

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	31-66803-0111104	May 21, 2026	June 11, 2026

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 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This plan outlines our school's areas for growth and the steps we are taking to support student success. Using data from the California State Dashboard, Collaborative Conferences, SMART Goals, district-wide assessments, common formative and summative assessments, state test scores, survey results, SWIS data, and Aeries attendance reports, we identified key areas for improvement. Our data analysis revealed a need to strengthen student performance in English Language Arts (ELA) and Math, as our scores fell below standard on the Dashboard. Additionally, our review of SWIS data highlighted the need to reduce behavioral referrals. To address these concerns, we examined the underlying factors contributing to these challenges and developed targeted strategies for improvement. Our plan includes specific practice changes and measurable goals to track progress and ensure student growth.

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.

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

Schoolwide Program

This plan outlines our school's areas for growth and the steps we are taking to support student success. Using data from the California State Dashboard, Collaborative Conferences, SMART Goals, district-wide assessments, common formative and summative assessments, state test scores, survey results, SWIS data, and Aeries attendance reports, we identified key areas for improvement. Our data analysis revealed a need to strengthen student performance in English Language Arts (ELA) and Math, as our scores fell below standard on the Dashboard. Additionally, our review of SWIS data highlighted the need to reduce behavioral referrals. To address these concerns, we examined the underlying factors contributing to these challenges and developed targeted strategies for improvement. Our plan includes specific practice changes and measurable goals to track progress and ensure student growth.

As a Title I school, Barrett Ranch Elementary has identified priority areas and developed targeted, data-driven goals to enhance academic outcomes and foster a positive school climate for all students.

Goal 1: Improve Student Achievement in ELA and Math

Objective: By June 2027, all students, including students with disabilities, African American students, and Hispanic students, will increase CAASPP performance in English Language Arts and Mathematics by at least 5%, as measured by CAASPP results and the California Dashboard.

Key Strategies:

- * Implement explicit, systematic phonics instruction in Tier 1 core instruction.
- * Provide staff training on and implement best practices in Tier 1 ELA and Math.
- * Use weekly PLC meetings to analyze formative and summative assessment data and guide instructional decisions.
- * Integrate Tier 1 GLAD strategies to strengthen language development and access to core content.
- * Deliver targeted Tier 2 reteaching based on assessment results.
- * Offer Tier 3 interventions in small groups led by credentialed teachers.
- * Embed math strategies into daily instruction and strengthen writing instruction through consistent GLAD implementation.

Metrics to Measure Growth:

Student progress will be monitored through daily, weekly, and monthly formative and summative assessments, CAASPP results, and California Dashboard data.

Goal 2: Enhance PBIS and Foster a Positive School Climate

Objective: By June 2027, reduce student behavioral referrals documented in SWIS by at least 5%.

Key Strategies:

- * Maintain a consistent, schoolwide discipline system for all TK–5 students.
- * Teach and reinforce behavioral expectations explicitly through The Bronco Way, weekly classroom lessons, and monthly Character Assemblies.
- * Implement and sustain a tiered PBIS system (Tier 1, Tier 2, Tier 3).
- * Provide ongoing PBIS professional development and support staff attendance at PBIS trainings.
- * Train staff to use SWIS effectively for monitoring, tracking, and analyzing behavioral data.
- * Implement a Check-In/Check-Out system for students needing additional support.
- * Recognize and reinforce positive behavior through schoolwide initiatives:
 - * Weekly Bucky Badge Prize Wagon
 - * Monthly Bucky Badge Book Pull

- * Semester Awards for Citizenship and Effort
- * Weekly Kindness Ambassador

Metrics to Measure Growth:

Behavioral progress will be tracked weekly through SWIS and evaluated annually via Student and Parent Survey results.

Through these strategies, Barrett Ranch Elementary is committed to creating a structured, inclusive, and positive learning environment that supports both academic growth and social-emotional development for all students

School Vision and Mission

At Barrett Ranch Elementary, we are dedicated to fostering a dynamic and inclusive learning community where all students are supported to achieve their highest potential.

Our mission is to:

Center Decisions on Student Needs: Ensure that academic, social, and emotional growth of students guides all instructional and organizational decisions.

Inspire a Love of Learning: Promote curiosity, critical thinking, and creativity through engaging, rigorous, and standards-aligned instruction that prepares students for future success.

Create a Safe and Supportive Environment: Maintain a positive, inclusive, and nurturing school climate where students, staff, families, and community partners work collaboratively to support the diverse needs of all learners.

Honor Diversity and Develop Citizenship: Value and celebrate the diversity of our school community while modeling respect, responsibility, and active citizenship through strong relationships and shared accountability.

Strengthen Engagement and Belonging: Promote consistent attendance and school connectedness through positive communication, meaningful incentives, and schoolwide celebrations that build community and school pride.

School Profile

Barrett Ranch Elementary School, home of the Broncos, is a Title I, award-winning school (PBIS Gold Award 2025, 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 Ranch staff is committed to providing standards-based Common Core instruction which is differentiated for all students' needs. Over 37% 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. We also provide integrated and designated EL instruction for our EL learners on a daily basis. 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, Donuts with the Principal, 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 Book Club, Yoga Club, Cross Country, Book Prom, Breakfast Club, Student Council, 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 635 students in Transitional Kindergarten through 5th grade, including SDC classes.

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

Ethnicity 36.9% White, 17.8% Hispanic/Latino, 7.9% Black, 23.9% Asian, 1.3% Other Pacific Islander, and 8.8% Multi-Ethnic (two or more)

English Language Learners: 37.2% 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: 68.2% of student population

Educational Partner Involvement

How, when, and with whom did Barrett Ranch Elementary 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: 8/28, 9/25, 10/23, 11/20, 1/22, 2/26, 3/19, 4/23, 5/21

ELAC Meetings: 8/13, 1/28, 4/15

Leadership Meetings: 8/4, 8/20, 9/17, 10/15, 11/19, 12/17, 1/21, 2/11, 3/11, 4/22, 5/20

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.

