Barrett Elementary School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Barrett Elementary School
Street	895 Barrett Ave.
City, State, Zip	Morgan Hill, CA, 95037
Phone Number	408-201-6340
Principal	Mary Alice Callahan
Email Address	callahanm@mhusd.org
School Website	https://barrett.mhusd.org
Grade Span	K-5
County-District-School (CDS) Code	43 69583 6118376

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Barrett is an exceptional place for learning where staff, parents, volunteers, and community partners work together for academic excellence. Bengal pride abounds daily, but is also evident at whole-school assemblies and school events where we share school spirit, honor student achievement, or provide opportunities for students to perform. Barrett fosters a climate of acceptance, and inclusiveness that allows all students to succeed. Our staff members embrace learning opportunities and have consistently aligned instruction and methods with state adopted curriculum with a focus on Common Core standards. We have enriched our reading program, investigated effective teaching of writing, studied number sense in mathematics, and redefined curriculum based on data analysis and research. Best practices adopted include Guided Language Acquisition Design (GLAD)

2024-25 School Description and Mission Statement

strategies, Constructing Meaning strategies and varied instructional techniques, as well as differentiating for all learners. We believe strongly in provoking intellectual curiosity through rigorous academic standards every minute of the day. Our curriculum emphasizes real-world experiences, visual and performing arts, and the development of leadership through student involvement in numerous community service activities and projects. Barrett teachers and staff are deeply engaged in helping all students reach grade level proficiency in all subjects. Reading, writing, math and English Language Development standards encompass the foundational skills students need for academic success. Teachers meet weekly to examine student progress, assess their learning needs and design instruction to meet their needs. Barrett has developed a second tier of instruction for students who struggle to meet grade level proficiency in reading. Progress is tracked by trimester and groups are flexibly redesigned to hone instruction to the readers' needs. Barrett's strength is in the commitment of home, school, and community working towards the common goal of ensuring a nurturing and engaging educational experience for all.

Barrett is proud of the work that we do that extends and enriches our students' curriculum beyond the classroom. Barrett believes that a positive culture with social emotional supports is also essential for student learning. Barrett has both a primary and an upper elementary student leadership group to address school climate from the child's perspective. Our student leadership groups assess student needs and generate options for addressing them. Students are actively engaged in promoting the four PBIS school rules—show respect, make good decisions, solve problems and be kind and brave. They promote the rules through skits and short school assemblies. Students design spirit weeks, support positive engagement with Barrett personal standards, organize clubs and advertise school events. These students also work with the Santa Clara Public Health Department to learn cooperative games and then teach these games to other students at recess and lunch. Barrett works with Rebekkah's Children's Services, Discovery Counseling, Community Solutions and the District Care and Wellness Teams to offer individual and small group counseling. Barrett collaborates with the Santa Clara Public Health Department to promote healthy eating through our monthly fruit and vegetable showcases, our Student Nutrition Advisory Committee, and nutrition classes for students. Additionallly, we have a wonderful music teacher with a professional degree in music who teaches singing in grades TK-5. She also offers choir after school for fourth and fifth graders. The choir visits the local Loma Clara Senior Living Facility monthly, bringing song and joy to our senior neighbors. Our YMCA partners, provide a positive before and after school child care option and an excellent summer program. These opportunities allow students to have an active role in shaping the school climate and their ownership in it.

Building a positive climate through parent engagement is another priority. Barrett is a shared community collaborative school and partners with many community services to maintain and improve the community's health and welfare. For example, through a community support group called Project Cornerstone, staff and parents are given information and support to build developmental assets for their children as they grow into adulthood. ABC readers brings parents and community members into the classes to read a book and share an activity themed to the book's central message. Based on the Los Dichos program, Spanish-speaking parents are invited to read a picture book that focuses on traditions and culture to classes. Barrett families also benefit from an array of counseling and social emotional support programs. Barrett hosts numerous after-school and evening events with our community partners. One example is our annual Barrett Night at the Public Library where Barrett families come to the the Morgan Hill Public Library for a fun presentation on the services available there and a scavenger hunt for students to discover the many assets available to them in the library. These communal opportunities connect our families to Barrett as a place of academic and social learning. Many of our events focus on family fun to build connections and resiliency. Barrett believes that students who feel connected personally with their school thrive in that environment.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	57
Grade 2	63
Grade 3	63
Grade 4	66
Grade 5	62
Total Enrollment	400

