

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Barrett Ranch Elementary School	31-66803-0111104	May 9, 2024	August 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Barrett Ranch Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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 test scores, survey results, and Aeries attendance reports. Based on the data collected, our school has one main area of concern in ATSI: Chronic Absenteeism for two or more races. We studied the primary and secondary drivers as to why these two areas are areas of growth for Barrett Ranch. We created change of practices as well as metrics on how we can monitor growth. We also are concerned regarding areas in the Dashboard where we scored below standard in ELA and Math.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

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

Our goal for Chronic Absenteeism for two or more races is, "By June 2025, students with 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
- *Positive calls home.
- *Classroom lessons given by Counselor.
- *Monday Message
- *Monthly Character Assemblies

The metrics to measure our growth is through daily, weekly, monthly Aeries reports, ADA increase, SARB and SART interventions, PBIS Data, Counselor's schedule, and Attendance Spreadsheet.

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 68% 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 585 students in Transitional Kindergarten through 5th grade.

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

Ethnicity 37.22% White, 17.79% Hispanic/Latino, 7.77% Black, 21.06% Asian, 1% Other Pacific Islander, and 11.86% 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: 68% of student population

Educational Partner Involvement

How, when, and with whom did Barrett Ranch Elementary 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, the 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 throughout the year.

School Site Council Meetings: 9/7, 10/12, 11/16, 1/11, 2/8, 3/7, 5/9

ELAC Meetings: 9/11, 1/22, 5/13

Leadership Meetings: 8/4, 8/23, 9/13, 10/18, 11/15, 12/13, 1/17, 2/21, 4/17, 5/15

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

There are no resource inequities at Barrett Ranch. There are highly qualified, credentialed teachers in every classroom. Every student has access to a 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, Instructional Assistants, and tiered interventions

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The following subgroups have an overall performance level of red or orange.

ELA: All students, EL, Hispanic, White

Math: Hispanic

English Learner Progress:

We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze state and district assessment data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Suspension: Two or more races

Chronic Absenteeism: Hispanic, Two or more races

We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity. With our PBIS team, we will look at data from Aperture and SWIS to analyze behavior and implement interventions.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The following subgroups are two or more performance levels below the "all student" performance category.

ELA:EL, Hispanic, White

Math: Hispanic

English Learner Progress:

We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze state and district assessment data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Suspension: Two or more races

Chronic Absenteeism: Hispanic, Two or more races

We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

ATSI: As a Schoolwide Title 1 school, we developed our goals for one area of ATSI concern.

Our goal for Chronic Absenteeism for two or more races is, "By June 2025, students with 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:

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- *Monthly Character Assemblies

The metrics to measure our growth is through daily, weekly, and monthly Aeries reports, ADA increase, SARB and SART interventions, PBIS Data, Counselor's schedule, and Attendance Spreadsheet.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Barrett Ranch Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.45%	0.61%	0.36%	2	3	2
African American	8.48%	7.77%	7.91%	38	38	44
Asian	17.86%	21.06%	23.92%	80	103	133
Filipino	2.23%	2.66%	2.70%	10	13	15
Hispanic/Latino	18.53%	17.79%	17.81%	83	87	99
Pacific Islander	0.89%	1.02%	1.26%	4	5	7
White	41.74%	37.22%	36.87%	187	182	205
Multiple/No Response	9.82%	11.86%	8.81%	44	58	49
Total Enrollment				448	489	556

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	73	96	68
Grade 1	51	64	104
Grade 2	86	58	77
Grade 3	71	107	76
Grade 4	76	81	118
Grade 5	91	83	89
Total Enrollment	448	489	556

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 with a high percentage of SED and EL students.
3. Our Asian and Hispanic populations continue to increase.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	167	168	207	34.40%	37.3%	37.2%
Fluent English Proficient (FEP)	41	34	47	11.80%	9.2%	8.5%
Reclassified Fluent English Proficient (RFEP)	15	18		12.4%	9%	

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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

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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

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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

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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

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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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

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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

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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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

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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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. This data provides information on Barrett Ranch's English Language students (EL). English Proficiency levels 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

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
489	63.4	34.4	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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	168	34.4
Foster Youth	2	0.4
Homeless	38	7.8
Socioeconomically Disadvantaged	310	63.4
Students with Disabilities	37	7.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	38	7.8
American Indian	3	0.6
Asian	103	21.1
Filipino	13	2.7
Hispanic	87	17.8
Two or More Races	58	11.9
Pacific Islander	5	1
White	182	37.2

Conclusions based on this data:

1. Our school serves a diverse population with 63.4% socioeconomically disadvantaged and 34.4% 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, 34.4% 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, 63.4%, of students who are socioeconomically disadvantaged, our school provides PBIS strategies within the classroom, a fulltime counselor to provide classroom lessons/individual counseling, 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Blue
Mathematics Green		
English Learner Progress Yellow		

Conclusions based on this data:

1. In English Language Arts, our school performance was in the low range. We were in the high range for math, which is a tremendous growth in that area. Though we showed growth in some areas, there is room for improvement in ELA and in Math. Our school scored medium in academic performance in the area of English Learner Progress. With a large population of EL's at Barrett Ranch, we will continue to focus our resources to meet the needs of those students.

2. Chronic Absenteeism greatly improved from last year in the very high range. We moved to the medium range in attendance and Barrett Ranch will continue to focus 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	0	1

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 5.4 points below standard Maintained +1.2 points 245 Students	 Orange 10.5 points below standard Decreased -7.4 points 97 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
48.9 points below standard 16 Students	 Yellow 17.4 points below standard Increased +3.9 points 162 Students	68.7 points below standard Decreased -4.5 points 30 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
3.5 points below standard Increased Significantly +21.2 points 22 Students	Less than 11 Students 2 Students	 Blue 30.8 points above standard Increased Significantly +27.9 points 47 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 20.6 points below standard Decreased -8.8 points 48 Students	7.5 points below standard Decreased -9.6 points 32 Students	Less than 11 Students 3 Students	 Orange 21.8 points below standard Decreased Significantly - 15.8 points 87 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
38.2 points below standard Decreased -7.8 points 70 Students	61.4 points above standard Maintained +2.5 points 27 Students	9.4 points below standard Increased +5.2 points 136 Students

Conclusions based on this data:

- All students ELA Performance indicator was low at 5.4 points below standard. Our scores improved by 1.2 points from last year.

 Our African American students increased significantly by +21.2 points and scored 3.5 point below standard, which was higher than the All Students category.

 Socioeconomically Disadvantaged students scored low at 17.4 points below standard, but improved +3.9 points over last year's score.

 Students with Disabilities (30 students) was the lowest performing group at 68.7 points below standard.
- English Language Arts performance indicators are disaggregated by race/ethnicity on the Dashboard.

 Hispanic students (48 students) scored within the low range, at 20.6 points below standard.

 Students who identify as two or more races (32 students) were 7.5 points above standard.

 White students (87students) scored in the low range at 21.8 points below standard.

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

Current English Learners (70 students) scored 38.2 points below standard.

Reclassified English Learners (27 students) achieved at the highest rate. This subgroup achieved overall performance in ELA 61.4 points above standard.

English Only students (136 students) scored 9.4 points below standard.

School and Student Performance Data

Academic Performance Mathematics

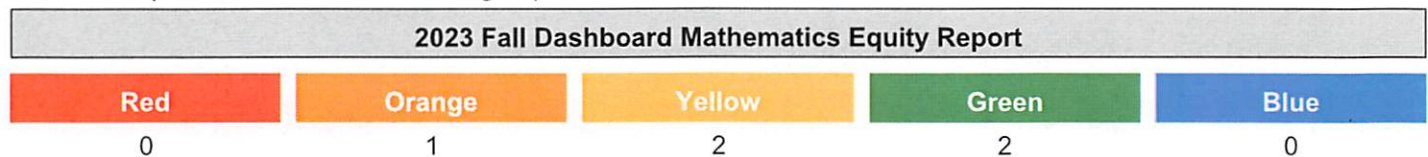
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 13.3 points below standard Increased +3.3 points 245 Students	English Learners  Yellow 19 points below standard Decreased -6.9 points 97 Students	Foster Youth  No Performance Color 0 Students
Homeless 64.6 points below standard 17 Students	Socioeconomically Disadvantaged  Yellow 25.8 points below standard Increased +4.6 points 162 Students	Students with Disabilities 76.9 points below standard Increased +4.2 points 30 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
27.4 points below standard Increased Significantly +25.6 points 22 Students	Less than 11 Students 2 Students	 Green 8.4 points above standard Maintained +1.4 points 47 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 43.4 points below standard Maintained -1.9 points 48 Students	26.1 points below standard Decreased Significantly - 20.7 points 32 Students	Less than 11 Students 3 Students	 Green 3.7 points below standard Increased +3.8 points 87 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
35 points below standard Increased +3.4 points 70 Students	22.3 points above standard Decreased Significantly -25.1 points 27 Students	15 points below standard Increased +8.9 points 136 Students

Conclusions based on this data:

- Overall, the Mathematics performance indicator for all students was moved to the medium range with 13.3 points below standard.

Mathematics performance for English Learners fell within the medium range. Students in this group scored 19 points below standard.

Socioeconomically Disadvantaged students scored in the low range with a score of 25.8 below standard.

Students with Disabilities (30 Students) scored in the low range with 76.9 points below standard.
- Mathematics performance indicators are dis-aggregated by race/ethnicity on the Dashboard.

Hispanic students (48 students) scored within the low range with a score 43.4 points below standard.