This plan satisfies the ATSI requirements by confirming that no resource inequities were identified through the required needs assessment. The analysis determined that all students currently have equitable access to the instructional materials, programs, supports, and services they need to be successful. Barrett Ranch will continue to monitor resource allocation and student outcomes to ensure that equitable access is maintained and that emerging needs are addressed promptly.

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 2025 Fall Dashboard English Language Arts Equity Report shows that overall student performance at Barrett Ranch remains in the Orange range, with students performing 15.6 points below standard, indicating a continued need for focused instructional support. While some groups are making progress, several student populations in the Red and Orange performance ranges require targeted interventions to accelerate learning and close achievement gaps.

Most notably, Hispanic students are in the Orange range and performing 58 points below standard, with a significant decline from the previous year. This signals an urgent need for enhanced instructional supports, including targeted small-group reading instruction, increased access to academic language development, and strengthened home-school partnerships to reinforce literacy skills. Similarly, white students are also in the Orange range, performing 18 points below standard, indicating that broad-based instructional strategies and consistent progress monitoring are essential across classrooms.

In addition, Students with Disabilities, while not assigned a performance color due to reporting rules, show the greatest academic need, performing 83.4 points below standard with a notable decline. This underscores the importance of intensified special education services, pull out models, structured intervention programs, and frequent data review to ensure instructional strategies are effectively meeting student needs.

To address these challenges, Barrett Ranch will continue to prioritize high-quality Tier 1 instruction, targeted Tier 2 interventions, and intensive Tier 3 supports, along with professional development focused on literacy instruction, differentiated teaching, and culturally responsive practices. Strengthening early literacy, expanding intervention programs, and closely monitoring student progress will be key strategies in supporting improved outcomes for all learners.

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.

ELA:

Referring to the California School Dashboard, student groups are identified for focused support when their performance is two or more levels below the “All Students” performance level.** Based on the 2025 English Language Arts results, Hispanic students and Students with Disabilities emerge as priority groups for targeted intervention, as their performance falls significantly below the overall school performance level of Orange.

Hispanic students are currently performing in the Orange range but substantially below grade-level standards, indicating a significant achievement gap that has widened compared to the previous year. This trend highlights the need for intensified instructional supports, including targeted small-group instruction, enhanced academic language development, consistent progress monitoring, and strong family engagement strategies.

Students with Disabilities demonstrate the greatest academic need, performing well below standard and showing a decline from the prior year. Although a color designation is not assigned due to reporting rules, their performance indicates a critical need for strengthened intervention supports, including specialized instruction, pull out models, individualized learning plans, and increased collaboration between general education and special education staff.

This data reinforce the importance of a schoolwide focus on strengthening Tier 1 literacy instruction while providing targeted Tier 2 and Tier 3 interventions to ensure equitable academic outcomes for all students. Continued monitoring, professional development, and data-driven instructional planning will be essential in closing achievement gaps and supporting sustained student growth.

Math:

Referring to the California School Dashboard, student groups whose performance is two or more levels below the All Students performance are considered priority groups for focused support. In Math, Barrett Ranch’s overall performance for All Students is Orange, with students performing 28.7 points below standard and showing a decline from the previous year. This indicates a need for continued targeted support to strengthen grade-level math skills.

Several student groups are identified in the Orange range, including English Learners, Socioeconomically Disadvantaged students, Hispanic students, and White students. Among these, Hispanic students are performing the lowest, 78.8 points below standard, with a decline of 25.4 points, highlighting a substantial achievement gap that requires immediate attention. Students with Disabilities, although not assigned a color, are performing 109.2 points below standard, representing the greatest academic need in mathematics and a clear focus for intensive interventions.

To support these students, Barrett Ranch can prioritize Tier 1 math instruction with strong differentiation, alongside targeted Tier 2 and Tier 3 interventions, including small-group instruction, focused skill-building, and progress monitoring. Additionally, professional development for teachers in data-driven instruction, culturally responsive practices, and math intervention strategies will help ensure that all student groups are supported in closing gaps and achieving grade-level proficiency.

EL:

The 2025 California School Dashboard indicates that English Learner (EL) progress at Barrett Ranch is strong, with the EL Progress Indicator rated Green. Of the 136 EL students, 58.1% are making progress toward English language proficiency, demonstrating that the majority of students are successfully advancing in their language development.

Breaking down student progress further: 57.5% of students progressed by at least one ELPI level, while 30.6% maintained their current intermediate levels. Only 11.2% of students decreased by one ELPI level, and less than 1% maintained the highest proficiency level (ELPI Level 4).

These results reflect effective EL programs and targeted instructional strategies that support language development. To continue this positive trajectory, the school can focus on accelerating growth for students maintaining intermediate levels and providing additional support to the small group of students who are declining, ensuring all EL students have the opportunity to reach full English proficiency.

Other Needs

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

The 2025 California School Dashboard shows that Chronic Absenteeism at Barrett Ranch is an area of concern, with the overall student population rated Yellow, as 12.9% of students are chronically absent, representing a slight decline in overall attendance compared to the previous year.

Several student groups fall into the Red or Orange ranges, highlighting priority areas for intervention. Students identified as Two or More Races are in the Red range, with 22.8% chronically absent, and Students with Disabilities are in the Orange range, with 21.7% chronically absent. Additional groups in the Orange and Yellow ranges include Socioeconomically Disadvantaged students (13.7%), African American students (15.4%), Hispanic students (16.7%), and White students (10.5%), indicating that absenteeism is affecting a significant portion of the student body.

