. Conclusions drawn from a small sample size five percent (5%) should be interpreted with caution*

Stakeholder Engagement - Communication with Parents

	2020-21		2021-22		2022-23	
Please indicate how much you disagree or agree with the following statements.	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
The school keeps me well informed about events and activities	89%		88%		89%	
Teachers keep me well informed about my child's progress.	81%		100%		78%	

Summary:

There is clear evidence that the school keeps parents informed about events and activities as well as their child's progress. This is confirmed by the fact that our school bulletin is sent out every Friday. In addition, there is a monthly newsletter as well as PTA flyers. Teachers inform parents of student progress through progress reports, report cards, and Friday folders. Many teachers are utilizing Google Classroom, Seesaw or ClassDojo to communicate in real time with parents. As well as, Aeries and the DCJESD app to keep parents notified of student progress and grades.There is a drop in teachers informing parents of their child's progress, but this could be the result of the fact that last year only 9 parents filled out the survey.

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Stakeholder Engagement - Communication with Parents

	2020-21		2021-22		2022-23	
Are you able to communicate with teachers/staff when you need?	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
Yes	96%		100%		100%	
No	0%		0%		0%	
N/A/ I have not needed to communicate with teachers or staff	4%		0%		0%	

Summary:

This category indicates that a majority of parents (100%) feel that they are able to communicate with teachers and staff when needed. The continued increase of numbers in this area is vital to the continued effectiveness of bridging home and school communication.

*. **Results for the 2022-23 survey represent forty-five (45) Barrett Ranch parents who responded with input. Conclusions drawn from a small sample size five percent (5%) should be interpreted with caution*

Stakeholder Engagement - Communication with Parents

	2020-21		2021-22			
How do you receive most of your information about your child's school?	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
Electronic communications sent to me from my child's school			75%		81%	
School and/or District Newsletters	69%		38%		51%	
School and/or District website	44%		38%		43%	
Communications from my child's teacher			88%		62%	
Social Media	0%		6%		14%	
Employees of the district	3%		2%		3%	
Other	3%		2%		3%	
None of the above	3%		2%		0%	

Summary:

This category confirms that most parents receive most of their school information from: electronic communications, newsletters, websites, and communications from teachers. Fourteen percent (14%) of parents report that they get communications from social media. This indicates that we have been using Instagram and Parent Square recently and need to inform parents of this communication option and consider it more in our communication efforts.

*. **Results for the 2022-23 survey represent forty-five (45) Barrett Ranch parents who responded with input. Conclusions drawn from a small sample size five percent (5%) should be interpreted with caution*

Stakeholder Engagement - Communication with Parents

	2020-21		2021-22		2022-23	
How would you prefer your child's school to provide information to you? (Select all that apply)	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
Emails	96%		75%		92%	
Text messages	52%		50%		57%	
School and/or District Newsletters	33%		13%		49%	
School and/or District website	15%		15%		24%	
Social media	6%		6%		8%	
Mail/letters	22%		25%		19%	
Phone calls	19%		50%		16%	
School or district meetings	0%		15%		8%	
Other	0%		4%		5%	

Summary:

These survey results align with the previous category as parent preferences vary and email, phone calls, and text messages are the preferred methods of communications from the school. It is worth considering the impact that social media could be used as a tool of communication if it were used regularly and consistently.

*. **Results for the 2022-23 survey represent forty-five (45) Barrett Ranch parents who responded with input. Conclusions drawn from a small sample size five percent (5%) should be interpreted with caution*

Parent Involvement

	2020-21		2021-22		2022-23	
My [child's] school...	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
effectively communicate(s) with parents regarding their child's progress.	85%	100%	100%	88%	78%	100%
encourage(s) parental involvement.	80%	79%	100%	81%	78%	92%
encourage(s) involvement from community members and organizations.		79%		80%		74%
has/have parents who are highly involved.	67%	23%	89%	23%	76%	8%

Summary:

The biggest discrepancy between the staff and parent survey feedback was the statement that district schools have parents who are highly involved. While only 8% of staff report that parents are highly involved, 76% of parents report that district schools "have highly involved parents." Involvement during the 22-23 school year was limited, and these numbers validate that disconnect.

Staff and parents are aligned in their perception that district schools "encourage(s) parental involvement", (78% parents, 92% staff agree) and district schools "effectively communicate with parents regarding their child's progress" (78% parents, 100% staff agree). The disconnect in these numbers may be attributed to how the question is interpreted: involved on campus or involved in my child's education. Overall, parent responses showed a significant decrease in parental involvement.