Students who identify as two or more races (32 students) scored within the low range at 26.1 points below standard, which decreased significantly.

White students (87 students) scored within the low range at 3.7 points below standard, which was an increase from last year.

Asian students (47 students) score high with a score 8.4 points above standard.

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

Current English Learners (70 students) scored 35 points below standard.

Reclassified English Learners (27 students) achieved overall performance in Math of 22.3 points above standard.

English Only students (136 students) scored 15 points below standard.

School and Student Performance Data

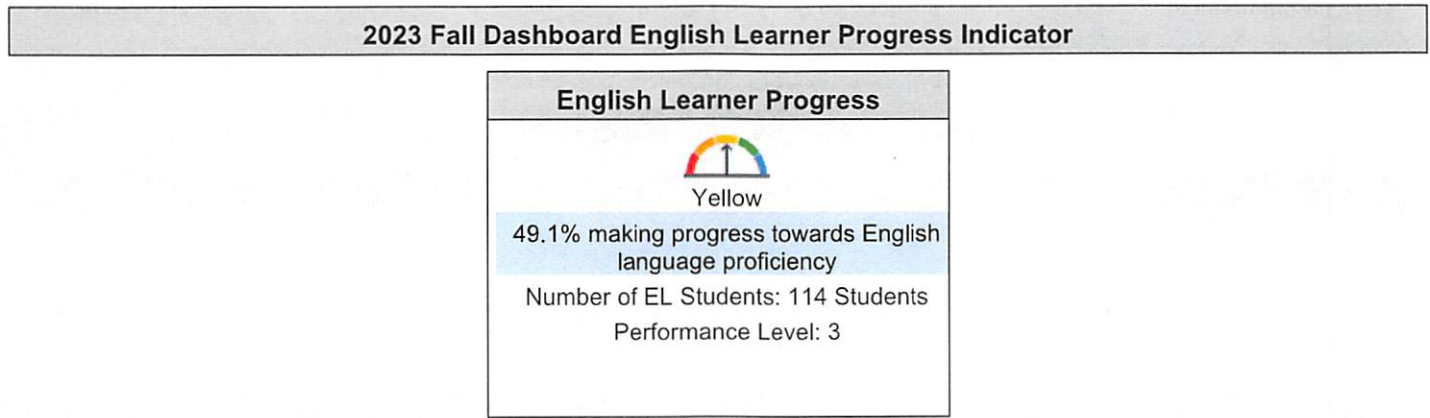
Academic Performance English Learner Progress

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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



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.

2023 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
16	42	3	53

Conclusions based on this data:

- The data shows that Barrett Ranch EL students are making progress towards English language proficiency by scoring 49.1 points above standard in making progress towards English language proficiency. Forty-six percent (46%) of students (53 students) progressed at least One ELPI level . The data reflects 2% 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 14% students decreased one ELPI level.
- The 2023 ELPAC data will serve as the baseline for future ELPAC multi-year performance analysis.
- 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

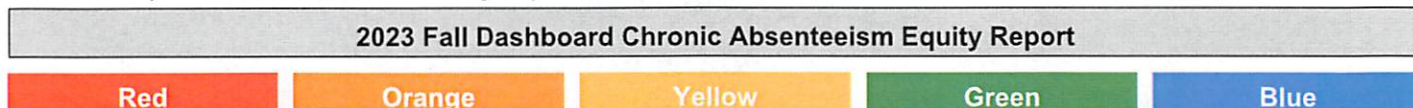
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Yellow</p> <p>21% Chronically Absent</p> <p>Declined Significantly -6.1</p> <p>552 Students</p>	<p>Yellow</p> <p>15.9% Chronically Absent</p> <p>Declined Significantly -10.6</p> <p>207 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>28.6% Chronically Absent</p> <p>0</p> <p>49 Students</p>	<p>Yellow</p> <p>21.9% Chronically Absent</p> <p>Declined Significantly -9.6</p> <p>383 Students</p>	<p>Yellow</p> <p>20% Chronically Absent</p> <p>Declined -11.1</p> <p>55 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 20% Chronically Absent Declined -8.2 45 Students	Less than 11 Students 5 Students	 Yellow 12.3% Chronically Absent Declined -13 122 Students	21.4% Chronically Absent 0 14 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 22% Chronically Absent Declined -7.2 91 Students	 Red 34.8% Chronically Absent Increased 4.8 66 Students	Less than 11 Students 8 Students	 Yellow 20.9% Chronically Absent Declined Significantly -4.7 201 Students

Conclusions based on this data:

- Overall, Chronic Absenteeism for all students was in the medium range with 21% of students chronically absent, which is an improvement from last year.
- Chronic Absenteeism for English Learners fell in the medium range. Students in this group were 26.6% chronically absent.

Socio-economically Disadvantaged students absenteeism declined significantly from 31.5% chronically absent to 21.9% chronically absent.

Students with Disabilities absenteeism declined from 31.1% chronically absent to 20% absent.
- Chronic Absenteeism rates are disaggregated by race/ethnicity on the Dashboard.

Hispanic students (91 students) scored within the high range with 22% chronically absent.

Students who identify as two or more races (66 students) scored within the very high range, with an overall chronically absent rate of 34.8%.

African American students (45 students) scored within the medium range, with an overall rate of 20% chronically absent.

White students (201 students) scored within medium range with an overall percentage of 20.9% chronically absent, which decrease significantly by 4.7 points.

School and Student Performance Data

Conditions & Climate Suspension Rate

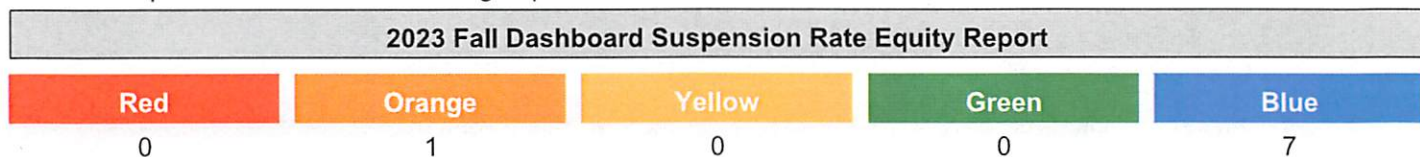
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Blue 0.2% suspended at least one day Maintained -0.2 565 Students	English Learners Blue 0% suspended at least one day Maintained 0 213 Students	Foster Youth Less than 11 Students 2 Students
Homeless 0% suspended at least one day 51 Students	Socioeconomically Disadvantaged Blue 0.3% suspended at least one day Declined -0.4 392 Students	Students with Disabilities Blue 0% suspended at least one day Declined -2.1 58 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Blue 0% suspended at least one day Maintained 0 48 Students	American Indian Less than 11 Students 5 Students	Asian  Blue 0% suspended at least one day Maintained 0 123 Students	Filipino 0% suspended at least one day 14 Students
Hispanic  Blue 0% suspended at least one day Declined -1.1 93 Students	Two or More Races  Orange 1.5% suspended at least one day Increased 1.5 68 Students	Pacific Islander Less than 11 Students 8 Students	White  Blue 0% suspended at least one day Declined -0.5 206 Students

Conclusions based on this data:

- Overall, Suspension Rates for all students were in the very low range with 0.2% students suspended at least one day.

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

Socioeconomically Disadvantaged students scored in the low range with .3% being suspended at least one day.

Students with Disabilities were in the low range with 0% being suspended at least one day.
- Suspension Rates are disaggregated by race/ethnicity on the Dashboard.

African American students (48) received an indicator score within the very low range with 0% of students suspended at least once.

Asian students (123) received 0% suspended at least once during the school year, resulting in a very low score on the Dashboard.

Hispanic students (93 students) received an indicator score within the very low range at an overall rate of 0% of students being suspended at least once.

Students who identify as two or more races (68 students) scored in the high range with 1.5% being suspended at least once.

White students (206 students) scored in the very low range, with a 0% suspended at least one day.
- 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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement

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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will demonstrate growth towards meeting or exceeding standards in Math and English Language Arts (ELA) and English Learners will demonstrate progress in developing English language proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following subgroups have an overall performance level of red or orange.

ELA: All students, English Learners, Hispanic, White

Math: Hispanic

English Learner Progress:

We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze state and district assessment data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Transitional Kindergarten ELA and Math Assessments	<p>ELA: May 2024 Upper Case ID: 79% proficient (20/26 letters) Lower Case ID: 58% proficient (20/26 letters) Beginning Sounds: 33 % proficient (20/26)</p> <p>Math: May 2024 Number Recognition: 71% proficient Counting 1:1 Cardinality: 83% proficient Counting to 37 % proficient</p>	<p>ELA: By June 2025, all TK students will be proficient in foundational reading skills, as shown on the following common district summative assessments: Upper Case ID: 80 % Lower Case ID: 80% Beginning sounds: 50%</p> <p>Math: By June 2025, 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: 80% proficient Counting 1:1 Cardinality: 90 % proficient Counting to 30: 50 % proficient</p>
Kindergarten ELA and Math Assessments	<p>ELA: Upper Case ID: 97% proficient (24/26 letters) Lower Case ID: 95% proficient (24/26 letters) Beginning Sounds: 95% proficient (28 sounds) Identify Main Topic & Key details: 95% proficient Retell a Familiar Story: 90% proficient</p> <p>Math Counting to 100: 82% proficient Number ID: 88% proficient Tri 3 PT - 88% proficient Addition - 99% proficient Subtraction - 95% proficient</p>	<p>ELA: By June 2025, all Kindergarten students will score proficient or demonstrate one years growth on the following common district summative assessments: Upper Case ID: 98% proficient Lower Case ID: 98% proficient Beginning Sounds 98% proficient Identify Main Topic & Key details (1:1 Assessment): 98% proficient Retell a Familiar Story (1:1 Assessment): 95% proficient</p> <p>Math: By June 2025, all Kindergarten students will score proficient or demonstrate one years growth problem solving at grade level as measured by on the following common district summative assessments: Count & Write Numbers: 90 % proficient Counting to 100: 90 % proficient Tri 3 PT - 90% proficient Addition - 99% proficient Subtraction - 98% proficient</p>
First Grade ELA and Math Assessments	<p>ELA: Dry Creek Early Literacy Screener (DCELS) 78% proficient Running Record: 72% proficient: Average Level: 18 Comprehension for Non-Fiction: 66 % proficient</p>	<p>ELA: By June 2025, all 1st-grade students will score proficient or demonstrate one years growth on the following end of the year district summative assessments:</p>