To address these challenges, Barrett Ranch can implement targeted attendance interventions, including early outreach to families, mentoring programs, positive reinforcement for consistent attendance, and close monitoring of students with chronic absence patterns. Focusing on these groups will help reduce absenteeism, improve student engagement, and support academic growth for all learners.

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, Administrator
- *Incorporate chronic absenteeism into Collaborative Conferences
- *Notify the case manager of attendance letters
- *Monthly and trimester celebrations
- *Recognition of improvement
- *Implementation of School Wide Restorative Practices, SEL, PBIS Practices
- *Positive calls home.
- *Classroom lessons given by Counselor.
- *Monday Message
- *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. 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.36%	0.16%	0.16%	2	1	1
African American	7.91%	7.63%	9.22%	44	48	58
Asian	23.92%	26.71%	25.28%	133	168	159
Filipino	2.70%	2.38%	2.54%	15	15	16
Hispanic/Latino	17.81%	17.49%	19.08%	99	110	120
Pacific Islander	1.26%	1.91%	2.23%	7	12	14
White	36.87%	34.50%	31.48%	205	217	198
Multiple/No Response	8.81%	8.43%	8.90%	49	53	56
Total Enrollment				556	629	629

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		29	64
Kindergarten	68	95	75
Grade 1	104	88	97
Grade 2	77	107	88
Grade3	76	91	106
Grade 4	118	91	101
Grade 5	89	128	98
Total Enrollment	556	629	629

Conclusions based on this data:

1. Strong enrollment growth: Total enrollment has increased by nearly 29% over two years, indicating sustained school growth and the need for continued planning for staffing, space, and resources
2. Increasing diversity: The student population is becoming more diverse, with notable growth among Asian, Hispanic/Latino, and Pacific Islander students, reinforcing the importance of inclusive, culturally responsive practices.

3. Our percentage of Asian students has continued to increase significantly, while the percentage of White students has declined.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	207	207	182	34.4%	37.2%	28.9%
Fluent English Proficient (FEP)	47	63	60	7.0%	8.5%	9.5%
Reclassified Fluent English Proficient (RFEP)	28	43		4.1%	5.0%	

Conclusions based on this data:

1. English Learner enrollment has increased and then stabilized. From 22–23 to 23–24, EL enrollment rose significantly from 168 (34.4%) to 207 (37.2%), and remained steady in 24–25 at 207 students, indicating sustained enrollment and a continued need for strong EL instructional supports.
2. The percentage of Fluent English Proficient (FEP) students has steadily increased. FEP enrollment grew from 34 students (7.0%) in 22–23 to 63 students (10.0%) in 24–25, suggesting positive trends in language development and instructional effectiveness.
3. Reclassification efforts appear to be showing impact. RFEP numbers have steadily increased over the past three years, rising from 20 students (4.1%) to 43 students (6.8%). This shows strong growth in the number of students successfully reclassifying as Fluent English Proficient.
The increase in FEP students, along with the presence of RFEP students, indicates progress in moving students toward English proficiency and highlights the effectiveness of targeted language instruction and intervention programs.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	112	80	91	107	76	91	107	76	91	95.5	95	100
Grade 4	91	124	94	84	121	92	84	121	92	92.3	97.6	97.9
Grade 5	83	94	128	79	89	125	79	89	125	95.2	94.7	97.7
All Grades	286	298	313	270	286	308	270	286	308	94.4	96	98.4

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2424.	2420.	2391.	21.50	26.32	10.99	33.64	26.32	23.08	18.69	17.11	30.77	26.17	30.26	35.16
Grade 4	2450.	2457.	2456.	19.05	25.62	25.00	19.05	20.66	18.48	21.43	16.53	26.09	40.48	37.19	30.43
Grade 5	2507.	2484.	2500.	21.52	16.85	17.60	32.91	25.84	33.60	21.52	25.84	26.40	24.05	31.46	22.40
All Grades	N/A	N/A	N/A	20.74	23.08	17.86	28.89	23.78	25.97	20.37	19.58	27.60	30.00	33.57	28.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	20.56	18.42	6.59	57.01	59.21	63.74	22.43	22.37	29.67
Grade 4	14.29	16.53	16.30	70.24	63.64	65.22	15.48	19.83	18.48
Grade 5	15.19	7.87	16.80	72.15	75.28	66.40	12.66	16.85	16.80
All Grades	17.04	14.34	13.64	65.56	66.08	65.26	17.41	19.58	21.10

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.02	22.37	7.69	62.62	46.05	62.64	23.36	31.58	29.67
Grade 4	14.29	19.01	16.30	52.38	49.59	57.61	33.33	31.40	26.09
Grade 5	27.85	19.10	18.40	58.23	52.81	63.20	13.92	28.09	18.40
All Grades	18.15	19.93	14.61	58.15	49.65	61.36	23.70	30.42	24.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.35	11.84	4.40	76.64	75.00	65.93	14.02	13.16	29.67
Grade 4	7.14	14.05	8.70	79.76	66.94	75.00	13.10	19.01	16.30
Grade 5	10.13	11.24	8.00	74.68	71.91	78.40	15.19	16.85	13.60
All Grades	8.89	12.59	7.14	77.04	70.63	73.70	14.07	16.78	19.16

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	17.76	14.47	7.69	60.75	64.47	70.33	21.50	21.05	21.98
Grade 4	11.90	14.05	10.87	67.86	63.64	70.65	20.24	22.31	18.48
Grade 5	15.19	11.24	14.40	73.42	61.80	68.00	11.39	26.97	17.60
All Grades	15.19	13.29	11.36	66.67	63.29	69.48	18.15	23.43	19.16