*. **Results for the 2022-23 survey represent forty-five (45) Barrett Ranch parents who responded with input. Conclusions drawn from a small sample size five percent (5%) should be interpreted with caution*

Parental Involvement

	2020-21		2021-22		2022-23	
Which parent or community activity(ies) have you participated in this year?	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
Back to school night or open house			63%		65%	
School or class event, such as a play, sports event, or award assemblies			64%		49%	
Parent-teacher conference with child's teacher			50%		73%	
Volunteering at my child's school			37%		19%	
Family/Parent Events			43%		22%	
Parent Teacher Association			25%		16%	
School committee or council such as Site Council or ELAC			13%		3%	
District committee or council such as DELAC, GATE or Health			5%		3%	
Other			10%		5%	
None of the above			25%		11%	

Summary:

There is a slight increase in the number of the parents who responded (73%) they have participated in parent-teacher conferences. The next most popular forms of parent participation were attendance at Back to School and Open House Nights (65%) as well as school or class events (49%). While only nineteen percent (19%) of parents report that they volunteer at school, very few parents participate in committees such as the School Site Council (3%) or DELAC (3%). At Barrett Ranch we continue to strive to see these numbers increase with efforts in communication, translation, and community outreach.

*. **Results for the 2022-23 survey represent forty-five (45) Barrett Ranch parents who responded with input. Conclusions drawn from a small sample size five percent (5%) should be interpreted with caution*

Parental Involvement

	2020-21		2021-22		2022-23	
I feel that the school and/or district valued my participation or input in...	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
Parent-teacher conference with child's teacher			75%		89%	
School or class event, such as a play, sports event, or awards assemblies			92%		89%	
Back to school night or open house			50%		91%	
Family/Parent Events (Reading or Math Night, Love n Logic, Latino Family Literacy, Sami's Circus, etc.)			88%		75%	
Parent Teacher Association (PTA)			100%		67%	
School committee or council such as ELAC			100%		0%	
District committee or council such as DELAC, GATE, or Health			100%		0%	
Volunteering at my child's school			90%		100%	

Summary:

Parent feedback indicates that parents felt the most valued when they participated in parent-teacher conferences with their child's teachers (89%). School events elicit similar percentages of responses from school and class events (91%) to Back to School Night and (75%) participating in Family/Parent events. The lowest percentage of parent feedback on their participation being valued was (67%) participating in PTA. Most of these areas have shown an increase in parent participation which is refreshing to see. At a site level we continue to be intentional with distributing flyers/communication for events in different languages to better reach the families we serve, in addition to using the Language Line to make personal connections/invites.

*. **Results for the 2022-23 survey represent forty-five (45) Barrett Ranch parents who responded with input. Conclusions drawn from a small sample size five percent (5%) should be interpreted with caution.*

Parental Involvement

Barrett Ranch Elementary School Parent/Staff/Student Survey 2022-2023

	2020-21		2021-22		2022-23	
What would help parents become more involved in Dry Creek?	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
More information on how to support students at home	42%		39%		25%	
More information on involvement opportunities	28%		20%		13%	
More communication between school and parents	22%		37%		25%	
More participation opportunities at the school level	20%		22%		22%	
More events offered in the evening	33%		20%		13%	
More participation opportunities at the district level	11%		15%		15%	
More convenient locations for participation	4%		9%		9%	
More communication in our family's primary language	14%		0%		2%	
More events offered in the morning	4%		4%		4%	
Other	10%		4%		4%	
None of the above	19%		30%		50%	
Virtual Event (Ex. Zoom)			28%		25%	

Summary:

When asked about what could be done to encourage more involvement in Dry Creek, 25% of parents responded that it would be helpful to get more information on how to help their children at home. Thirteen percent (13%) of parents indicated that if they had more information on involvement opportunities, then they would be more active participants. In addition, 22% of parents indicated that more participation offered at the school level would be helpful in being more involved. As a staff, we will continue to communicate and offer more ways to provide parents opportunities to be involved as volunteers and participants in their children's classrooms. Overall these numbers show a mixed trend, which leaves the question, are families feeling there are more opportunities being offered and therefore less need? Or is there a lack of interest, based on the response of 50% "none of the above".

