

Barrett Ranch Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Barrett Ranch Elementary School
Street	7720 Ocean Park Drive
City, State, Zip	Antelope, CA 95843
Phone Number	(916) 770-8839
Principal	Cheri Coulter
Email Address	ccoulter@dcjesd.us
School Website	https://br.drycreek.k12.ca.us/
County-District-School (CDS) Code	31-66803-0111104

2023-24 District Contact Information

District Name	Dry Creek Joint Elementary School District
Phone Number	(916) 770-8800
Superintendent	Brad Tooker, Ed.D.
Email Address	superintendent@dcjesd.us
District Website	www.drycreekschools.us

2023-24 School Description and Mission Statement

Principal's Message

Barrett Ranch Elementary School, proud home of the Broncos, is an award-winning Title 1 school. Our awards include; CA Pivotal Practice Awardee 2022, CA Distinguished School 2020 & 2012, PBIS Community Cares 2020, and Exemplary Reading Program from the International Literacy Association in 2018. Barrett Ranch has been 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 that grow into big leaders. This can be seen in how we teach and address individual student needs-academically, socially, and emotionally. We believe all students have special talents and skills that should be celebrated, and part of our job is to discover those assets. The staff at Barrett Ranch believes that all students can be successful and gives above and beyond daily to empower our students to believe the same about themselves. 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, & 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 can immediately feel the excitement that comes with meaningful learning and the nurturing climate that supports the needs of every student.

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 many ways to engage kids in learning, and we work as a community toward 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 Books Clubs, Book Prom, Cross-Country, Student Leadership, and before and after school math/reading tutoring. Throughout the campus 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 is Broncos Read, Broncos Lead, Broncos Care. This motto further drives our passion for instilling a love of reading within every Bronco student because Readers become Leaders who can change the world.

2023-24 School Description and Mission Statement

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. 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. 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, ELAC meetings, Parent Academies, Parent/Community English Learner courses, and multiple family events throughout the school year.

Barrett Ranch is an extraordinary learning community. All hands are working hard to offer every student the opportunity to be successful. I hope you find this information helpful to you.

Mission Statement

At Barrett Ranch Elementary School, we will:

- make decisions knowing that students come first
- instill a life-long 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 is one of nine (9) schools in the Dry Creek Joint Elementary School District where imagination, creativity, and innovation are hard at work, laying the intellectual foundation for all students. Barrett Ranch focuses on educating the whole child and challenges students with a thought-provoking, hands-on curriculum, equipping them with social-emotional support and tools to achieve academic and life-long success. Maintaining consistency throughout the district, the curriculum is based upon Common Core Standards and supported by ongoing staff development at the district and site levels. 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. The use of technology to supplement instruction and student learning is one of our top priorities. Classrooms are equipped with 21st-century technology and staffed with professionals who motivate and inspire students. Barrett Ranch is further developing its PBIS (Positive Behavior Intervention and Supports) based on positive and inclusive behavioral strategies. In addition, Barrett Ranch has adopted the TOOLBOX program and Zones of Regulation to support children in understanding and managing their emotional, social, and academic success. All certificated staff is GLAD (Guided Language Acquisition & Design) certified or in training.

Barrett Ranch serves a diverse population of 556 students in Transitional Kindergarten through 5th grade.

Below is a snapshot of the Barrett Ranch student population demographics-

Ethnicity: 37% White, 18% Hispanic/Latino, 8% Black or African American, 9% Asian, 1% Other Pacific Islander, and 26% Two or More Ethnicities

English Language Learners: 38% of the student population

Socio-economically Disadvantaged: 58% of the student population.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	64
Grade 2	58
Grade 3	107
Grade 4	81
Grade 5	83
Total Enrollment	489

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.6%
Male	47.4%
American Indian or Alaska Native	0.6%
Asian	21.1%
Black or African American	7.8%
Filipino	2.7%
Hispanic or Latino	17.8%
Native Hawaiian or Pacific Islander	1%
Two or More Races	11.9%
White	37.2%
English Learners	34.4%
Foster Youth	0.4%
Homeless	7.8%
Migrant	0.4%
Socioeconomically Disadvantaged	63.4%
Students with Disabilities	7.6%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.40	100.00	279.30	86.94	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	35.30	11.01	12115.80	4.41
Unknown	0.00	0.00	6.50	2.04	18854.30	6.86
Total Teaching Positions	26.40	100.00	321.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.00	100.00	280.50	88.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	27.50	8.63	11953.10	4.28
Unknown	0.00	0.00	10.10	3.20	15831.90	5.67
Total Teaching Positions	24.00	100.00	318.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Dry Creek Joint Elementary School District held a Public Hearing on September 14, 2023, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Online access to textbooks is also an available option for mathematics, English Language Arts/English Language Development (ELA/ELD), History Social-Science and Science in grades kindergarten through eight. Instructional materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are piloted and reviewed by teachers, and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at each school site, the district office, and in some cases online prior to adoption. Parent input and feedback are given to the Board with committee recommendations. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used in the school.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5, Reading Wonders - McGraw Hill (Adopted 2017)	Yes	0.0%
Mathematics	K-2, California GoMath! - Houghton Mifflin Harcourt @2014 (Adopted 2014) 3-5, Expressions California - Houghton Mifflin Harcourt @2014 (Adopted 2014)	Yes	0.0%
Science	K-3, Twig Education, Twig Science @2020 (Adopted 2020) 4-5, McGraw-Hill School Education, California Inspire Science @2020 (Adopted 2020)	Yes	0.0%
History-Social Science	K-5, K-5, California History-Social Science My World Interactive @ 2019, Pearson Scott Foresman and Prentice Hall (Adopted 2019)	Yes	0.0%
Foreign Language	N/A		
Health	Always Changing & Growing Up, Proctor and Gamble @ 2017 (Adopted 2017)		0%