Conclusions based on this data:

1. Strong participation and improved testing rates: CAASPP ELA participation increased steadily across all grades, rising from 94.4% (22-23) to 96.0% (23-24) and reaching 98.4% (24-25), showing strong schoolwide engagement and consistent testing participation.
2. Overall ELA performance is mixed, with growth in "Not Met" and declines in "Exceeded": In 24-25, the percentage of students meeting or exceeding standards decreased slightly (43.6% in 23-24 to 43.8% in 24-25, mostly flat), while the percent Not Met improved from 33.6% to 28.6%, suggesting some movement out of the lowest students, but fewer students reaching the highest performance level (Exceeded dropped to 17.9%).
3. Trends show strengths in Reading and Research, but concerns in Writing and Listening: Across all grades in 24-25, the majority of students performed At/Near Standard in Reading (65.3%) and Research/Inquiry (69.5%), but Writing showed a dip in students Above Standard (19.9% to 14.6%) and Listening showed an increase in Below Standard (16.8% to 19.2%), indicating these areas should be prioritized for instructional focus.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	112	80	91	108	79	91	108	79	91	96.4	98.8	100
Grade 4	91	124	94	90	123	94	90	123	94	98.9	99.2	100
Grade 5	84	94	128	83	94	126	83	94	126	98.8	100	98.4
All Grades	287	298	313	281	296	311	281	296	311	97.9	99.3	99.4

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2428.	2423.	2408.	20.37	16.46	16.48	29.63	39.24	23.08	17.59	16.46	27.47	32.41	27.85	32.97
Grade 4	2460.	2475.	2467.	12.22	18.70	15.96	24.44	30.08	29.79	38.89	26.83	29.79	24.44	24.39	24.47
Grade 5	2495.	2488.	2484.	18.07	13.83	12.70	20.48	13.83	22.22	30.12	37.23	32.54	31.33	35.11	32.54
Grade 11															
All Grades	N/A	N/A	N/A	17.08	16.55	14.79	25.27	27.36	24.76	28.11	27.36	30.23	29.54	28.72	30.23

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	26.85	30.38	17.58	46.30	44.30	56.04	26.85	25.32	26.37
Grade 4	12.22	20.33	23.40	61.11	54.47	51.06	26.67	25.20	25.53
Grade 5	16.87	12.77	15.87	55.42	57.45	52.38	27.71	29.79	31.75
Grade 11									
All Grades	19.22	20.61	18.65	53.74	52.70	53.05	27.05	26.69	28.30

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	24.07	15.19	13.19	43.52	49.37	56.04	32.41	35.44	30.77
Grade 4	11.11	17.89	15.96	58.89	53.66	57.45	30.00	28.46	26.60
Grade 5	14.46	10.64	8.73	50.60	54.26	60.32	34.94	35.11	30.95
All Grades	17.08	14.86	12.22	50.53	52.70	58.20	32.38	32.43	29.58

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.22	18.99	14.29	64.81	59.49	56.04	12.96	21.52	29.67
Grade 4	13.33	23.58	18.09	57.78	57.72	55.32	28.89	18.70	26.60
Grade 5	13.25	12.77	14.29	65.06	65.96	60.32	21.69	21.28	25.40
All Grades	16.73	18.92	15.43	62.63	60.81	57.56	20.64	20.27	27.01

Conclusions based on this data:

1. Strong participation across all grade levels: CAASPP Math participation remained consistently high and improved slightly over time, with overall testing rates increasing from 97.9% (22-23) to 99.3% (23-24) and 99.4% (24-25), showing strong schoolwide implementation and student engagement in testing.
2. Overall achievement shows a slight decline in students meeting/exceeding standards: In 24-25, the percentage of students meeting or exceeding standards decreased to 39.6% (down from 43.9% in 23-24). At the same time, the percentage of students in the Nearly Met and Not Met categories increased slightly (Nearly Met: 27.4% to 30.2%; Not Met: 28.7% to 30.2%), indicating a need to strengthen core math instruction and targeted interventions.
3. Area of greatest concern is Communicating Reasoning, while Problem Solving shows improvement: Across all grades in 24-25, Communicating Reasoning had the highest increase in students performing Below Standard (27.0%, up from 20.3%), showing a need for more focus on explaining thinking and justifying answers. Meanwhile, Problem Solving/Modeling & Data Analysis showed improvement, with more students performing At/Near Standard (58.2%, up from 52.7%), suggesting instructional gains in real-world application skills.

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://www.cde.ca.gov/ta/tg/eng/elpac/) 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1435.8	1418.6	1442.9	1431.9	1420.6	1448.9	1444.8	1413.9	1428.9	40	40	45
1	1451.5	1460.0	1482.4	1451.2	1459.7	1473.8	1451.3	1459.7	1490.6	19	36	30
2	1472.9	1463.5	1485.0	1469.5	1464.4	1490.0	1475.7	1462.3	1479.6	23	31	32
3	1477.4	1459.4	1478.4	1468.5	1452.0	1478.1	1485.9	1466.3	1478.1	40	21	29
4	1498.0	1512.5	1502.4	1489.3	1511.9	1495.0	1506.1	1512.8	1509.2	29	44	22
5	1523.9	1530.0	1536.0	1515.6	1533.9	1542.4	1531.7	1525.6	1529.0	27	28	35
All Grades										178	200	193