Parental Involvement

	2020-21		2021-22		2022-2023	
It is important to offer parents a chance to participate in engagement opportunities, such as...	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
Back to school night or open house.	98%		71%		97%	
School or class events, such as play, sports events, or award assembly.	90%		100%		92%	
Parent-teacher conferences with my child's teacher.	94%		100%		95%	
School committees or councils such as Site Council or ELAC.	80%		67%		83%	
Family/Parent events, such as Reading or Math Night, Love n Logic, etc.	84%		67%		83%	
District committees or councils such as DELAC, GATE or Health.	79%		100%		79%	
Volunteering at my child's school.	87%		100%		89%	
The Parent Teacher Association (PTA)	77%		83%		83%	
Virtual events.	78%		83%		83%	

Summary:

Parent feedback indicates that parents felt the most valued when they participated in school/class events (92%) and Parent-teacher conferences with my child's teacher (95%). This year we have been intentional with distributing flyers/communication for events in different languages to better reach the families we serve in addition to using the Language Line to make personal connections/invites.

. ***Results for the 2022-23 survey represent forty-five (45) Barrett Ranch parents who responded with input. Conclusions drawn from a small sample size five percent (5%) should be interpreted with caution*

Parental Involvement

Barrett Ranch Elementary School Parent/Staff/Student Survey 2022-2023

	2020-2021		2021-2022		2022-2023	
I feel that the school and/or district value(s) my participation or input in engagement opportunities.	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
Strongly Agree/Agree	77%		83%		82%	

Summary:

Parent feedback indicates that parents agree/strongly agree that the school and/or district value(s) their participation or input in engagement opportunities (82%). It is positive to see that parents felt our desire for their engagement despite the barriers the year held.

*. **Results for the 2022-23 survey represent forty-five (45) Barrett Ranch parents who responded with input. Conclusions drawn from a small sample size five percent (5%) should be interpreted with caution*

Self-Awareness

	2020-21	2021-22	2022-23
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
I can do most things if I try.	87%	87%	85%
I know when I am feeling overwhelmed.	81%	74%	79%
I feel positive about my future.	76%	76%	79%
I have a lot of strengths.	80%	77%	74%
I am happy with who I am.	86%	81%	84%
I can explain my feelings to others.	41%	50%	52%

Summary:

Self-Awareness is imperative to a child's academic success, and social and emotional growth. This vital thinking skill promotes a child's ability to judge their own behavior and performance, as well as their ability to appropriately respond to diverse social situations. It is refreshing to see that 85% of students agree that "I can do most things if I try" and "I am happy with who I am" (84%). An area of focus is that only 52% of students agree "I can explain my feelings to others." This is a slight positive increase, but will remain a continued focus for social-emotional learning opportunities which cultivate self-awareness.

Growth Mindset

Barrett Ranch Elementary School Parent/Staff/Student Survey 2022-2023

	2020-21	2021-22	2022-23
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
I can learn from my mistakes.	90%	88%	87%
I feel confident in my ability to learn new things.	83%	86%	79%
I can usually solve my problems.	79%	77%	75%
I keep trying, even when things are hard.	83%	80%	78%
I am a hard worker.	86%	81%	83%
Challenging myself makes me smarter.	81%	74%	68%
I can make the best out of a bad situation.	63%	58%	60%
If I'm not good at something, I'd rather quit.	11%	8%	11%

Summary:

With a growth mindset, students are able to take on various challenges, and more importantly, learn from them. This increases both their abilities and achievement. Eleven percent (11%) of students responded "If I'm not good at something, I'd rather quit." This is a 3% *increase* from last year.

When students truly understand that they have the ability to get smarter, they apply an increasing amount of effort. The confidence that is shown in these percentages are affirming, as a staff we are dedicated to continue to see these numbers trend positively as we promote the confidence of our learners through a growth mindset. This is a continual focus for our staff and we continue to inspire students to be college-bound, lifelong learners.

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Self- Management

	2020-21	2021-22	2022-23
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
I know right from wrong.	81%	80%	80%
I have goals and plans for my future.	84%	90%	88%
I keep my promises.	80%	88%	89%
I follow the rules.	93%	85%	88%
I finish whatever I begin.	68%	65%	64%
I know how to handle stress.	53%	48%	49%

Summary:

It is refreshing to see 88% of our students agree with the statement that they "have goals and plans for my future." Our focus on college and career readiness targets just that, goals and future aspirations. In reference to rules, stamina, and knowing right from wrong, Barrett Ranch has put a stronger focus on PBIS (Positive Behavior Intervention Supports) in the educational culture. The goal of PBIS is to help to improve student, staff and community understanding of school expectations across the campus. Students reported insignificant percentages that they understood and used their own self-management, and know right from wrong (80%). With a slight decrease of students surveyed responding "I know how to handle stress" (49%) it is our hope that the continued implementation of ToolBox and Zones of Regulation will continue a positive trajectory.