	<p>Comprehension for Fiction: 76% proficient</p> <p>Math: STAR Math At/Above Benchmark: 61% On Watch: 20% Intervention: 9% Urgent Intervention: 9%</p> <p>Trimester 3 Performance task: 78% proficient</p>	<p>Dry Creek Early Literacy Screener (DCELS): 85% proficient Running Record: 85% proficient Comprehension for Non-Fiction: 80 % proficient Comprehension for Fiction: : 80 % proficient</p> <p>Math: By June 2025, 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: 75% proficient Trimester 3 Performance task: 85% proficient</p>
Second Grade ELA and Math Assessments	<p>ELA: Year STAR Scores: At/Above Benchmark: 48% On Watch: 13% Intervention: 14% Urgent Intervention: 25%</p> <p>DCELS: 73 % proficient BRI: 72 % (At or Above)</p> <p>Comprehension (Informational) 30% proficient Comprehension (Literature): 65% proficient</p> <p>Math: STAR Math At/Above Benchmark: 57% On Watch: 14% Intervention: 9% Urgent Intervention: 20%</p> <p>Performance Task: 58% proficient</p>	<p>ELA: By June 2025, all 2nd-grade students will score proficient or demonstrate one years growth on the following end of the year district summative assessments: Year STAR Scores: STAR Reading: 80% proficient DCELS: 88 % proficient BRI: 80 % (At or Above) Comprehension (Informational) 50% proficient Comprehension (Literature): 75% proficient</p> <p>Math: By June 2025, 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 80% proficient Performance Task: 70% proficient</p>
Third Grade ELA and Math Assessments	<p>Language Arts: STAR Reading At/Above Benchmark: 57% On Watch: 15% Intervention: 9% Urgent Intervention: 19%</p> <p>Dry Creek ES Summative Assessment: Comprehension: *54% proficient on district ELA preassessment which is both literature and informational on</p>	<p>ELA: By June 2025, all 3rd-grade students will score proficient or demonstrate one years growth on the following end of the year district summative assessments: STAR Reading: 80% proficient Dry Creek ES Summative Assessment: Comprehension: *70% proficient on district ELA preassessment which is both literature and informational on</p>

	<p>one assessment. One score is given even though both are assessed.</p> <p>Math: STAR Math At/Above Benchmark: 63% On Watch: 9% Intervention: 13% Urgent Intervention: 15%</p> <p>Performance Task: 59% proficient</p>	<p>one assessment. One score is given even though both are assessed.</p> <p>Math: By June 2025, 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: 70% proficient Performance Task: 70 % proficient</p>
Fourth Grade ELA and Math Assessments	<p>Language Arts: STAR Reading At/Above Benchmark: 58% On Watch: 15% Intervention: 4.9% Urgent Intervention: 21.3%</p> <p>Comprehension: 26.5% proficient on district ELA post assessment which is both literature and informational on one assessment. One score is given even though both are assessed</p> <p>Math: STAR Math At/Above Benchmark: 65% On Watch: 8% Intervention: 12% Urgent Intervention: 14% Performance Task: 70 % proficient</p>	<p>ELA: By June 2025, all 4th-grade students will score proficient or demonstrate one years growth on the following end of the year district summative assessments: STAR Reading: 70% proficient Dry Creek CCSS ELA End of the Year Assessment: 50 % proficient</p> <p>Math: By June 2025, all 4th-grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: STAR Math: 75% proficient Performance Task: 80 % proficient</p>
Fifth Grade ELA and Math Assessments	<p>Language Arts: STAR Reading At/Above Benchmark: 43% On Watch: 15% Intervention: 17% Urgent Intervention: 22% Comprehension (Informational Text): Assessed 3rd Trimester Comprehension (Literature): 33.7% proficient on district ELA assessment which is both literature and informational text on one assessment. One score is given even though both are assessed.</p> <p>Math: STAR Math At/Above Benchmark: 60% On Watch: 13% Intervention: 10% Urgent Intervention: 17% Performance Task Tri 3: 71% proficient</p>	<p>ELA: By June 2025, all 5th-grade students will score proficient or demonstrate one years growth on the following end of the year district summative assessments: STAR Reading: 50% Dry Creek CCSS ELA End of the Year Assessment: 50 % proficient</p> <p>Math: By June 2025, all 5th-grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: STAR MATH : 70% Performance Task: 80% proficient</p>

	Calculating volume	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>School-wide Strategies:</p> <p>Professional Learning Community (PLC) collaboration time during the teacher work day.</p> <p>Grade level teams will be provided with one half planning day to work on GLAD, Instructional Planning common formative assessments/rubrics, etc.</p>	All Students	<p>2000 Site Allocation 1000-1999: Certificated Personnel Salaries Subs for PLC planning time or extra duty pay.</p>
1.2	<p>School-wide Strategies:</p> <p>School-wide ongoing focused professional development and re-visitation of principles, tenets and best practices associated with well functioning Professional Learning Communities.</p> <p>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.</p> <p>Subsequent school and grade level commitment to consistent analysis of achievement data to guide instruction, and implementation of PLC best practices with fidelity.</p> <p>PLC's and Collaborative Conference analysis will lead to the identification and appropriate service for students needing Tier II and Tier III intervention.</p>	All Students	No cost to site.
1.3	Teacher teams will focus on identifying learning targets for Essential Standards. They will also identify ways to assess students as they work towards proficiency.	All Students	No cost to site.
1.4	<p>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.</p> <p>School-wide Strategies:</p> <p>Implementation of a school-wide system (Collaborative Conferences) for consistent and systemic data analysis to identify and serve struggling students and EL students.</p>	All Students Identified as Needing Support	<p>2997 Title 1 1000-1999: Certificated Personnel Salaries Substitutes for Collabs if extra days needed 2575 Lottery: Inst. Materials 4000-4999: Books And Supplies Intervention materials for grade levels</p>

	<p>Grade Level Collaborative conferences will be scheduled three times per year, and will involve teachers, administration, intervention specialists, and special education staff.</p> <p>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.</p>		
1.5	<p>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.</p>	All Students Identified as Needing Support	<p>22665 Title 1 2000-2999: Classified Personnel Salaries 2 Instructional Assistants 1000 Site Allocation 4000-4999: Books And Supplies Materials for EL/Title I student interventions. 1000 Lottery 1000-1999: Certificated Personnel Salaries Extra duty for EL/tutoring groups before or after school. Used directly for EL students identified in after school program, or summer extension program. 500 Lottery 2000-2999: Classified Personnel Salaries Instructional Assistant extra hours for Extended Learning opportunity for students</p>
1.6	<p>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.</p>	All Students Identified as Needing Support	<p>1000 Lottery: Inst. Materials 4000-4999: Books And Supplies Supplemental curriculum and resources for intervention needs to bridge learning loss. 2000 Lottery 1000-1999: Certificated Personnel Salaries Before school or after school targeted intervention groups. 2000 Lottery 2000-2999: Classified Personnel Salaries Extra hours for extra academic intervention to close learning gaps.</p>
1.7	<p>For Tier I instruction, teachers will continue to integrate best practices and teaching strategies to engage students.</p>	All Students	<p>1000 Supplemental Grant</p>

			4000-4999: Books And Supplies Classroom books, resources, and materials to support GLAD/ Tier I instruction. 4000 Lottery: Inst. Materials 5000-5999: Services And Other Operating Expenditures Software costs, Accelerated Reader, RAZ kids 1000 Site Allocation 5000-5999: Services And Other Operating Expenditures Software costs, Accelerated Reader, RAZ kids - EL extension 5000 Lottery 5800: Professional/Consulting Services And Operating Expenditures Shannon Keibler Math Genius Squad Resources for grades K-5
1.8	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).	EL Students	500 Site Allocation 1000-1999: Certificated Personnel Salaries Extra duty to cover substitutes for Road to Reclassification meetings with EL students and/or Task Force meetings. 500 Site Allocation 4000-4999: Books And Supplies Materials and supplies to be used with EL and newcomers students. 1500 Title 1 4000-4999: Books And Supplies Road to Reclassification recognition.
1.9	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. We will implement instructional rounds to better our Tier 1 instruction for all students, including our English Learners.	All Barrett Ranch Students	9644 Title 1 1000-1999: Certificated Personnel Salaries Substitutes to cover classes during instructional rounds and GLAD planning days.
1.10	All students will receive Tier 1 direct Phonics Instruction on a daily basis.	All Students	2000 Lottery: Inst. Materials 4000-4999: Books And Supplies