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.00	10.00	24.44	35.00	40.00	28.89	32.50	37.50	35.56	12.50	12.50	11.11	40	40	45
1	5.26	8.33	30.00	47.37	63.89	40.00	31.58	19.44	23.33	15.79	8.33	6.67	19	36	30
2	21.74	12.90	9.38	34.78	32.26	68.75	26.09	41.94	12.50	17.39	12.90	9.38	23	31	32
3	10.00	9.52	10.34	35.00	14.29	27.59	32.50	38.10	51.72	22.50	38.10	10.34	40	21	29
4	13.79	20.45	18.18	41.38	38.64	40.91	27.59	31.82	13.64	17.24	9.09	27.27	29	44	22
5	22.22	32.14	31.43	55.56	32.14	25.71	7.41	17.86	37.14	14.81	17.86	5.71	27	28	35
All Grades	15.73	15.50	21.24	40.45	39.00	37.82	26.97	31.00	30.05	16.85	14.50	10.88	178	200	193

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	22.50	15.00	28.89	35.00	35.00	26.67	22.50	30.00	33.33	20.00	20.00	11.11	40	40	45
1	5.26	13.89	40.00	52.63	47.22	33.33	31.58	33.33	20.00	10.53	5.56	6.67	19	36	30
2	17.39	19.35	31.25	52.17	32.26	50.00	13.04	38.71	12.50	17.39	9.68	6.25	23	31	32
3	20.00	9.52	24.14	37.50	38.10	34.48	17.50	19.05	24.14	25.00	33.33	17.24	40	21	29
4	31.03	36.36	54.55	37.93	40.91	13.64	13.79	13.64	4.55	17.24	9.09	27.27	29	44	22
5	33.33	57.14	54.29	48.15	17.86	31.43	3.70	10.71	11.43	14.81	14.29	2.86	27	28	35
All Grades	22.47	25.50	37.82	42.13	36.00	32.12	16.85	24.50	19.17	18.54	14.00	10.88	178	200	193

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		17.50	15.56		37.50	33.33		35.00	46.67		10.00	4.44		40	45
1		11.11	26.67		55.56	46.67		19.44	16.67		13.89	10.00		36	30
2		6.45	0.00		35.48	62.50		38.71	25.00		19.35	12.50		31	32
3		4.76	0.00		19.05	17.24		38.10	75.86		38.10	6.90		21	29
4		6.82	9.09		27.27	31.82		40.91	31.82		25.00	27.27		44	22
5		10.71	2.86		14.29	34.29		53.57	48.57		21.43	14.29		28	35
All Grades	8.43	10.00	9.33	29.21	33.00	37.82	41.57	37.00	41.45	20.79	20.00	11.40	178	200	193

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	25.00	17.50	31.11	60.00	65.00	66.67	15.00	17.50	2.22	40	40	45
1	31.58	36.11	53.33	57.89	58.33	33.33	10.53	5.56	13.33	19	36	30
2	17.39	25.81	34.38	69.57	58.06	56.25	13.04	16.13	9.38	23	31	32
3	22.50	14.29	13.79	60.00	47.62	55.17	17.50	38.10	31.03	40	21	29
4	24.14	45.45	40.91	62.07	40.91	36.36	13.79	13.64	22.73	29	44	22
5	40.74	42.86	31.43	44.44	32.14	60.00	14.81	25.00	8.57	27	28	35
All Grades	26.40	31.50	33.68	58.99	51.00	53.37	14.61	17.50	12.95	178	200	193

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.50	18.42	33.33	55.00	57.89	46.67	27.50	23.68	20.00	40	38	45
1	5.26	8.33	6.67	84.21	83.33	90.00	10.53	8.33	3.33	19	36	30
2	34.78	29.03	31.25	43.48	54.84	65.63	21.74	16.13	3.13	23	31	32
3	27.50	4.76	44.83	40.00	61.90	34.48	32.50	33.33	20.69	40	21	29
4	34.48	36.36	40.91	44.83	52.27	31.82	20.69	11.36	27.27	29	44	22
5	59.26	67.86	80.00	25.93	14.29	14.29	14.81	17.86	5.71	27	28	35
All Grades	29.78	27.78	39.90	47.19	55.05	47.15	23.03	17.17	12.95	178	198	193

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.50	7.69	13.33	70.00	84.62	80.00	12.50	7.69	6.67	40	39	45
1	21.05	19.44	43.33	47.37	66.67	46.67	31.58	13.89	10.00	19	36	30
2	17.39	3.23	3.13	56.52	77.42	84.38	26.09	19.35	12.50	23	31	32
3	5.00	0.00	0.00	52.50	33.33	64.29	42.50	66.67	35.71	40	21	28
4	0.00	6.82	4.55	68.97	61.36	63.64	31.03	31.82	31.82	29	44	22
5	18.52	17.86	8.82	62.96	57.14	64.71	18.52	25.00	26.47	27	28	34
All Grades	12.36	9.55	12.57	60.67	65.83	68.59	26.97	24.62	18.85	178	199	191

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	57.50	60.00	62.22	27.50	25.00	31.11	15.00	15.00	6.67	40	40	45
1	10.53	13.89	13.33	78.95	80.56	80.00	10.53	5.56	6.67	19	36	30
2	21.74	16.13	12.50	69.57	70.97	81.25	8.70	12.90	6.25	23	31	32
3	22.50	4.76	0.00	60.00	76.19	96.55	17.50	19.05	3.45	40	21	29
4	24.14	27.27	13.64	51.72	68.18	68.18	24.14	4.55	18.18	29	44	22
5	14.81	28.57	5.71	66.67	53.57	85.71	18.52	17.86	8.57	27	28	35
All Grades	28.09	27.50	21.24	55.62	61.00	70.98	16.29	11.50	7.77	178	200	193

Conclusions based on this data:

- Overall ELPAC performance shows growth in higher proficiency levels: Across all grades, the percentage of students scoring at Level 4 increased from 15.5% (23-24) to 21.2% (24-25), while Level 1 decreased from 14.5% to 10.9%, indicating overall progress in English language development and fewer students at the lowest proficiency level.