Responsible Decision-Making

	2020-21	2021-22	2022-23
Within the past two weeks, how often have you...	**Student**	**Student**	**Student**
waited patiently in line?	79%	77%	81%
paid attention in class?	86%	84%	82%
waited for your turn to talk in class?	80%	75%	82%
told the truth even though it is hard?	67%	71%	67%
thought about what may happen before making a decision?	57%	60%	55%
calmed yourself down when upset?	64%	55%	57%

Summary:

The 2022-23 school year added a significant response with social-emotional Tiered supports. Restorative practices, ToolBox implementation, and reflective conversations will continue to strengthen our students to be thoughtful decision makers. With 55% of students responding that they "thought about what may happen before making a decision" it is important that as a staff we continue to model and demonstrate what this looks like.

The Barrett Ranch teachers focus on empathy, care, and kindness in their restorative conversations. Responsible decision making takes time to nurture. In our society it is often forgotten, even with adults. Equipping students with the skills to center themselves and respond with character in **all** situations is imperative to instill in the future leaders we are inspiring. The overall positive trends in data over the past few years continues to show the importances of SEL work and the BR staff modeling resilience and decision making skills.

Social Awareness

	2020-21	2021-22	2022-23
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
It is important to treat people with respect.	95%	97%	95%
I am happy for my friends when they do well in school.	97%	92%	96%
I accept others for who they are, even if they are different than me.	93%	93%	96%
I can tell when someone is upset.	80%	84%	85%
If someone is sad, I try to help him or her.	86%	85%	89%

Summary:

Having the ability to take the perspective of and empathize with others as well as to understand social and ethical norms for behavior are necessary tools used universally throughout life. The Barrett Ranch students placed a large emphasis on treating people with respect (95%). Students reported growth in being able to tell when someone is upset (85%) and in accepting others for who they are, even if they are different than me (96%). Despite a mix of increase and minimal decreases in the percentages within this category, social awareness efforts at BR can and should show a continued increase through the implementation of Restorative Practices and SEL lessons on considering the feelings of others.

Relationship Skills

	2020-21	2021-22	2022-23
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
I have friends at school.	89%	90%	95%
I feel comfortable working in a team with other students.	72%	71%	72%
I can talk easily with other kids in my grade.	70%	76%	77%
I feel like my peers leave me out of things.	42%	31%	31%

Summary:

Relationships and a sense of belonging are imperative to student's feeling comfortable and confident at school. It is positive to see that 95% of our students responded that they have 'friends at school' and 77% of students responded that they can talk easily with other kids in my grade. The school-wide focus on Restorative Practices and PBIS continues to support our school community with cultivating stronger relationships and strengthening communication peer to peer. This focus should continue to show a positive decrease in the "I feel like my peers leave me out of things" which showed a slight trend towards the positive from 42% to 31%.

Civic Mindset

	2020-21	2021-22	2022-23
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
I care about my community.	94%	91%	89%
I am knowledgeable about what is happening in the world.	78%	77%	81%
I read or talk about current events.	58%	59%	70%
I believe that I can make a difference in my community.	60%	65%	70%

Summary:

With 89% of students responding that they care about their community, it is refreshing. That care can continue to cultivate a proactive response for the 70% that believe "I can make a difference in my community." While a school's main priority is to educate students and provide them with the academic skills necessary to be successful in our society, it is equally important for schools to help produce good citizens of society. In other words, character is just as important as academics. Inspiring our students to do and be more is more imperative than ever.