			Sonday and SIPPS Curriculum for all students.
1.11	School Wide Strategy: Teachers/Staff will participate in professional development opportunities outside of the District on a voluntary basis including conferences.	All Students	1000 Lottery 5000-5999: Services And Other Operating Expenditures Conference costs. Professional learning opportunities focus on Tier 2, SEL, or EL strategies. 5000 Title 1 5800: Professional/Consulting Services And Operating Expenditures Professional learning opportunities focus on SEL, Tier 2, or EL strategies.
1.12	School Wide Strategy: Lead team will work as a school-wide PLC to look at school-wide data and monitor progress of Essential Standards.	All Students	No site expense.
1.13	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.	All Students	2000 Lottery 1000-1999: Certificated Personnel Salaries Subs for instructional planning time to plan and monitor SMART goals.
1.14	School Wide Strategy: Provide salary and benefits to support identified at risk students and support programs as a Centralized Service contribution.	Under Performing Students and EL Students	68628 Title 1 1000-1999: Certificated Personnel Salaries Title I teacher assigned to Barrett Ranch to provide direct services for at risk students.
1.15	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.	All Barrett Ranch Students	2000 Title 1 1000-1999: Certificated Personnel Salaries Extra duty (certificated) for Family nights, Homework Club, World Fair, Book Prom 1000 Title 1 2000-2999: Classified Personnel Salaries Extra duty (classified) for Family nights 2000 Lottery 4000-4999: Books And Supplies World Fair, Reading Night, Math Night, Writing Night 2000 Title 1 1000-1999: Certificated Personnel Salaries

			<p>Extra duty for teachers who coordinate family nights as well as run events, SEL clubs, after-school programs</p> <p>2000</p> <p>Title 1</p> <p>4000-4999: Books And Supplies</p> <p>Materials and supplies for family events</p>
1.16	<p>TK/Kindergarten</p> <p>Goal: By June 2025, 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.</p> <p>Strategies:</p> <p>Teachers will use SONDAY as Tier 1 direct phonics instruction daily.</p> <p>Teachers will use direct instruction focusing on narrative, opinion, and informative writing.</p> <p>Teachers will design lessons to include daily exposure to Reading Comprehension strategies (i.e. Close reading, re-reads, pre-read questioning, and non-fiction).</p> <p>Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year.</p> <p>Teachers will level students and use the daily instructional aide to assist with rotations.</p> <p>Teachers will continue the implementation of technology tools in the classroom to support instruction.</p> <p>Teachers will participate in site-based staff development centered on RTI and Technology Integration.</p> <p>Teachers will participate in Collaborative Conferences to identify and serve struggling students (Tier III).</p> <p>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.</p> <p>Teachers will provide support for identified students during extended day (after school) instruction with small groups.</p>	All TK/Kindergarten Students	<p>400</p> <p>Supplemental Grant</p> <p>4000-4999: Books And Supplies</p> <p>Extension learning resources to remediate learning loss through targeted intervention</p>

	<p>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.</p> <p>Teachers will continue to use Math curriculum (including math routine) to cover the concepts and Domains.</p>		
1.17	<p>First Grade</p> <p>Goal: By June 2025, 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.</p> <p>Strategies :</p> <p>Teachers will use SONDAY as Tier 1 direct phonics instruction daily.</p> <p>Teachers will level students into guided reading groups based on need every 3-4 weeks.</p> <p>Teachers will use Writing (graphic organizers) and GLAD Strategies to scaffold modeled writes.</p> <p>Teachers will incorporate SIPPS, Signs for Sounds, Segmenting, and phonemic awareness into their daily instruction.</p> <p>Teachers will participate in site-based staff development centered on RTI and Technology Integration.</p> <p>Teachers will participate in Collaborative Conferences to identify and serve struggling students (Tier III).</p> <p>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.</p> <p>Teachers will use guided highlighting of informational text and text evidence for increased comprehension.</p> <p>Teachers will use explicit Direct Instruction with an emphasis on Checking for Understanding.</p> <p>Teachers will implement the Expressions curriculum with Think Central to drive instruction, as well as model multiple Math strategies.</p> <p>Teachers will continue to use the Math curriculum (including math routine) to cover the concepts and Domains.</p>	All First Grade Students	<p>400</p> <p>Supplemental Grant 4000-4999: Books And Supplies</p> <p>Extension learning resources to remediate learning loss through targeted intervention</p>

<p>1.18</p>	<p>Second Grade</p> <p>Goal: By June 2025, 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.</p> <p>Strategies:</p> <p>Teachers will use SONDAY as Tier 1 direct phonics instruction daily.</p> <p>Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year.</p> <p>Teachers will continue the implementation of technology tools in the classroom to support instruction.</p> <p>Teachers will participate in site-based staff development centered on RTI and Technology Integration.</p> <p>Teachers will participate in Collaborative Conferences to identify and serve struggling students (Tier III).</p> <p>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.</p> <p>Teachers will use Social Studies/Science passages to reinforce comprehension of informational text.</p> <p>Teachers will use Chromebooks/iPads to provide access to reading content and reading programs.</p> <p>Teachers will implement Think Central to drive instruction, as well as model multiple Math strategies.</p> <p>Teachers will continue to use the Expressions Math curriculum (including math routine) to cover the concepts and Domains.</p>	<p>All Second Grade Students</p>	<p>400 Supplemental Grant 4000-4999: Books And Supplies Extension learning resources to remediate learning loss through targeted intervention</p>
<p>1.19</p>	<p>Third Grade</p> <p>Goal: By June 2025, 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.</p> <p>Strategies:</p> <p>Teachers will use SONDAY as Tier 1 direct phonics instruction daily.</p>	<p>All Third Grade Students</p>	<p>400 Supplemental Grant 4000-4999: Books And Supplies Extension learning resources to remediate learning loss through targeted intervention</p>

	<p>Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year.</p> <p>Teachers will continue the implementation of technology tools in the classroom to support instruction.</p> <p>Teachers will participate in site-based staff development centered on RTI and Technology Integration.</p> <p>Teachers will participate in Collaborative Conferences to identify and serve struggling students (Tier III).</p> <p>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.</p> <p>Teachers will provide a variety of non-fiction texts and passages for student analysis.</p> <p>Teachers will use 1:1 Chromebooks to provide access to reading content and reading programs.</p> <p>Teachers will implement Think Central to drive instruction, as well as model multiple Math strategies.</p> <p>Teachers will continue to use the Expressions Math curriculum (including math routine) to cover the concepts and Domains.</p> <p>Teachers will implement performance tasks in Math to develop problem-solving skills.</p>		
1.20	<p>Fourth and Fifth Grade</p> <p>Goal: By June 2025, 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.</p> <p>Strategies:</p> <p>Teachers will use SONDAY as Tier 1 direct phonics instruction daily.</p> <p>Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year.</p> <p>Teachers will continue to implement mini-lessons incorporating strategies to improve sentence fluency, word choice, ideas, organization, ideas and content, and conventions.</p>	All Fourth and Fifth Grade Students	<p>700 Supplemental Grant 4000-4999: Books And Supplies Extension learning resources to remediate learning loss through targeted intervention 1000 Supplemental Grant 4000-4999: Books And Supplies Online Programs (IXL or like) to support Math differentiation</p>

<p>Teachers will continue the implementation of technology tools in the classroom to support instruction.</p> <p>Teachers will participate in site-based staff development centered on RTI and Technology Integration.</p> <p>Teachers will participate in Collaborative Conferences to identify and serve struggling students (Tier III).</p> <p>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.</p> <p>Teachers will provide a variety of non-fiction texts and passages for student analysis.</p> <p>Teachers will use 1:1 Chromebooks to provide access to reading content and reading programs.</p> <p>Teachers will implement Think Central to drive instruction, as well as model multiple Math strategies.</p> <p>Teachers will continue to use the Expressions Math curriculum (including math routines) to cover the concepts and Domains.</p> <p>Teachers will implement performance tasks in Math to develop problem-solving skills.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 2023-24 school year, strategies and activities included district wide implementation of PLC time, two site funded intervention instructional assistants, and substitute coverage for Collaborative Conferences three times a year. In total, 141 students were seen in Tier 3 Interventions. 136 students showed improvement, resulting in 96% of students seen showing improvement. Each one of these strategies contributed to 96% of students in Tier 3 interventions making academic growth. Weekly PLC time was dedicated to monitoring student growth toward mastery of standards in all subject areas. Additionally, funds were used for targeted in school and after school interventions.

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 between intended implementation and budget expenditures. Barrett Ranch will continue to use Collaborative Conferences and Weekly PLC times to analyze our process to meeting our goal of all students making at least a year's growth.

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.