2. Oral Language is a strength area, showing notable improvement: In 24-25, Oral Language Level 4 increased significantly to 37.8% (up from 25.5% in 23-24), demonstrating strong gains in listening and speaking skills. This suggests instructional strategies supporting oral language development are having a positive impact
3. Written Language remains a key area of need despite some improvement: Written Language results show that students continue to struggle more in reading and writing-related language skills, with 41.5% of students still at Level 2 in 24-25. Although Level 1 decreased to 11.4%, the data indicates a continued need for targeted support in academic writing, reading comprehension, and language structures across grade levels.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
629	68.2%	32.9%	0.0%
Total Number of Students enrolled in Barrett Ranch Elementary.	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	207	32.9%
Foster Youth	0	0.0%
Homeless	11	1.7%
Socioeconomically Disadvantaged	429	68.2%
Students with Disabilities	77	12.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	7.6%
American Indian	1	0.2%
Asian	168	26.7%
Filipino	15	2.4%
Hispanic	110	17.5%
Two or More Races	53	8.4%
Pacific Islander	12	1.9%
White	217	34.5%

Conclusions based on this data:

- Our school serves a diverse population with 68.2% socioeconomically disadvantaged and 32.9% 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, 32.9% 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, 68.2%, of students who are socioeconomically disadvantaged, our school provides PBIS strategies within the classroom, a full time 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 2025 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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Academic performance: English Language Arts and Mathematics are both rated Orange, indicating steady progress with continued opportunities for growth, while English Learner Progress is Green, reflecting strong support and success for English learners.
- Student engagement: Chronic Absenteeism is Yellow, signaling a need for focused efforts to improve attendance and strengthen family engagement.

3. School climate: Suspension Rate is Green, highlighting a positive school climate and effective behavior support systems.

School and Student Performance Data

Academic Performance English Language Arts

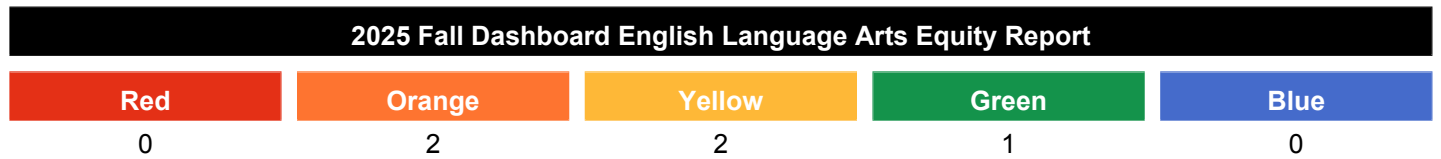
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 15.6 points below standard Maintained -1.7 points 299 Students	English Learners  Yellow 21.4 points below standard Increased 18.4 points 127 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Yellow 21.6 points below standard Increased 3.8 points 210 Students

Students with Disabilities  No Performance Color 83.4 points below standard Declined 14.8 points 46 Students	African American  No Performance Color 15.6 points below standard Declined 13.2 points 22 Students	American Indian  No Performance Color 0 Students
Asian  Green 8.8 points above standard Increased 19 points 78 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Orange 58 points below standard Declined 36.8 points 50 Students
Two or More Races  No Performance Color 4.9 points below standard Increased 27.1 points 26 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Orange 18 points below standard Maintained 1.3 points 110 Students

Conclusions based on this data:

- Overall Student Performance**
For all students at Barrett Ranch Elementary, ELA performance was in the Orange performance range, with students scoring 15.6 points below standard. This represents a slight decline of 1.7 points compared to the prior year, based on 299 students.
- Performance of Key Student Groups**
English Learners demonstrated notable progress, increasing 18.4 points to 21.4 points below standard, placing them in the Yellow range. Socioeconomically Disadvantaged students also improved, increasing 3.8 points to 21.6 points below standard. In contrast, Students with Disabilities showed a significant decline of 14.8 points, scoring 83.4 points below standard.
- Performance by Race/Ethnicity**
Performance varied across racial and ethnic subgroups. Asian students scored 8.8 points above standard, showing a 19-point increase and achieving Green performance. Students identifying as Two or More Races increased 27.1 points to 4.9 points below standard. Hispanic students experienced a substantial decline, falling 36.8 points to 58 points below standard, while White students maintained performance at 18 points below standard. African American students declined 13.2 points to 15.6 points below standard. Other subgroups, including Filipino, Pacific Islander, American Indian, Foster Youth, and Homeless students, represent very small populations, and performance data for these groups is limited or withheld to maintain privacy.
Overall, these results highlight growth among English Learners, Asian students, and students identifying as Two or More Races, while indicating targeted support is needed for Hispanic students, Students with Disabilities, and African American students to improve ELA outcomes.

School and Student Performance Data

Academic Performance Mathematics

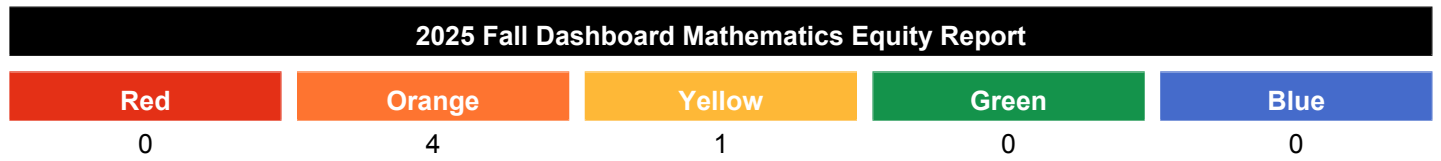
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 28.7 points below standard Declined 11 points 301 Students	English Learners  Orange 30.6 points below standard Maintained 0.6 points 129 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Orange 34 points below standard Declined 7.3 points 211 Students