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.3
Male	54.8
American Indian or Alaska Native	0.5
Asian	3.8
Black or African American	2.8
Filipino	1.5
Hispanic or Latino	69.8
Native Hawaiian or Pacific Islander	0.8
Two or More Races	4.5
White	13.3
English Learners	27.5
Homeless	13.3
Migrant	2.3
Socioeconomically Disadvantaged	62.3
Students with Disabilities	17.8

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	90.85	327.10	87.46	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.10	0.84	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	3.03	18.60	4.98	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.06	12.60	3.38	12115.80	4.41
Unknown/Incomplete/NA	1.00	6.06	12.40	3.33	18854.30	6.86
Total Teaching Positions	16.50	100.00	374.00	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.50	87.12	312.70	86.75	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.97	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	12.82	37.60	10.43	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.06	4.50	1.27	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	2.00	0.57	15831.90	5.67
Total Teaching Positions	15.60	100.00	360.40	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	88.24	313.90	80.52	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.70	0.96	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	6.29	56.10	14.39	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.20	1.34	11746.90	4.23
Unknown/Incomplete/NA	0.90	5.41	10.80	2.79	14303.80	5.15
Total Teaching Positions	17.00	100.00	389.80	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.50	0.00	0
Misassignments	0.00	2.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.50	2.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	11.1	36.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.20	0	31.8

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, Gr K-5	Yes	0
Mathematics	Pearson Investigations with Envision supplement Gr K-5	Yes	0
Science	TWIG Science by TWIG Education Gr K-5	Yes	0
History-Social Science	Pearson My World	Yes	0

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

School Facility Conditions and Planned Improvements

Barrett Elementary School was constructed in 2001 and sits on 9.6 acres. The school contains a multipurpose room with a performing arts stage, library and covered eating areas in both the upper grade and kindergarten area.

Year and month of the most recent FIT report	November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Ceiling tiles stained. in office and library. District Maintenance will plan and schedule repairs.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical		X		Missing electrical covers. 2 light panels out in MPR. and room 25. Site custodian will replace lights and covers by Feb. 2024
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Low flow fountain and peeling paint. District Maintenance will plan amd schedule renovations.
Safety: Fire Safety, Hazardous Materials		X		Missing evacuation map in speech and resource room. Site custodian will replace lights and covers by Feb. 2024
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Missing door closer covers. District Maintenance will plan and schedule repairs.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	33	27	46	48	46	47
Mathematics (grades 3-8 and 11)	26	25	35	37	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	195	188	96.41	3.59	26.74
Female	91	88	96.70	3.30	34.09
Male	104	100	96.15	3.85	20.20
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	141	135	95.74	4.26	21.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	41.67

White	22	22	100.00	0.00	57.14
English Learners	56	55	98.21	1.79	5.45
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	107	102	95.33	4.67	14.85
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	48	48	100.00	0.00	2.08

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	195	187	95.90	4.10	25.13
Female	91	88	96.70	3.30	27.27
Male	104	99	95.19	4.81	23.23
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	141	135	95.74	4.26	17.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	33.33
White	22	21	95.45	4.55	57.14
English Learners	56	55	98.21	1.79	7.27
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	107	101	94.39	5.61	15.84
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	48	48	100.00	0.00	4.17

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	22.39	22.22	35.35	35.00	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	63	95.45	4.55	22.22
Female	33	32	96.97	3.03	21.88
Male	33	31	93.94	6.06	22.58
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	49	47	95.92	4.08	14.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	16	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	29	93.55	6.45	17.24
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	12	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93.8	98.5	100	98.5	100