No major changes will be made to the goals, outcomes, metrics or strategies in 2024-25 School Plan, Expenditures will reflect increases in costs for employee salary and benefits, as well as lower funds allotted to our school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Positive School Climate

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 to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Suspension: Two or more races

Chronic Absenteeism: Hispanic, Two or more races

We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity. We will continue to monitor our behaviors by meeting with the PBIS team and analyzing Aperture and SWIS data.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Parent Survey	<p>Students from different cultural backgrounds become friends. 95%</p> <p>Students have friends at school. 96%</p> <p>Students respect the teachers and staff. 91%</p> <p>All staff are treated fairly. 80%</p> <p>All students are treated fairly. 84%</p> <p>Students get along with each other and respect their differences. 86%</p> <p>Students feel safe at school. 91%</p> <p>Students are comfortable talking to school staff. 85%</p> <p>Staff feel safe at school. 81%</p> <p>Bullying is not a problem. 36%</p>	<p>Students from different cultural backgrounds become friends. 98%</p> <p>Students have friends at school. 98%</p> <p>Students respect the teachers and staff. 94%</p> <p>All staff are treated fairly. 83%</p> <p>All students are treated fairly. 87%</p> <p>Students get along with each other and respect their differences. 89%</p> <p>Students feel safe at school. 94%</p> <p>Students are comfortable talking to school staff. 88%</p> <p>Staff feel safe at school. 84%</p> <p>Bullying is not a problem. 39%</p>
Annual Student Survey	<p>I can do most things if I try. 86%</p> <p>I know when I am feeling overwhelmed. 82%</p> <p>I feel positive about my future. 86%</p> <p>I have a lot of strengths. 78%</p> <p>I am happy with who I am. 86%</p> <p>I can explain my feelings to others. 45%</p> <p>I can learn from my mistakes. 87%</p> <p>I feel confident in my ability to learn new things. 82%</p> <p>I can usually solve my problems. 70%</p> <p>I keep trying, even when things are hard. 80%</p> <p>I am a hard worker. 88%</p> <p>Challenging myself makes me smarter. 72%</p> <p>I can make the best out of a bad situation. 54%</p>	<p>I can do most things if I try. 89%</p> <p>I know when I am feeling overwhelmed. 85%</p> <p>I feel positive about my future. 89%</p> <p>I have a lot of strengths. 81%</p> <p>I am happy with who I am. 89%</p> <p>I can explain my feelings to others. 48%</p> <p>I can learn from my mistakes. 90%</p> <p>I feel confident in my ability to learn new things. 85%</p> <p>I can usually solve my problems. 73%</p> <p>I keep trying, even when things are hard. 83%</p> <p>I am a hard worker. 91%</p> <p>Challenging myself makes me smarter. 75%</p> <p>I can make the best out of a bad situation. 57%</p>
Annual Attendance Reports	2023-24 Average Attendance Outcome:	2024-25 Average Attendance Expected Outcome:

	Overall: 95% TK: 93% Kindergarten: 93% 1st Grade: 94% 2nd Grade: 96% 3rd Grade: 96% 4th Grade: 96% 5th Grade: 95%	Overall: 97% TK: 97% Kindergarten: 97% 1st Grade: 97% 2nd Grade: 97% 3rd Grade: 97% 4th Grade: 97% 5th Grade: 97%
Discipline	Total number of Suspensions 23/24: 5 Average referrals per day per SWIS Suite: 4 a day Average major referrals per day per SWIS Suite: 1 a day	Total number of Suspensions 24-25: 2 Average referrals per day per SWIS Suite: 1.3 a day Average major referrals per day per SWIS Suite: <1 a day

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Continued Implementation and review of PBIS Actions include: <ul style="list-style-type: none"> 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 	All Barrett Ranch Students	5300 Lottery 1000-1999: Certificated Personnel Salaries Substitutes for PBIS PD/Meeting days. 1317 Supplemental Grant 4000-4999: Books And Supplies Materials for PBIS posters, activities, assemblies. 3000 Title 1 1000-1999: Certificated Personnel Salaries PBIS Extra Duty: PBIS Lead, SWIS Data Collection, Coordinate CICO students.
2.2	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	All Barrett Ranch Students	1000 Lottery 4000-4999: Books And Supplies Recognition awards, supplies, and recognition lunches. 2000 Lottery 4000-4999: Books And Supplies Culturally relevant, SEL school-wide books monthly additions to classroom libraries.

			2000 Lottery: Inst. Materials 4000-4999: Books And Supplies Culturally relevant, SEL school-wide books monthly additions to classroom libraries. 1000 Lottery: Inst. Materials 4000-4999: Books And Supplies Incentives for weekly character awards, PBIS rewards.
2.3	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.	All Barrett Ranch Students as Needed	1000 Title 1 5000-5999: Services And Other Operating Expenditures SWIS suite database. 2000 Title 1 0001-0999: Unrestricted: Locally Defined PBIS structures - signs, posters, banners, Matrix
2.4	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.	All Barrett Ranch Students as Needed	1500 Title 1 5000-5999: Services And Other Operating Expenditures Materials and supplies for Coffee with the Counselor, translation of flyers, parent/school connection events 1000 Title 1 4000-4999: Books And Supplies Calming tools and fidgets for student use in classrooms. 1500 Title 1 5000-5999: Services And Other Operating Expenditures Calming Corner needs in classrooms
2.5	Continue PBIS implementation of wrap around/CICO (Check in-Check Out system) for students who need support in monitoring their behavior throughout the day.	All Barrett Ranch Students as Needed and Identified by Data	1000 Title 1 4000-4999: Books And Supplies Incentives for student CICO goals. 1500 Title 1 5800: Professional/Consulting Services And Operating Expenditures SEL Professional development, PBIS conference for Counselor

2.6	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.	All Barrett Ranch Students	500 Title 1 5900: Communications Printing and postage for communications and print translation. 1000 Title 1 2000-2999: Classified Personnel Salaries Translators for Meetings (ELAC), and parent teacher conferences.
2.7	Staff will participate in professional learning opportunities for Aperture, Mental Health, Zones of Regulation, and Restorative Practices.	All Barrett Ranch Students	Consultants for staff professional development on socio-emotional practices. 500 Lottery: Inst. Materials 4000-4999: Books And Supplies Zones of regulation, Socio-Emotional Learning materials and literature for classrooms.
2.8	Continue Little Spot Curriculum Implementation to help students learn how to express their feelings.	All Barrett Ranch Students	300 Title 1 4000-4999: Books And Supplies Little Spot materials and curriculum and materials for classrooms
2.10	Calming Corral will be equipped to provide a social-emotional therapy space for our support specialists and student social-emotional needs.	All Barrett Ranch Students as Needed	1000 Title 1 0001-0999: Unrestricted: Locally Defined Calming tools, books, and resources for students.
2.11	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.	All Barrett Ranch Students	500 Site Allocation 5000-5999: Services And Other Operating Expenditures Walkie Talkies, Safety signs, Emergency protocol supplies. 1000 Site Allocation 2000-2999: Classified Personnel Salaries Extra hours of campus supervision on rainy days and high need days.
2.12	Social-emotional and character development through character presentations, and other assemblies.	All Barrett Ranch Students	500 Supplemental Grant 4000-4999: Books And Supplies Supplies for PBIS Assemblies 8000 Title 1

			5800: Professional/Consulting Services And Operating Expenditures Growth mindset, SEL assemblies.
2.13	Coats and Shoe Closet for Homeless/Foster youth	Homeless/Foster youth	200 Title 1 0001-0999: Unrestricted: Locally Defined Coats and shoes for students with need.
2.14	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.	All Barrett Ranch students and families.	Costs covered in previous strategies. 500 Title 1 4000-4999: Books And Supplies Materials and supplies for weekly family Storytime.
2.15	Campus supervisors attend active supervision training hosted by Placer County PBIS and all safety meetings/trainings provided by DPREP.	All Students	1000 Title 1 2000-2999: Classified Personnel Salaries Extra hours of training and for staff meeting attendance.
2.16	Develop student leadership and capacity in peer social skills and collaborative problem solving through Peace Makers program.	All Students, Identified student "Peace Makers"	500 Title 1 4000-4999: Books And Supplies Supplies for Peace Makers including clipboards, vests, signs, etc.

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 2023-24 school year, strategies and activities included PBIS strategies and multi-tiered systems of support. During our PBIS and SEL monthly meetings, we discussed data such as Aperture and Office Discipline Referrals. Because we have been doing this with fidelity, we have seen an increase in our behavior referrals, but have seen a positive school climate improvement as seen in our parent survey. Along with our focus on attendance and attendance incentives, we have seen an improvement in our attendance data from the 22/23 school year to the 23/24 school year.

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 between intended implementation and budget expenditures.

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.

No changes will be made to the goals, outcomes, metrics or strategies in 2024-25 School Plan, Expenditures will reflect increases in costs for employee salary and benefits.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$142,934.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$192,426.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title 1	\$142,934.00

Subtotal of additional federal funds included for this school: \$142,934.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Lottery	\$23,800.00
Lottery: Inst. Materials	\$13,075.00
Site Allocation	\$6,500.00
Supplemental Grant	\$6,117.00

Subtotal of state or local funds included for this school: \$49,492.00

Total of federal, state, and/or local funds for this school: \$192,426.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title 1	142934	0.00
Supplemental Grant	6117	0.00
Site Allocation	6500	0.00
Lottery	23800	0.00
Lottery: Inst. Materials	13075	0.00
ESSER III	0	0.00

Expenditures by Funding Source

Funding Source	Amount
Lottery	23,800.00
Lottery: Inst. Materials	13,075.00
Site Allocation	6,500.00
Supplemental Grant	6,117.00
Title 1	142,934.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	3,200.00
1000-1999: Certificated Personnel Salaries	101,069.00
2000-2999: Classified Personnel Salaries	29,165.00
4000-4999: Books And Supplies	28,492.00
5000-5999: Services And Other Operating Expenditures	10,500.00
5800: Professional/Consulting Services And Operating Expenditures	19,500.00
5900: Communications	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Lottery	10,300.00
2000-2999: Classified Personnel Salaries	Lottery	2,500.00
4000-4999: Books And Supplies	Lottery	5,000.00
5000-5999: Services And Other Operating Expenditures	Lottery	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery	5,000.00
4000-4999: Books And Supplies	Lottery: Inst. Materials	9,075.00
5000-5999: Services And Other Operating Expenditures	Lottery: Inst. Materials	4,000.00
1000-1999: Certificated Personnel Salaries	Site Allocation	2,500.00
2000-2999: Classified Personnel Salaries	Site Allocation	1,000.00
4000-4999: Books And Supplies	Site Allocation	1,500.00
5000-5999: Services And Other Operating Expenditures	Site Allocation	1,500.00
4000-4999: Books And Supplies	Supplemental Grant	6,117.00
0001-0999: Unrestricted: Locally Defined	Title 1	3,200.00
1000-1999: Certificated Personnel Salaries	Title 1	88,269.00
2000-2999: Classified Personnel Salaries	Title 1	25,665.00
4000-4999: Books And Supplies	Title 1	6,800.00
5000-5999: Services And Other Operating Expenditures	Title 1	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title 1	14,500.00
5900: Communications	Title 1	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	151,809.00

Goal 2

40,617.00

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
- 1 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Cheri Coulter	Principal
Nicole Andrews	Other School Staff
Caroline McLean	Classroom Teacher
Renae Schieckoff	Parent or Community Member
Nicole Cyprian	Parent or Community Member
Dalia Vargas	Parent or Community Member
Sara Haviland	Classroom Teacher
Branden 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 May 9, 2024.