Social Support

	2020-21	2021-22	2022-23
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
My teachers believe that I will be successful.	92%	87%	83%
I have at least one adult at school that I trust.	75%	71%	82%
I feel like I belong at school.	71%	69%	70%
Adults at school care about me.	84%	78%	84%
Adults at school listen when I have something to say.	78%	82%	76%
No one supports me when I need help.	10%	13%	0%
Adults at school support me when I need help			81%

Summary:

As a site, our SEL focus is grounded in cultivating trust and relationships. Eighty-three (83%) of students agree "My Teachers believe that I will be successful" is a nod to the dedication of our staff. There was also a huge increase, from seventy-one percent (71%) to eighty-two percent (82%), of students who responded that they "have an adult they can trust." Additionally, 0% of students responded that "No one supports me when I need help>" This again speaks to the intentionality of our staff to build trust and confidence with every student. As we continue to implement Restorative Practices and cultivate the "Broncos Care" community, it is our hope as a staff these numbers will reveal a continued increase of students feeling they belong and are cared for.

Emotional Well-being

	2020-21	2021-22	2022-23
Within the past two weeks, how many times have you….	**Student**	**Student**	**Student** ****Number of students reporting 0 times**
worried about school work?	26%	28%	37%
had trouble falling asleep?	26%	30%	48%
felt like not talking to anyone?	23%	26%	64%
felt sad?	22%	21%	49%
felt anxious?	17%	19%	50%
felt like you could not focus in school?	15%	21%	51%
felt lonely?	22%	19%	59%

Summary:

It is not a surprise to our staff that students come to school with struggles. This data reveals the extent of the pressure and hardships our students encounter and the daily learning barriers our Broncos deal with. Emotional well-being is a critical component to a student's overall health. We find at Barrett Ranch many of our students struggle with stamina when learning and overall attentiveness, and these numbers increase with every passing year. This data points to the importance of helping our students learn healthy habits for living as we continue to teach/model the social-emotional tools through ToolBox, Restorative practices, and other SEL resources.

Frequency of Bullying

	2020-21	2021-22	2022-23
Since the start of the school year, how often have you experienced the following:	**Student**	**Student**	**Student** ****Number of students reporting NEVER experiencing bullying**
I have been verbally bullied by students at school.	5%	13%	78%
I have been electronically bullied by students (e.g., text messages, email, social media).	4%	8%	91%
I have been physically bullied by students at school.	5%	9%	82%

Summary:

Bullying is unacceptable within any community. It is critical for schools to have clear and comprehensive prevention practices, as well as policies in place to address bullying and all forms of harassment. During the 2022-23 school year, a school-wide emphasis was placed on prevention, timely and consistent intervention, social-emotional supports (for both victims and bullies), and clear, appropriate discipline. We continue to strive to be a bully-free campus. It is the desire of all stakeholders at Barrett Ranch to see these numbers continue to decrease and become a Bully-free learning environment. More information and insights are shared in the follow up questions which overwhelmingly refer to these instances online, via text, or off campus.

Location of Bullying

	2020-21	2021-22	2022-23
Where in school have you been bullied?	**Student**	**Student**	**Student**
During recess or outside time.	69%	75%	77%
In a classroom.	21%	39%	28%
At the cafeteria.	21%	28%	23%
In hallways.	8%	5%	8%
In the locker room.	4%	1%	0%
In the bathroom.	19%	8%	8%
Online	29%	23%	17%
Other	29%	36%	21%

Summary:

This data reveals areas to focus efforts on as we continue our work towards being a bully-free learning community. The first appropriate response as a site would be to continue to develop and analyze our PBIS and expectation practices. It is a priority to have a safe and orderly campus community. This includes evaluating our proactive and reactive practices. Unstructured times are a constant area of growth for all schools. Here at Barrett Ranch we continue to look at our active supervision practices and being proactive about responding to reports of Bullying. It is also important to consider we do not have hallways or locker rooms on campus, so interpretation and validity of all responses also must be kept in mind. Student responses also mentioned parks, sports teams, and housing communities.

School Environment

	2020-21	2021-22	2022-23
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
I am proud to be part of my school.	84%	82%	83%
My school is a safe place.	70%	69%	74%
School activities are interesting.	78%	79%	74%
I have a say in school decisions that affect me (e.g., class activities, lessons, school rules).	34%	53%	56%
Students at my school are motivated to learn.	69%	65%	57%

Summary:

Research shows that student engagement plays an essential role in the learning process and the culture of a school community. This data sets trends towards both positive and negative trajectories, but mostly consistent with prior years. These responses are definitely something for our teachers and staff to reflect on and look at practices that might be contributing to these feelings expressed by our students.

Engaged students experience greater satisfaction with school experiences, which benefits of academics, attendance, and overall lowers incidences of acting-out behaviors. Students need to feel part and contribute to the school environment. This promotes safety and interest. The more students feel connected to the school community, the more positive outcomes we will see within our school community. Barrett Ranch will continue to work on this subcategory as we strive to motivate our learners to lead and care.