Students with Disabilities  No Performance Color 109.2 points below standard Declined 27.9 points 45 Students	African American  No Performance Color 35.5 points below standard Declined 15.3 points 22 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 10.9 points below standard Maintained -1.2 points 79 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Orange 78.8 points below standard Declined 25.4 points 50 Students
Two or More Races  No Performance Color 9.4 points below standard Increased 25.5 points 26 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Orange 26.6 points below standard Declined 15.1 points 111 Students

Conclusions based on this data:

- Overall Student Performance**
For all students at Barrett Ranch Elementary, mathematics performance was in the Orange performance range, with students scoring an average of 28.7 points below standard. This represents a decline of 11 points compared to the prior year, based on 301 students.
- Performance of Key Student Groups**
English Learners maintained performance in the Orange range at 30.6 points below standard, showing minimal change (0.6 points). Socioeconomically Disadvantaged students declined 7.3 points to 34 points below standard. Students with Disabilities had the largest performance gap, scoring 109.2 points below standard, declining 27.9 points. Hispanic students also declined substantially by 25.4 points, scoring 78.8 points below standard. Asian students scored 10.9 points below standard, maintaining performance in the Yellow range, while students identifying as Two or More Races increased 25.5 points to 9.4 points below standard.
- Performance by Race/Ethnicity**
African American students scored 35.5 points below standard, declining 15.3 points. White students declined 15.1 points to 26.6 points below standard. Other subgroups—including Filipino, Pacific Islander, American Indian, Foster Youth, and Homeless students—represented very small populations, with fewer than 11 students in most categories, so data is limited or withheld to maintain privacy.

Overall, these results indicate that mathematics remains a critical area for growth, particularly for Students with Disabilities, Hispanic students, and African American students, while some subgroups, such as Asian and Two or More Races students, demonstrate relative stability or improvement.

School and Student Performance Data

Academic Performance Science

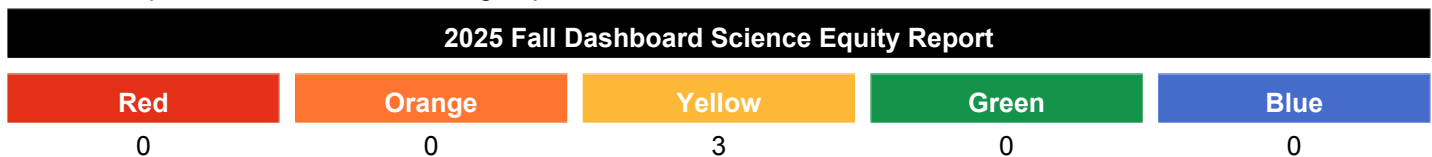
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 No Performance Color
50.6 science points	49.5 science points	0 Students
Maintained 0.3 points	Maintained 1.5 points	
124 Students	58 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	48.7 science points
	2 Students	Maintained 1.4 points
		88 Students

Students with Disabilities  No Performance Color 34.9 science points 17 Students	African American  No Performance Color 50.8 science points 11 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 53.9 science points Increased 5.4 points 37 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 41.4 science points Declined 11.5 points 17 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 48.7 science points Declined 2 points 48 Students

Conclusions based on this data:

- Overall Student Performance**
As of the 2025 Fall Dashboard, the science performance for all students at Barrett Ranch Elementary was in the Yellow performance range, with an average of 50.6 points. This represents a slight maintenance of prior performance, with a 0.3-point change. Among the 124 students included in this reporting period, most subgroups also maintained steady performance in science.
- English Learner and Socioeconomically Disadvantaged Students**
English Learners scored 49.5 points in science, remaining in the Yellow range, with a slight increase of 1.5 points among 58 students. Socioeconomically Disadvantaged students also performed in the Yellow range, achieving 48.7 points, which represents a 1.4-point maintenance among 88 students. No Long-Term English Learners, Foster Youth, or Homeless students were reported in the dataset or included fewer than 11 students, so performance data for these subgroups is limited or withheld to maintain privacy.
- Performance by Race/Ethnicity and Students with Disabilities**
Science performance varied across racial and special student groups. Students with Disabilities scored 34.9 points, indicating a performance below the overall student average. Asian students showed growth, with an increase of 5.4 points to 53.9. Hispanic students experienced a decline of 11.5 points to 41.4, while White students slightly declined 2 points to 48.7. African American students scored 50.8 points, and other racial subgroups had fewer than 11 students, limiting the availability of disaggregated data.
Overall, these results highlight areas of strength, including growth among Asian students and maintenance for English Learners and Socioeconomically Disadvantaged students, while also indicating targeted areas for support, particularly for Hispanic students and Students with Disabilities.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
58.1 making progress.	making progress.
Number Students: 136 Students	Number Students: 0 Students

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.