Attested:



Principal, Cheri Coulter on 5/9/24



SSC Chairperson, Renae Schieckoff on 5/9/24

Barrett Ranch Elementary School District and State Assessments

Grade Level Assessments

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

Smarter Balanced CAASPP Performance Assessments

	2020-21 Baseline		2021-22		2022-23	
<i>Grade 3</i>	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	41%	53%	43.66	55.99	50%	58
<i>ELA % Met Achievement Standard</i>	41%	51%	50.0	53.24	55%	52
<i>Grade 4</i>	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	44%	52%	42.85	48.68	36%	54
<i>ELA % Met Achievement Standard</i>	35%	53%	46.75	53.68	38%	52
<i>Grade 5</i>	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	24%	42%	35.23	45.92	39%	47
<i>ELA % Met Achievement Standard</i>	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 continue 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 revealed BR 4th graders a drop in proficiency from 46.75% to 38%.*
- *A continued focus on SMART goal/data driven PLC practices and intensive targeted intervention opportunities will continue 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% proficiency and ELA went from 50% to 55% proficiency.*
- *A continued focus on SMART goal/data driven PLC practices and intensive targeted intervention opportunities will continue to help in growth.*

- **Parent Survey:** Please note that 111 Barrett Ranch parents completed the Spring 2024 survey, marking a significant increase from the 45 parents who participated in Spring 2023. This year saw a positive uptick of 66 parents engaging in the survey. However, it's important to note that this represents only 19% of our parent community, warranting careful consideration.
- **Staff Survey:** Please note that 12 staff members participated in the survey, constituting 23% of our staff. This is notably lower than the previous year when 28 staff members responded. Given the lower response rate, it's advisable to approach the staff survey results with caution.

Student Engagement

	2021-22		2022-23		2023-24	
Students...	Parent	Staff	Parent	Staff	Parent	Staff
cares about my/their school.	89%	88%	93%	88%	95%	88%
wants to do well in school.	78%	100%	98%	96%	93%	100%
comes to class prepared.	89%	81%	95%	73%	95%	73%
likes going to school.	78%	94%	95%	92%	87%	91%

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-five (95%) percent of parents and eighty-eight percent (88%) of staff report that students care about their school. That is a two (2%) percent increase in parent response over the past year. There is also a decrease in the parent response of ninety-three percent (93%) and an increase in staff response that went up to one hundred percent (100%) that students want to do well in school. There was also a slight decrease in students liking going to school from ninety-five (95%) to eighty-seven (87%) percent. We will continue to increase our focus on PBIS strategies and Restorative Practices to help increase the sense of community and positive culture at Barrett Ranch.

***Results for the 2023-24 survey represent one-hundred and eleven (111) Barrett Ranch parents and twelve (12) staff who responded with input. Conclusions drawn from a small sample size of nineteen percent (19%) of parents and twenty-three percent (23%) of staff, should be interpreted with caution.*

Learning Environment

	2021-22		2022-23		2023-24	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
is clean.	100%	100%	95%	96%	94%	96%
maintains its resources well.	89%	100%	86%	89%	88%	83%
has facilities with up-to-date technology.	100%	89%	86%	74%	90%	83%
want(s) students to succeed.	89%	100%	88%	100%	91%	100%
provide(s) a well-rounded curriculum.	89%	100%	83%	96%	89%	91%
offer(s) challenging classes.	56%	88%	71%	88%	71%	90%
focus(es) on students' character.	78%	94%	83%	100%	84%	82%

Summary:

A school's learning environment must 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 wants students to succeed and ninety-one (91%) of parents feel the same. Additionally, eighty-nine (89%) of parents and ninety-one (91%) 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 focus on as a staff.

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Expectations

	2021-22		2022-23		2023-24	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
encourage(s) students to participate in extracurricular activities (e.g., clubs, sports teams.	33%	20%	50%	64%	67%	45%
set(s) high expectations for student achievement.	78%	100%	81%	100%	83%	100%
success in college or a career.	44%	81%	61%	79%	73%	82%
encourage(s) a healthy lifestyle.	67%	93%	86%	80%	85%	73%

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 that develop high expectations, both in and out of school. Overall, both parents (83%) and staff (100%) indicated that Barrett Ranch “sets high expectations for student achievement.” In 2023-24 there was a significant increase of 12% of parents and 3% of staff in regards to the expectation of “success in college or a career”. This perspective will be a continued intentional discussion and communication with families. We are intentional in our message to Broncos in aspiring to be leaders.

***Results for the 2023-24 survey represent one-hundred and eleven (111) Barrett Ranch parents and twelve (12) staff who responded with input. Conclusions drawn from a small sample size of nineteen percent (19%) of parents and twenty-three percent (23%) of staff, should be interpreted with caution.*

Student Support

	2021-22		2022-23		2023-24	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
I understand what types of academic support are available to students.	78%	100%	59%	100%	82%	100%
Students receive the resources and support they need.	67%	100%	71%	80%	89%	80%
I understand what types of social-emotional support are available to students.	67%	100%	71%	96%	78%	100%

Summary:

Supporting all students, both academically and socially-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 increase of twenty-three percent (23%), and "I understand what types of social-emotional support are available to students" showed a slight increase, but is still 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 2023-24 survey represent one-hundred and eleven (111) Barrett Ranch parents and twelve (12) staff who responded with input. Conclusions drawn from a small sample size of nineteen percent (19%) of parents and twenty-three percent (23%) of staff, should be interpreted with caution.*

Student Support

	2021-22		2022-23		2023-24	
<i>Teachers and staff at district schools....</i>	Parent	Staff	Parent	Staff	Parent	Staff
use technology to teach.	89%	100%	81%	100%	94%	100%
try to make class interesting.	100%	100%	94%	100%	94%	100%
encourage collaboration among students.	100%	100%	91%	100%	95%	100%
encourage critical thinking.	89%	100%	88%	100%	90%	100%
listen to students.	78%	100%	83%	100%	95%	100%
encourage students on a regular basis.	100%	100%	92%	100%	95%	100%
help my child when he/she doesn't understand something.	89%		81%		91%	
nurture creativity.	100%	100%	91%	96%	91%	100%

Summary:

Educators value and recognize that students need to be taught “21st-century skills” 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 a positive uptick in all areas. One-hundred percent (100%) 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 regularly”. 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.

***Results for the 2023-24 survey represent one-hundred and eleven (111) Barrett Ranch parents and twelve (12) staff who responded with input. Conclusions drawn from a small sample size of nineteen percent (19%) of parents and twenty-three percent (23%) of staff, should be interpreted with caution.*

Social Climate

	2021-22		2022-23		2023-24	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
school rules are fair.	89%	100%	88%	100%	83%	83%
students from different cultural backgrounds become friends.	67%	100%	95%	96%	95%	100%
students have friends at school.	75%	100%	93%	96%	96%	92%
students respect the teachers and staff.	89%	74%	93%	67%	91%	58%
all staff are treated fairly.	67%	95%	89%	96%	80%	83%
all students are treated fairly.	67%	100%	79%	100%	84%	92%
students get along with each other and respect their differences.	78%	84%	75%	89%	86%	83%
students feel safe at school.	88%	100%	87%	93%	91%	92%
students are comfortable talking to school staff.	89%	94%	81%	96%	85%	92%
staff feel safe at school.	78%	84%	86%	89%	81%	67%
bullying is not a problem. *Q Changed for 20-21 to <u>bullying is a problem.</u>	22%	6%	42%	4%	36%	18%

Summary:

The highest percentages of agreement were recorded in categories that concerned safety and relationships. Ninety-six percent (96%) of parents and ninety-two (92%) percent of staff said "Students have friends at school." Ninety-one (91%) of parents and ninety-two (92%) of staff responded that "students feel safe at school." Additionally, eighty-five (85%) of parents and ninety-two (92%) 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 81% parents), and "students get along with each other and respect their differences" (86% staff to 83% 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 2023-24 survey represent one-hundred and eleven (111) Barrett Ranch parents and twelve (12) staff who responded with input. Conclusions drawn from a small sample size of nineteen percent (19%) of parents and twenty-three percent (23%) of staff, should be interpreted with caution.*

Stakeholder Engagement - Communication with Parents

	2021-22		2022-23		2023-24	
<i>Please indicate how much you disagree or agree with the following statements.</i>	Parent	Staff	Parent	Staff	Parent	Staff
The school keeps me well informed about events and activities	88%		89%		89%	
Teachers keep me well informed about my child's progress.	100%		78%		89%	

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. 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 an increase in teachers informing parents of their child's progress, which is a trend in the right direction. Our percentage in this area went from seventy-eight percent (78%) to eighty-nine percent (89%).