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

Barrett Ranch School Site Council
2023-2024 Planning Calendar*
**Agenda items subject to change*

September 7, 2023
Purpose of School Site Council
Site Council Elections
Elect Officers
Review By-Laws
Uniform Complaint Annual Notification
Parent Involvement Policy
Review Year Planner

October 12, 2023
SPSA Introduction
Review School Goals & Actions
Review State Test Scores
Review School Collective Agreement
Survey Sheet and Scores

November 7, 2023
Approve SPSA

January 11, 2024
Dashboard review
Review and Approve school Safety Plan and Goals

February 8, 20234
LCAP Review
Dashboard Analysis

March 7, 2024
Local Indicator 3 Parent Rubrics

April 11, 2024
Co-Curricular Program Review

May 9, 2024
Review Survey Data
Parent Rubrics

Other topics:
- Differentiated Assistance

Barrett Ranch Elementary School
SCHOOL SITE COUNCIL BY-LAWS

ARTICLE I: Name of Committee

The name of this committee will be the Barrett Ranch Elementary School Site Council.

ARTICLE II: Objectives

The objective of the School Site Council (SSC) shall be to assist the school in creating a school improvement program as identified in AB65. The School Site Council shall be advisory in nature, and these by-laws shall in no way be construed as giving the School Site Council a veto over project or program activities. The principle functions are advisory in nature and to review the School Improvement Plan, to review its implementation, to assess periodically the effectiveness of the program, to approve the school improvement budget, and to recommend modification of the plan to reflect changing needs and priorities. Final decision making authority rests with the administration and the Board of Trustees.

ARTICLE III: Membership

Section 1. School Site Council
The Council shall be composed of the principal and representatives of teachers elected by teachers at the school, other school personnel elected by other school personnel at the school, and parents of pupils attending the school elected by such parents. In addition, community members may serve on the Council if elected by the parents of the school. The Council shall be constituted to ensure parity between the principal, classroom teachers (3) and other school personnel (classified) and parents (5) or other community members selected by parents. The classroom teachers shall comprise the majority of those persons representing school staff. Council members representing parents or other community members may be employees of the school district as long as they are not employees at this school.

Section 2. Responsibilities and Rights
All Council members shall enjoy the full rights and obligations of membership. Each Council member shall be entitled to one vote and may cast that vote on each matter submitted to the Council. Voting by proxy or absentee ballots is not permitted.

Section 3. Termination of Membership
A. Members shall no longer hold membership who cease to meet the requirement of the position for which they were elected. Membership may be terminated for any member who is absent from all regular and special meetings for a period of three consecutive months. The Council, by affirmative vote of two-thirds of all of the members of the Council, may recommend termination of membership.

Section 4. Term of Office
All members of the Council shall serve for a two-year term. The term of appointment will be concurrent with the school year

Section 5. Resignation
Any member may resign by filing a written resignation with the Council chairperson or school administrator.

Section 6. Vacancy
Any vacancy on the Council shall be filled for the remainder of the unexpired term. The chairperson shall appoint to fill the vacancy.

ARTICLE IV: Officers

Section 1.
The officers of the School Site Council shall be a chairperson, vice-chairperson, a recording secretary.

Section 2. Election and Term of Office
The chairperson, vice-chairperson, and secretary of the School Site Council shall be elected annually by the newly-formed Council at their first meeting each school year.

Section 3. Chairperson
The chairperson must be a community member within the school district boundaries other than an employee of the school district. The chairperson, in cooperation with the principal, shall prepare an agenda for each council meeting. He/she shall preside at all meetings of the School Site Council and, in addition, he/she will perform all duties incident to the office of chairperson and such other duties as may be prescribed by the School Site Council from time to time.

Section 4. Vice-Chairperson
The duties of the vice-chairperson shall be to represent the chairperson in event of her/his absence. He/she must be a community member other than an employee of the school district.

Section 5. Recording Secretary
The recording secretary shall keep the minutes of the meetings both regular and special of the School Site Council and shall transmit true and correct copies of the minutes to each of the members, to the principal and to such other persons as the committee may deem appropriate. The recording secretary shall see that all notices are duly given in accordance with the provisions of these by-laws; be custodian of the Council's records: keep a register of the address and telephone number of each member of the Council and, in general, perform all duties related to the office of the recording secretary and such other duties as from time to time may be assigned to the office by the chairperson. Official minutes will be kept in the school office.