School Facility Conditions and Planned Improvements

Barrett Ranch Elementary was initially constructed in 2006 with 24 classrooms, one multipurpose room/cafeteria, one library, one staff lounge, and two playgrounds. In 2022, 12 new classrooms were built, expanding the classroom capacity to 36. The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide a clean and safe school. Maintenance and Repair District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed promptly. A work order process is used to provide efficient service, and the highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the remediation process.

Year and month of the most recent FIT report

October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys RR-Toilet Seat Broken - Work Order in place to fix
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	49	50	56	54	47	46
Mathematics (grades 3-8 and 11)	40	42	45	46	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	286	270	94.41	5.59	49.63
Female	145	135	93.10	6.90	54.81
Male	141	135	95.74	4.26	44.44
American Indian or Alaska Native	--	--	--	--	--
Asian	59	56	94.92	5.08	64.29
Black or African American	25	25	100.00	0.00	52.00
Filipino	--	--	--	--	--
Hispanic or Latino	49	49	100.00	0.00	46.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	36	97.30	2.70	47.22
White	105	93	88.57	11.43	38.71
English Learners	96	83	86.46	13.54	28.92
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	152	138	90.79	9.21	38.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	24.00

2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	287	281	97.91	2.09	42.35
Female	146	142	97.26	2.74	41.55
Male	141	139	98.58	1.42	43.17
American Indian or Alaska Native	--	--	--	--	--
Asian	60	58	96.67	3.33	51.72
Black or African American	25	25	100.00	0.00	48.00
Filipino	--	--	--	--	--
Hispanic or Latino	49	49	100.00	0.00	30.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	36	97.30	2.70	33.33
White	105	102	97.14	2.86	41.18
English Learners	96	93	96.88	3.12	24.73
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	152	148	97.37	2.63	31.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	8.00

CAASPP Test Results in Science for All Students

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.59	30.49	44.80	41.61	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	82	98.80	1.20	30.49
Female	44	43	97.73	2.27	20.93
Male	39	39	100.00	0.00	41.03
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	38.10
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	16	16	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	27.27
White	24	23	95.83	4.17	21.74
English Learners	27	26	96.30	3.70	11.54
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	39	97.50	2.50	12.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	98%	98%	96%	96%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Barrett Ranch School aims to actively involve parents in the development, implementation, and evaluation of school programs and activities. Parents are informed of opportunities for involvement through the use of a monthly school newsletter, weekly Friday emails, translated flyers, Back to School Night, Parent/Teacher conferences, Parent/Family Education Nights, and Open House. A parent survey is analyzed annually by the school site council. Results are used to identify strengths and areas needing improvement to implement programs as outlined in the school plan.

A variety of opportunities are available for parents to participate in school planning, program development, and evaluation. Parents at Barrett Ranch participate in policy and governance committees that include; School Site Council, English Learner Advisory Committee, Health & Wellness Committee, and PTA. Barrett Ranch embraces the support of parent volunteers. Parents volunteer in various ways on and off campus, from working with small groups of students to making copies and assisting teachers. All help is valued and appreciated. Parents are also encouraged to volunteer as Art Docents for various grade levels/classrooms.

Our Back-to-School night features general sessions with the individual teacher where parents are provided an overview of programs and activities for the year. PTA and Art Docent representatives also attend these nights, giving information and highlighting upcoming events. Parents are encouraged to sign up as a volunteer for these activities.

Additionally, we offer opportunities for parents and the community to learn at Barrett Ranch through Parent Academies and Adult/Parent English Learner courses.

Parents are a tremendous aspect of our learning community here at Barrett Ranch. We encourage all families to actively participate in their child's learning and around the Barrett Ranch campus.