***Results for the 2023-24 survey represent one-hundred and eleven (111) Barrett Ranch parents and twelve (12) staff who responded with input. Conclusions drawn from a small sample size of nineteen percent (19%) of parents and twenty-three percent (23%) of staff, should be interpreted with caution.*

Stakeholder Engagement - Communication with Parents

	2021-22		2022-23		2023-24	
<i>Are you able to communicate with teachers/staff when you need?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Yes	100%		100%		92%	
No	0%		0%		5%	
N/A/ I have not needed to communicate with teachers or staff	0%		0%		3%	

Summary:

This category indicates that a majority of parents (92%) 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 2023-24 survey represent one-hundred and eleven (111) Barrett Ranch parents and twelve (12) staff who responded with input. Conclusions drawn from a small sample size of nineteen percent (19%) of parents and twenty-three percent (23%) of staff, should be interpreted with caution.*

Stakeholder Engagement - Communication with Parents

	2021-22		2022-23		2023-24	
<i>How do you receive most of your information about your child's school?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Electronic communications sent to me from my child's school	75%		81%		71%	
School and/or District Newsletters	38%		51%		48%	
School and/or District website	38%		43%		25%	
Communications from my child's teacher	88%		62%		63%	
Social Media	6%		14%		7%	
Employees of the district	2%		3%		5%	
Other	2%		3%		1%	
None of the above	2%		0%		4%	

Summary:

This category confirms that most parents receive most of their school information from electronic communications, newsletters, websites, and communications from teachers. It is discouraging to see a downward trend as we have been putting extra effort into our weekly newsletters and Social Media posts. Seven percent (7%) 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 2023-24 survey represent one-hundred and eleven (111) Barrett Ranch parents and twelve (12) staff who responded with input. Conclusions drawn from a small sample size of nineteen percent (19%) of parents and twenty-three percent (23%) of staff, should be interpreted with caution.*

Stakeholder Engagement - Communication with Parents

	2021-22		2022-23		2023-24	
<i>How would you prefer your child's school to provide information to you? (Select all that apply)</i>	Parent	Staff	Parent	Staff	Parent	Staff
Emails	75%		92%		87%	
Text messages	50%		57%		49%	
School and/or District Newsletters	13%		49%		34%	
School and/or District website	15%		24%		19%	
Social media	6%		8%		6%	
Mail/letters	25%		19%		17%	
Phone calls	50%		16%		17%	
School or district meetings	15%		8%		3%	
Other	4%		5%		2%	

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 communication from the school. It is worth considering the impact that social media could have as a tool of communication if it were used regularly and consistently.

***Results for the 2023-24 survey represent one-hundred and eleven (111) Barrett Ranch parents and twelve (12) staff who responded with input. Conclusions drawn from a small sample size of nineteen percent (19%) of parents and twenty-three percent (23%) of staff, should be interpreted with caution.*

Parent Involvement

	2021-22		2022-23		2023-24	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
effectively communicate(s) with parents regarding their child's progress.	100%	88%	78%	100%	90%	91%
encourage(s) parental involvement.	100%	81%	78%	92%	84%	82%
encourage(s) involvement from community members and organizations.		80%		74%		55%
has/have parents who are highly involved.	89%	23%	76%	8%	75%	36%

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 36% of staff report that parents are highly involved, 55% 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”, (84% parents, 82% staff agree) and district schools “effectively communicate with parents regarding their child's progress” (90% parents, 91% 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 these numbers indicate a need that it is imperative to encourage parental involvement.

***Results for the 2023-24 survey represent one-hundred and eleven (111) Barrett Ranch parents and twelve (12) staff who responded with input. Conclusions drawn from a small sample size of nineteen percent (19%) of parents and twenty-three percent (23%) of staff, should be interpreted with caution.*

Parental Involvement

	2021-22		2022-23		2023-24	
<i>Which parent or community activity(ies) have you participated in this year?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Back to school night or open house	63%		65%		63%	
School or class event, such as a play, sports event, or award assemblies	64%		49%		37%	
Parent-teacher conference with child's teacher	50%		73%		79%	
Volunteering at my child's school	37%		19%		25%	
Family/Parent Events	43%		22%		13%	
Parent Teacher Association	25%		16%		15%	
School committee or council such as Site Council or ELAC	13%		3%		6%	
District committee or council such as DELAC, GATE or Health	5%		3%		2%	
Other	10%		5%		3%	
None of the above	25%		11%		8%	

Summary:

There is a slight increase in the number of parents who responded (79%) 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 (63%) as well as school or class events (49%). While only twenty-three percent (23%) of parents report that they volunteer at school, that is an increase from last year when only nineteen percent (19%) said they volunteered. At Barrett Ranch, we continue to strive to see these numbers increase with efforts in communication, translation, and community outreach.

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Parental Involvement

	2021-22		2022-23		2023-24	
<i>I feel that the school and/or district valued my participation or input in...</i>	Parent	Staff	Parent	Staff	Parent	Staff
Parent-teacher conference with child's teacher	75%		89%		94%	
School or class event, such as a play, sports event, or awards assemblies	92%		89%		86%	
Back to school night or open house	50%		91%		92%	
Family/Parent Events (Reading or Math Night, Love n Logic, Latino Family Literacy, Sami's Circus, etc.)	88%		75%		58%	
Parent Teacher Association (PTA)	100%		67%		71%	
School committee or council such as ELAC	100%		0%		100%	
District committee or council such as DELAC, GATE, or Health	100%		0%		0%	
Volunteering at my child's school	90%		100%		88%	

Summary:

Parent feedback indicates that parents felt the most valued when they participated in parent-teacher conferences with their child's teachers (94%). School events elicit similar percentages of responses from school and class events (86%) to Back to School Night (92%). The lowest percentage of parent feedback on their participation being valued was (58%) participating in Parent Events. 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. We would also like to focus more on Parent Nights for next year such as Writing Night, Math Night, and Reading Night.

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Parental Involvement

	2021-22		2022-23		2023-24	
<i>What would help parents become more involved in Dry Creek?</i>	Parent	Staff	Parent	Staff	Parent	Staff
More information on how to support students at home	39%		25%		41%	
More information on involvement opportunities	20%		13%		35%	
More communication between school and parents	37%		25%		25%	
More participation opportunities at the school level	22%		22%		31%	
More events offered in the evening	20%		13%		36%	
More participation opportunities at the district level	15%		15%		10%	
More convenient locations for participation	9%		9%		12%	
More communication in our family's primary language	0%		2%		10%	
More events offered in the morning	4%		4%		12%	
Other	4%		4%		5%	
None of the above	30%		50%		20%	
Virtual Event (Ex. Zoom)	28%		25%		21%	

Summary:

When asked about what could be done to encourage more involvement in Dry Creek, 41% of parents responded that it would be helpful to get more information on how to help their children at home. Thirty-five percent (35%) of parents indicated that if they had more information on involvement opportunities, then they would be more active participants. In addition, thirty-one (31%) of parents indicated that more participation offered at the school level would help them be 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 more opportunities are being offered and therefore less need? Or is there a lack of interest, based on the response of 50% "none of the above"?

Barrett Ranch Elementary School Parent/Staff/Student Survey 2023-2024

***Results for the 2023-24 survey represent one-hundred and eleven (111) Barrett Ranch parents and twelve (12) staff who responded with input. Conclusions drawn from a small sample size of nineteen percent (19%) of parents and twenty-three percent (23%) of staff, should be interpreted with caution.*

Parental Involvement

	2021-22		2022-2023		2023-2024	
<i>It is important to offer parents a chance to participate in engagement opportunities, such as...</i>	Parent	Staff	Parent	Staff	Parent	Staff
Back to school night or open house.	71%		97%		96%	
School or class events, such as play, sports events, or award assembly.	100%		92%		94%	
Parent-teacher conferences with my child's teacher.	100%		95%		95%	
School committees or councils such as Site Council or ELAC.	67%		83%		82%	
Family/Parent events, such as Reading or Math Night, Love n Logic, etc.	67%		83%		89%	
District committees or councils such as DELAC, GATE or Health.	100%		79%		82%	
Volunteering at my child's school.	100%		89%		89%	
The Parent Teacher Association (PTA)	83%		83%		86%	
Virtual events.	83%		83%		81%	

Summary:

Parent feedback indicates that parents felt the most valued when they participated in school/class events (94%) 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 2023-24 survey represent one-hundred and eleven (111) Barrett Ranch parents and twelve (12) staff who responded with input. Conclusions drawn from a small sample size of nineteen percent (19%) of parents and twenty-three percent (23%) of staff, should be interpreted with caution.*

Parental Involvement

	2021-2022		2022-2023		2023-2024	
<i>I feel that the school and/or district value(s) my participation or input in engagement opportunities.</i>	Parent	Staff	Parent	Staff	Parent	Staff
Strongly Agree/Agree	83%		82%		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 2023-24 survey represent one-hundred and eleven (111) Barrett Ranch parents and twelve (12) staff who responded with input. Conclusions drawn from a small sample size of nineteen percent (19%) of parents and twenty-three percent (23%) of staff, should be interpreted with caution.*

Self-Awareness

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I can do most things if I try.	87%	85%	86%
I know when I am feeling overwhelmed.	74%	79%	82%
I feel positive about my future.	76%	79%	86%
I have a lot of strengths.	77%	74%	78%
I am happy with who I am.	81%	84%	86%
I can explain my feelings to others.	50%	52%	45%

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 86% of students agree that "I can do most things if I try" and "I am happy with who I am" (86%). An area of focus is that only 45% 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 that cultivate self-awareness.