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

With input from the staff and parents, the administrator facilitates a climate where students, staff, and community join together. Parent involvement is encouraged, and an open-door policy exists to allow for strong home/school communication. Events, such as the game nights, pizza with the principal nights and our math festival are explicitly planned and held to teach parents how to help their children with their school work now and in the future. Parent volunteers support Barrett in many ways. Teachers welcome them into the classroom to work with students, prepare instructional materials, and chaperone field trips. Volunteers participate as leaders on our School Site Council (SSC) and English Language Advisory Committee (ELAC) committees, our Community Collaborative Committee and as Home, School, and Community Club members (HSCC). Barrett started a site level Special Education Advisory Committee (SEAC) to share resources and provide information about making all aspects of the school more inclusive for all learners. We also discuss the demands that special needs of our children with IEPs have on families and learn together how to support and value neural diversity. Our parents are an integral part of our learning community. Our community partners offer free parenting classes as well as nutrition classes to our families. Barrett received a Leaders in Eating and Activity Practices Award from the Nutrition Policy Institute in collaboration with the California Department of Public Health and the Santa Clara Local Health Department. All of these committees continue to play an active role in shaping the priorities of the school and in providing resources to support our students.

As a shared community collaborative, Barrett invites members of the community to join with the school to provide opportunities for the staff, the students, the parents and the larger community to come together on a monthly basis to promote a shared responsibility for the community's health and well-being. We offer events for socializing and getting to know each other better such as the August Meet and Greet, the December Holiday Sing, and evening fun such as movie nights in the multipurpose room. Our students are stars in the making! Each grade gives a student performance during the day for all the school to see and at night for the parents to enjoy.The teachers are supported by our volunteer music teacher and the visual and performing arts teacher.

The Home, School, and Community Club (HSCC) volunteers time to support annual events that make Barrett a great place to be. The Back to School Meet and Greet, the December Winter Festival, the end of year Field Day, and the Book Fairs, are just some of the events that take place because of our outstanding parent volunteers. Parents are also important advocates and advisors on the district English language advisory committee (DELAC), and the quarterly district home and school club meetings.

2024-25 Opportunities for Parental Involvement

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	433	422	123	29.1
Female	193	193	63	32.6
Male	240	229	60	26.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	3	18.8
Black or African American	11	11	2	18.2
Filipino	--	--	--	--
Hispanic or Latino	303	293	94	32.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	21	5	23.8
White	55	54	8	14.8
English Learners	122	116	31	26.7
Foster Youth	--	--	--	--
Homeless	72	68	25	36.8
Socioeconomically Disadvantaged	288	278	95	34.2
Students Receiving Migrant Education Services	12	12	5	41.7
Students with Disabilities	95	93	34	36.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.25	0.48	0.23	4.44	4.9	5.08	3.17	3.6	3.28
Expulsions	0	0	0	0.15	0.03	0.13	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.23	0.00
Female	0.00	0.00
Male	0.42	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.33	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.35	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Barrett campus is clean, safe, and orderly. Our school safety plan is reviewed annually both with staff and the School Site Council. On August 27th 2024, the School Site Council reviewed the site safety and fine tuned the safety protocols. These include our current earthquake and fire drills and the protocol for Run, Hide, and Defend. When school is in session, all staff and students participate in regularly scheduled simulation earthquake drills, lockdowns, and fire drills. Fire drills are held monthly, earthquake drills are three times a year and lockdown training is an annual event. Safety information is compiled in our Barrett Emergency Plan booklet that is sent home every year to our families. COVID safety protocols continue to be

2024-25 School Safety Plan

implemented as directed from the County Office of Public Health aligned with the CDC and state guidelines.

Barrett holds high expectations that all students will follow our school rules to promote a positive, safe school environment. Routines and expectations for a safe and orderly campus are set early in the year. Parents are informed that we lock all perimeter gates during the school day, and we ask that visitors on campus check in the office and receive a badge. All volunteers are fingerprinted and have badges verifying their volunteer status. Parents and students review the Code of Conduct and the student dress code each year.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	17	1	2	
2	24		2	
3	26		2	
4	31		2	
5	37		1	1
Other	10	3		

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	64			3
1	69			2
2	77			2
3	90			2
4	84			2
5	111			2
Other	17	3	1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		6	
1	27		6	
2	20	1	4	
3	21	1	4	
4	29		4	
5	33		5	1
Other	28	4		6

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,052.08	$256.44	$10,795.64	$116,893
District	N/A	N/A	$10,555	$106,381
Percent Difference - School Site and District	N/A	N/A	2.3	9.4
State	N/A	N/A	$10,771	$94,694
Percent Difference - School Site and State	N/A	N/A	0.2	21.0

Fiscal Year 2023-24 Types of Services Funded

Barrett funds a six-hour bilingual liaison to help us communicate more effectively with our Spanish-speaking population and to support staff as they administer the annual ELPAC. Our school-based monies are used mainly for reading intervention programs, instructional supplies and materials. Funds are also budgeted for professional development. All of the goals of the site plan are developed, discussed, approved, and monitored by the School Site Council and the ELAC participants. Updates are given as a part of the monthly ELAC and SSC meetings. Additional reports are given to the Home School and Community Club at each of its meetings.