ARTICLE V: Standing and Special Committees

Section 1. Creation and Abolition of Standing and Special Committees
The School Site Council may from time to time create and abolish such standing or special committees as it may desire. Members for such committees may be drawn from the community and will include a member from the Council. No standing or special committee may exercise the authority of the School Site Council.

Section 2. Membership
Unless otherwise determined by the School Site Council in its decision to establish a committee, the chairperson of the School Site Council shall appoint members to the various committees with approval of School Site Council.

Section 3. Term of Office
Each member of a committee shall continue as such for the term of his appointment and until his successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

ARTICLE VI: Meetings of School Site Council

Section 1. Regular Meetings
The School Site Council shall, if possible, meet regularly once each month while school is in regular session; the principal must be in attendance at all meetings. Meetings will follow the format set forth in Roberts' Rules of Order.

Section 2. Special Meetings
Special meetings may be called by the chairperson or by majority vote of the School Site Council.

Section 3. Place of Meetings
The School Site Council shall hold its regular meetings and its special meetings in a facility provided by the school.

Section 4. Notice of Meetings
At the first meeting of the year, a calendar of meetings shall be established, publicized, and placed on the agenda. All required notices shall be delivered to the SSC and committee members no less than 72 hours in advance of the meeting.

Section 5. Quorum
The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section 6. Meetings Open to Interested Persons
All regular and special meetings of the School Site Council and its standing or special committees shall be open at all times to interested persons within the school district.

Section 7. Parent Survey
The purpose of the School-Based Parent Survey is to solicit parent feedback regarding the strengths and needs within the school's programs so that the Council can identify areas in which to focus. This survey may be distributed at any time throughout the school year. Results will be presented and reviewed at a regularly scheduled School Site Council meeting.

Section 8. Teacher Feedback
In order to align more closely with overall Professional Learning Community (PLC) efforts of the school, teacher feedback may be solicited at any time throughout the school year. This feedback may be gathered in a variety of ways such as: Facilitated Staff meetings, Minimum Day structured feedback opportunities, written and verbal communication or the administration of specific site surveys. Each school site may determine the most valuable method(s) of soliciting teacher feedback for program improvement efforts.

ARTICLE VII: Election Procedures

Section 1. Election for community members shall take place in the spring.

Section 2.
A. The principal of the school is automatically a member of the School Site Council.

B. The three teacher representatives shall be elected during a faculty meeting at the beginning of the school year.

C. A classified employee representative shall be elected at a meeting called for that purpose by the principal at the beginning of the school year.

D. The five community members shall be elected by ballot distributed through the monthly school communication.

E. Notification of upcoming elections and of requests of nominations of community members shall be made in a timely fashion prior to the elections.

ARTICLE VIII: Amendments

An amendment of these by-laws may be made at any regular meeting of the SSC by a vote of two-thirds or a quorum of the members. Written notice of the proposed amendment must be submitted to SSC members at least three (3) days prior to the meeting at which the amendment is to be considered for adoption.

Amended: September 10, 2013

Partners in Learning
School Pledge/Compact
2023-2024

We know that children learn from adults and love encouragement, positive support and a nurturing environment. These are critical to the healthy development of every child. We are committed to working together with each of us doing our best to promote achievement for our students.

As a student I pledge to:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Tell my parents what I am learning in school and give them all notices sent home.
- Know and follow school and class rules.
- Ask for help when I need it.
- Limit my TV/computer use and read every day.
- **Read and agree to follow the conditions in the District Instructional Technology Use Policy.**

Student Signature: _____ **Date:** _____

As a parent/guardian I pledge to:

- Make sure that my child gets to school every day, gets adequate sleep and completes home/school work.
- Talk with my child about his/her activities every day.
- Know how my child is progressing by attending conferences, looking at school work, talking to the teacher, attending Back-to-School Night and Open House, and being involved with the school.
- Communicate the importance of education and learning to my child.
- Support school and classroom rules and policies.
- Read to my child and encourage my child to read every day, limit TV/computer use.
- Provide a quiet time and place for my child to do school work.
- **Read and agree to follow the conditions in the District Instructional Technology Use Policy.**

Parent Signature: _____ **Date:** _____

As staff, we pledge to:

- Provide high-quality curriculum and instruction by teaching the District Standards, utilizing effective teaching strategies and providing interventions in a positive, safe and orderly learning environment.
- Have high expectations and help all students meet standard.
- Communicate regularly with parents, including at fall parent-teacher conferences, trimester progress reports and report cards, before and after school parent contact through phone conversations, e-mail or scheduled meetings.
- Encourage parents to be involved in decisions that affect their child's education.
- Encourage parents to schedule a time to volunteer or observe in the classroom and at the school.
- Create a positive, safe and orderly learning environment in my class and in the school.