Growth Mindset

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I can learn from my mistakes.	88%	87%	87%
I feel confident in my ability to learn new things.	86%	79%	82%
I can usually solve my problems.	77%	75%	70%
I keep trying, even when things are hard.	80%	78%	80%
I am a hard worker.	81%	83%	88%
Challenging myself makes me smarter.	74%	68%	72%
I can make the best out of a bad situation.	58%	60%	54%
If I'm not good at something, I'd rather quit.	8%	11%	10%

Summary:

With a growth mindset, students embrace diverse challenges, deriving valuable lessons from each encounter. This fosters the enhancement of their skills and academic accomplishments. A substantial majority of students, totaling eighty-seven percent (87%), acknowledge their capacity to learn from mistakes.

As students grasp the concept of intellectual growth, they demonstrate a heightened dedication to their endeavors. It is heartening to note that eighty-eight percent (88%) affirm their commitment to hard work, reflecting the internalization of perseverance. The confidence exhibited in these statistics is reassuring; as a staff, we are steadfast in our commitment to nurturing these positive trends by instilling a culture of confidence through a growth mindset.

Self- Management

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I know right from wrong.	80%	80%	88%
I have goals and plans for my future.	90%	88%	86%
I keep my promises.	88%	89%	79%
I follow the rules.	85%	88%	83%
I finish whatever I begin.	65%	64%	64%
I know how to handle stress.	48%	49%	55%

Summary:

It is refreshing to see 86% 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 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 knew right from wrong (88%). With a slight increase of students surveyed responding “I know how to handle stress” (55%) we hope that the continued implementation of ToolBox and Zones of Regulation will continue a positive trajectory.

Responsible Decision-Making

	2021-22	2022-23	2023-24
<i>Within the past two weeks, how often have you...</i>	Student	Student	Student
waited patiently in line?	77%	81%	77%
paid attention in class?	84%	82%	87%
waited for your turn to talk in class?	75%	82%	77%
told the truth even though it is hard?	71%	67%	74%
thought about what may happen before making a decision?	60%	55%	59%
calmed yourself down when upset?	55%	57%	60%

Summary:

The 2023-24 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 59% 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. It is encouraging to see an upward trend (from 67% to 74%) in students responding to telling the truth even though it is hard. 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 continue to show the importance of SEL work and the BR staff modeling resilience and decision making skills.

Social Awareness

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
It is important to treat people with respect.	97%	95%	94%
I am happy for my friends when they do well in school.	92%	96%	93%
I accept others for who they are, even if they are different than me.	93%	96%	92%
I can tell when someone is upset.	84%	85%	87%
If someone is sad, I try to help him or her.	85%	89%	83%

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 (94%). Students reported strength in being able to tell when someone is upset (87%) and in accepting others for who they are, even if they are different than them (92%). Despite a mix of increases 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

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I have friends at school.	90%	95%	92%
I feel comfortable working in a team with other students.	71%	72%	66%
I can talk easily with other kids in my grade.	76%	77%	72%
I feel like my peers leave me out of things.	31%	31%	36%

Summary:

Relationships and a sense of belonging are imperative to students' feeling comfortable and confident at school. It is positive to see that 92% of our students responded that they have 'friends at school' and 72% 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 by cultivating stronger relationships and strengthening communication peer to peer. This focus should continue because there was a slight increase in the "I feel like my peers leave me out of things" which showed a slight trend towards the negative from 31% to 36%.

Civic Mindset

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I care about my community.	91%	89%	86%
I am knowledgeable about what is happening in the world.	77%	81%	74%
I read or talk about current events.	59%	70%	67%
I believe that I can make a difference in my community.	65%	70%	59%

Summary:

With 86% of students responding that they care about their community, it is refreshing. As a school, we can try to continue to cultivate a proactive response for the 59% that believe "I can make a difference in my community," which was a significant decrease. 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

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
My teachers believe that I will be successful.	87%	83%	86%
I have at least one adult at school that I trust.	71%	82%	80%
I feel like I belong at school.	69%	70%	62%
Adults at school care about me.	78%	84%	76%
Adults at school listen when I have something to say.	82%	76%	66%
Adults at school support me when I need help		81%	77%

Summary:

As a site, our SEL focus is grounded in cultivating trust and relationships. Eighty-six (86%) of students agree that “My teachers believe that I will be successful” is a nod to the dedication of our staff. There was also a strong response of eighty percent (80%) of students who responded that they “have an adult they can trust.” Though there is a slight decrease to seventy-six percent (76%) of students who said that “adults at school care about me”, it is still evident that 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

	2021-22	2022-23	2023-24
<i>Within the past two weeks, how many times have you....</i>	Student	Student **Number of students reporting 0 times	Student **Number of students reporting 0 times
worried about school work?	28%	37%	26%
had trouble falling asleep?	30%	48%	27%
felt like not talking to anyone?	26%	64%	36%
felt sad?	21%	49%	23%
felt anxious?	19%	50%	40%
felt like you could not focus in school?	21%	51%	41%
felt lonely?	19%	59%	33%

Summary:

It is hard to see that our students are still struggling with emotional well-being and 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 of 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

	2021-22	2022-23	2023-24
<i>Since the start of the school year, how often have you experienced the following:</i>	Student	Student **Number of students reporting NEVER experiencing bullying	Student **Number of students reporting NEVER experiencing bullying
I have been verbally bullied by students at school.	13%	78%	54%
I have been electronically bullied by students (e.g., text messages, email, social media).	8%	91%	83%
I have been physically bullied by students at school.	9%	82%	62%

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 2023-24 school year, a school-wide emphasis was placed on prevention, timely and consistent intervention, social-emotional support (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

	2021-22	2022-23	2023-24
<i>Where in school have you been bullied?</i>	Student	Student	Student
During recess or outside time.	75%	77%	79%
In a classroom.	39%	28%	33%
At the cafeteria.	28%	23%	31%
In hallways.	5%	8%	6%
In the bathroom.	8%	8%	11%
Online	23%	17%	25%
Other	36%	21%	16%

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 the interpretation and validity of all responses also must be kept in mind. Student responses also mentioned parks, sports teams, and housing communities.

School Environment

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I am proud to be part of my school.	82%	83%	74%
My school is a safe place.	69%	74%	64%
School activities are interesting.	79%	74%	69%
I have a say in school decisions that affect me (e.g., class activities, lessons, school rules).	53%	56%	50%
Students at my school are motivated to learn.	65%	57%	52%

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 toward negative trajectories but is 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. We have some work to do.

Engaged students experience greater satisfaction with school experiences, which benefits 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.

Barrett Ranch School Site Council
2024-2025 Planning Calendar*

**Agenda items subject to change*

August 29, 2024

Introduction of Members
Purpose/Roles of School Site Council
Review By-Laws
Uniform Complaint Annual Notification
Parent Involvement Policy
Review Year Planner

September 26, 2024

Review School and District Goals for the Current Year
Review and analyze site/district assessment

October 24, 2024

Review School Safety Plan and Goals

November 21, 2024

Review/Update School Safety Plan and Goals
RTI Implementation

January 23, 2025

Dashboard Review
Approve School Safety Plan and Goals
Mid-year Review LCAP

February 27, 2025

LCAP Review

March 27, 2025

Local Indicator #3

April 24, 2025

Co-Curricular Program Review
Review SPSA Goals 25/26
Student /Parent Survey results review
SPSA 24/25 Review

May 22, 2025

Final SPSA Approval 25/26
Set 25/26 Meetings
Review Survey Data
Review Ballot Process

All meetings at school in the conference room or in Zoom 3:00 - 4:00.



**Partners in Learning
School Pledge/Compact
2024-2025**

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 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

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:

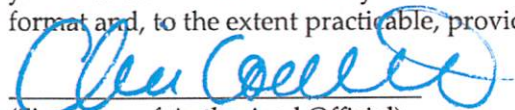
Schools that have 15% of any one language will send out materials in English and in the other language.

*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.*

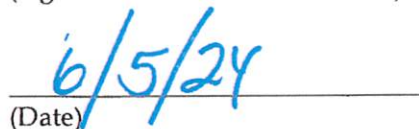
PART IV. ADOPTION

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)



(Date)

Policy 1312.3: Uniform Complaint Procedures

Status: ADOPTED

Original Adopted Date: 06/12/2000 | Last Revised Date: 06/16/2022 | Last Reviewed Date: 06/16/2022

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to the UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical educational (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Childcare and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)
11. Educational and graduation requirements for students in foster care, homeless students, students from military families, students formerly in a juvenile court school. (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 52059; 20 USC 6301 et seq.)
13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)
15. Physical education instructional minutes (Education Code 51210, 51222, 51223)
16. Student fees (Education Code 49010-49013)
17. Reasonable accommodations to a lactating student (Education Code 222)
18. Regional occupational centers and programs (Education Code 52300-52334.7)

19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
20. School safety plans (Education Code 32280-32289)
21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
22. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
23. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation, unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency. (5 CCR 4611)
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611)
3. Any complaint alleging that a student, while in an education program or activity in which the district exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR 106.30 shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in AR-5145.71 - Title IX Sexual Harassment Complaint Procedures.
4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.
5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education

(CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5CCR 3200 - 3205)

6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)
 7. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)
 8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)
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