Federal Title 1 funds pay for a reading intervention program, staff development and curriculum planning for teachers to provide rigorous instruction in the classroom. It also pays for opportunities for parent engagement.

A combination of federal, state and district funds are used to hire additional personnel for reading support of all students. We have one reading specialist and one paraprofessional working with readers who need a second tier of support to increase their reading skills.

Our Home, School, and Community Club holds annual fund-raising events to pay for classroom supplies, field trips, an art program, weekly music, library books, science camp and special assemblies.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$60,081	$58,855
Mid-Range Teacher Salary	$101,641	$92,519
Highest Teacher Salary	$128,610	$114,665
Average Principal Salary (Elementary)	$145,971	$142,791
Average Principal Salary (Middle)	$154,924	$151,078
Average Principal Salary (High)	$168,098	$167,094
Superintendent Salary	$297,357	$281,086
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Barrett teachers and classroom assistants believe that ongoing professional development is essential in helping students become proficient in all subject areas. Research supports the assumption that increasing teacher capacities in instruction results in higher achievement in students. Additionally, English Learners and struggling students show more academic growth when they have opportunities to work in small groups and construct knowledge within their own zones of proximal development. Teachers have developed curriculum maps that utilize continual assessments of student work and then use that achievement data to help us identify strengths and weaknesses. The results guide us when we develop our academic programs. Successful implementation of programs is evidenced in the growth of our individual students.

Staff members actively participate in weekly collaboration and professional development that is determined by the leadership team made up with one teacher from each grade level. The district has adopted new curricula aligned to the Common Core State Standards in math, English Language Arts and Social Studies. Teachers engage in the differentiation of content through a variety of strategies such as focused lessons using GLAD strategies, teaching the craft of writing, positive discipline in the classroom, math instruction that focuses on growth mindset and student-centered tasks that foster student mathematical talk and deepen content understanding, the new English Language Arts materials and Constructing Meaning and GLAD ELD implementation. Staff members are given many opportunities to reflect on questions and conduct research to help them strengthen their teaching strategies. Staff members analyze data from a number of sources to assess the learning needs of their students. Teachers implement small group instruction in reading and writing. GLAD strategies are infused throughout the lessons. The focus on small group instruction allows for differentiation while also encouraging student voice from even the quietest of students. Barrett believes that highly engaging lessons as well as small group instruction allows all students to learn and create knowledge in GLAD scaffolded lessons. Additionally, the teachers refine their practices and learn from each other in weekly collaboration meetings. These focus on a variety of topics including, GLAD strategies, reading strategies, data analysis, assessment calibration, and mathematical mindset strategies. Teachers also have the opportunity to learn from each other through sub-release days to observe others and to collaborate on long-term planning using the strategies that they study.

Barrett teachers are active learners and have participated in professional development in readers' workshop, writers' workshop, mathematical and growth mindset, number talks and GLAD/Constructing Meaning strategies. In 2022-23, teachers participated in district-provided workshops focused on developing professional learning communities (PLCs). The school created a guiding coalition to shepherd the work of the PLC topics. This focus on professional collaboration continues work on developing unit plans, developing common formative assessments and using district and site data to analyze student progress. Barrett teachers and staff are constantly learning from each other and from professional development opportunities provided by site and district resources. Our learning is evident in our collaboration conversations, our grade level planning and in the instruction in our classrooms daily. Teachers have used collaboration time to visit other classrooms to identify the many forms of student engagement in our classes. We share our learning with our parents and community partners through collaborative events, conversations at IEPs, and parent-teacher conferences. The principal presents information about professional development at ELAC and SSC meetings. Barrett prioritizes and aligns its professional development learning in the approved School Plan for

Professional Development

Student Achievement (SPSA).

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	7	7