Teacher's Signature: _____ **Date:** _____

Barrett Ranch Elementary School
School Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

Barrett Ranch Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
(A) that parents play an integral role in assisting their child's learning;
(B) that parents are encouraged to be actively involved in their child's education at school;
(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Barrett Ranch Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school-wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

Review School compact found in the student handbook. Continue to send out notices from the school to parents concerning upcoming evening and day events such as Back to School Night, Open House, Parent academies, and Family nights as the CDPH permits.

2. Barrett Ranch Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

Distribute the School Parental Involvement Policy at Title One meetings throughout the school year.
Put the School Parental Involvement Policy on the school website and have hard copies of English and translated versions available in the office. Put in School newsletters dates and time of SSC meetings, post agendas in the school office.

3. Barrett Ranch Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

The SSC will annually review the School Parental Involvement Policy. Training is also provided to the SSC and ELAC members on their roles and responsibilities.

4. Barrett Ranch Elementary School will convene an annual meeting to inform parents of the following:
A meeting notice will be sent home to parents and notice will be placed in the school newsletter announcing the Title I parent meetings. At the meeting the following will be covered: schoolwide data, school goals, intervention programs, curriculum, assessment tools, and ideas to help their children at home.

5. The Barrett Ranch Elementary School will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:
Meetings may be held in conjunction with other events at school.

Child care will be available at the meetings for school age children.

6. The Barrett Ranch Elementary School will provide timely information about Title I programs to parents of participating children in a timely manner:
Parents will be notified when students have been identified as Title I.
Parents will be asked to sign the form to give permission for their child to receive services.

7. The Barrett Ranch Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
Standards Assessment Brochures will be posted on the District Web site and hard copies will be available in the school office and will be distributed at Back to School Night. Parent Education/Family Nights will address curriculum, assessment tools, and ideas to help their children at home.

8. Barrett Ranch Elementary School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
In addition to the Title One Meetings, the parents are invited to their child's Parent Conferences held in the fall of each year. Students that are At Risk of not meeting standard are asked to meet with the classroom teacher to develop an intervention plan for their child and will meet every six weeks with the teacher to discuss progress.

9. The Barrett Ranch Elementary School will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:
The SSC will assist in the development of the school-wide plan for Title One. Parents can provide input at meetings in writing or in person. Parents will be directed to write a letter to the Superintendent with their concerns.

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

10. Barrett Ranch School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
Annual Family nights in reading, writing, and math will be held at the school. School staff will organize and present the night activities. Parents will be asked to evaluate and provide input and suggestions. Family nights will include an emphasis on literacy and offer help to parents in working with their child at home.

11. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
The School Compact will be discussed by all stakeholders and become a part of the school parental involvement policy.

12. The school will, with the assistance of its district, provide assistance to parents of children served by the school,
A class will be offered for parents who do not speak English. The class will be offered through the DCJESD. Information for classes will be given out at Title One meetings and is available in the school and district offices.

13. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
Training is provided to the SSC and ELAC members on their roles and responsibilities.

14. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
Engaging in staff development opportunities regarding home-school connections, encouraging and actively recruiting parent volunteers for school-wide and classroom activities including the Parent-Teacher Association events and membership. The school will survey the parents to gain information about perspectives and needs at our school site.

15. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
Schools that have 15% of any one language will send out materials in English and in the other language.

District documents will be translated for the top three major languages in the district.
Interpreters will be available for parent conferences, SSTs, IEPs, ELAC meetings, and other meetings as needed.
Language Line will be available for office and classroom teachers to communicate with parents.

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Site Council.

This policy was adopted by Barrett Ranch Elementary School on September 8, 2022, and will be in effect until the Fall of 2022. The school will distribute this policy to all parents of participating Title I, Part A children during the month of September each school year. It will be made available to the local community during the month of September each school year. Barrett Ranch Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

(Signature of Authorized Official)

Sept. 7, 2023
(Date)