If you have any questions about parent involvement opportunities or general questions about our learning community, please don't hesitate to reach out to Cheri Coulter at 916-770-8839.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	565	552	116	21.0
Female	294	287	64	22.3
Male	271	265	52	19.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	5	2	40.0
Asian	123	122	15	12.3
Black or African American	48	45	9	20.0
Filipino	14	14	3	21.4
Hispanic or Latino	93	91	20	22.0
Native Hawaiian or Pacific Islander	8	8	2	25.0
Two or More Races	68	66	23	34.8
White	206	201	42	20.9
English Learners	213	207	33	15.9
Foster Youth	2	2	2	100.0
Homeless	51	49	14	28.6
Socioeconomically Disadvantaged	392	383	84	21.9
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	58	55	11	20.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.78	0.40	0.35	0.43	1.55	2.22	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.35	0
Female	0	0
Male	0.74	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.08	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.47	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.26	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.72	0

2023-24 School Safety Plan

The safety of students and staff is a primary concern of the Dry Creek Joint Elementary School District. Barrett Ranch Elementary School is always in compliance with all laws, rules, and regulations on hazardous materials and state earthquake standards. All staff was trained in November 2018 and September 2022/2023 on DPREP, Inc. (Disaster Preparation and Critical Incident Response Training) and review this training annually. The School Site Safety plan was last reviewed on January 12, 2023, by the School Safety Committee/School Site Council and will be updated on January 11, 2024. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted monthly throughout the school year. Comprehensive Lockdown and Barricade drills are held at least three times a year and as needed. Certificated staff supervises students before and after school, and classified staff members supervise students during lunch. There is a designated area for student drop off and pick up. Our campus is a closed campus. Visitors enter the campus through the main office to sign in and receive a visitor's badge through the electronic Raptor system. This web-based system helps screen out registered sex offenders and respond to emergencies.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	21	2	6	
2	22		6	
3	19	8		
4	25		8	
5	27		6	
Other	10	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	3	
1	18	5		
2	23	1	6	
3	24		6	
4	25		6	
5	23		8	
Other	24		1	

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	4	0
1	21	2	4	0
2	19	2	4	0
3	21	0	10	0
4	27	0	6	0
5	28	0	6	0
6	0	0	0	0
Other	18	1	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	489

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8443.55	1713.91	6729.65	80397.10
District	N/A	N/A	8540.32	\$89,219
Percent Difference - School Site and District	N/A	N/A	-23.7	-6.9
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	2.0	-8.2

Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, the Dry Creek Joint Elementary School District receives state and federal funding for the following categorical funds and other support programs:

Medi-Cal Administrative Activities
 Mandated Cost Reimbursement
 Other State
 Lottery
 Extended Learning Opportunities Program
 Title 1
 ESSER II
 ESSER III
 Special Education
 Special Education: Preschool
 Title 2, Part A Teacher Quality
 Title 4, Part A
 Title 3, Immigrant
 Title 3, Limited English
 ARP Homeless
 Lottery: Instructional Materials
 Sp Ed Learning Recovery
 Sp Ed Mental Health
 Mental Health
 Discretionary Block Grant
 Class Summer Assist Program
 Expanded Learning Opport.
 ELP Paraprofessionals
 STRS on Behalf

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,688	\$54,215
Mid-Range Teacher Salary	\$79,733	\$86,843
Highest Teacher Salary	\$106,670	\$111,440
Average Principal Salary (Elementary)	\$129,654	\$140,851
Average Principal Salary (Middle)	\$143,741	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$276,963	\$252,466
Percent of Budget for Teacher Salaries	41.12%	33.16%
Percent of Budget for Administrative Salaries	5.9%	5.15%

Professional Development

PROFESSIONAL DEVELOPMENT DAYS

Professional Development

For the past several years the district has provided high quality, content and needs aligned professional learning to increase teacher effectiveness and student achievement. The district's vision for continuous improvement in student achievement drives our work.

Professional Learning has been provided through a variety of models; including our designated work days, professional learning institutes, staff meetings, and job embedded learning activities. Since the pandemic, we have developed effective online/virtual training in addition to our in person professional development. The options provided throughout the designated days, cadre, modeling, conference -style, instructional rounds, after school sessions virtual and hybrid styles have provided professional development in a flexible and accessible manner. In addition, five instructional coaches support our school sites on a daily basis with implementation of curriculum, modeling/coaching for teams/individuals, lesson development, ELD support and technology integration. Teacher responses on the surveys administered following professional development have been positive. We use this feedback to assist in the planning of future professional development.

We have provided Professional Development on the following topics:

- English Language Development (ELD)
- Guided Language Acquisition Design (GLAD)
- Instructional Materials Training
- Content Specific essential standards and assessments
- Special Education Services
- Best practices for grading and feedback for students
- Restorative Practices
- Toolbox for Educators
- Trauma Informed Practices
- Various online curriculum platforms and supports
- Co-Teacher Training
- IXL Training for ELA and Math teachers
- Modern Classroom Project
- Aeries Basics and Report Cards
- CASSPP Testing for 3-8 grade
- Building Thinking Classrooms
- SEL
- Eduprotocols
- Incorporating UDL Aligned Strategies
- Absenteeism Support
- Unique Learning System/Analyze Data to Inform Instruction

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	