2025 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
11.2%	30.6%	0.7%	57.5%

Conclusions based on this data:

- As of the 2025 Fall Dashboard, English Learner (EL) students at Barrett Ranch Elementary demonstrated strong progress in English language acquisition. Of the 136 current EL students, 58.1% made measurable progress by advancing at least one ELPI level, placing this group in the Green performance range. A small percentage of students (0.7%) maintained ELPI Level 4, while 30.6% maintained lower ELPI levels (1, 2L, 2H, 3L, or 3H). Eleven percent (11.2%) of students experienced a decrease of one ELPI level.
- No students were identified as long-term English Learners during this reporting period, so there is no performance data for this subgroup.
- Overall, the majority of English Learners are making significant gains, reflecting the effectiveness of targeted EL instruction and support strategies. These results will continue to guide focused interventions and instructional planning to ensure continued growth for all EL students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

12.9% Chronically Absent

Declined 1.8

645 Students

English Learners



Green

6.3% Chronically Absent

Declined 4.9

221 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Homeless



No Performance Color

27.8% Chronically Absent

Declined 9.1

18 Students

Socioeconomically Disadvantaged



Yellow

13.7% Chronically Absent

Declined 2.5

466 Students

Students with Disabilities  Orange 21.7% Chronically Absent Declined 6.4 92 Students	African American  Yellow 15.4% Chronically Absent Declined 5.9 52 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Green 8% Chronically Absent Declined 2.4 174 Students	Filipino  No Performance Color 26.7% Chronically Absent Increased 6.7 15 Students	Hispanic  Yellow 16.7% Chronically Absent Declined 7.1 114 Students
Two or More Races  Red 22.8% Chronically Absent Maintained -0.4 57 Students	Pacific Islander  No Performance Color 9.1% Chronically Absent 0 11 Students	White  Orange 10.5% Chronically Absent Increased 1.2 220 Students

Conclusions based on this data:

- Overall, chronic absenteeism for all students fell within the Yellow performance range at 12.9%, reflecting a significant improvement from the previous year, when 14.7% of students were identified as chronically absent.
- Chronic absenteeism rates for English Learners improved significantly, placing this student group in the Green performance range on the California Dashboard. The percentage of English Learners identified as chronically absent decreased from 26.6% in the previous year to 6.3% in the current year, representing substantial improvement.

Socioeconomically Disadvantaged students also demonstrated a meaningful reduction in chronic absenteeism, declining from 16.3% to 13.7%.

Students with Disabilities showed notable progress as well, with chronic absenteeism decreasing from 28.2% in the prior year to 21.7% in the current year.

These data reflect positive trends across multiple student groups while reinforcing the need for continued targeted attendance supports to sustain and further improve outcomes.
- Chronic Absenteeism data, as reported on the California Dashboard, is disaggregated by race and ethnicity to identify areas of need and progress among student groups.

Students identified as Two or More Races (57 students) fall within the Red performance range, with a chronic absenteeism rate of 22.8%. While most student groups demonstrated a decline in chronic absenteeism, increases were observed among White students and students identified as Two or More Races.

African American students (52 students) showed notable improvement, moving into the Yellow performance range. This group reduced its chronic absenteeism rate from 21.3% in the prior year to 15.4% in the current year.

White students (220 students) experienced a slight increase in chronic absenteeism, rising from 9.2% to 10.5%.

School and Student Performance Data

Conditions & Climate Suspension Rate

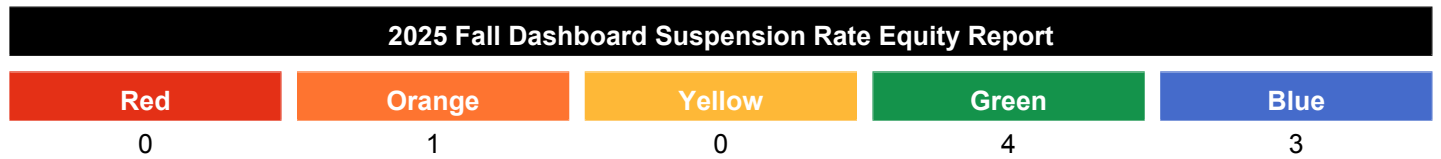
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.6% suspended at least one day Maintained -0.2% 663 Students	English Learners  Blue 0.4% suspended at least one day Maintained 0% 223 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color 5% suspended at least one day Declined 5% 20 Students	Socioeconomically Disadvantaged  Green 0.8% suspended at least one day Declined 0.3% 479 Students

Students with Disabilities  Green 2.1% suspended at least one day Declined 0.7% 95 Students	African American  Orange 3.4% suspended at least one day Increased 1.3% 58 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Green 0.6% suspended at least one day Maintained -0.1% 176 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 15 Students	Hispanic  Blue 0% suspended at least one day Declined 2.9% 116 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 59 Students	Pacific Islander  No Performance Color 0% suspended at least one day 12 Students	White  Green 0.4% suspended at least one day Increased 0.4% 225 Students

Conclusions based on this data:

1. The school's All Students suspension rate is 0.6% (Green), showing a slight improvement from the previous year. Most student groups fall in the Green or Blue performance levels, including English Learners (0.4%), Asian students (0.6%), Socioeconomically Disadvantaged students (0.8%), Students with Disabilities (2.1%), and White students (0.4%). Several groups—such as Hispanic students and students of Two or More Races—reported 0% suspension rates, indicating that schoolwide behavior supports and restorative practices are largely effective.
2. African American students earned an Orange performance level with a suspension rate of 3.4%, reflecting a 1.3% increase and signaling disproportionality compared to other groups. Students experiencing homelessness also showed a concerning trend, with a 5% suspension rate and a Declined status, though no performance color was assigned due to the small sample size. These results indicate a need for targeted, culturally responsive supports and proactive interventions for these student groups.
3. Most subgroups maintained or improved their suspension rates, including English Learners (maintained) and Hispanic students (declined to 0%). Several groups did not receive performance colors due to small sample sizes (e.g., Foster Youth, American Indian, Pacific Islander, Filipino), limiting conclusions but underscoring the importance of continued monitoring. Moving forward, the school will sustain effective schoolwide practices while strengthening targeted behavioral supports to address identified disparities.

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: Education - Provide targeted professional development for staff in effective instructional practices to increase student achievement. Support the development of critical thinking skills through analysis, reflection, and purposeful problem-solving. Promote and support student attendance to strengthen engagement and maximize learning opportunities.

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, Hispanic, White

Math: All students, English Language Learners, Socioeconomically Disadvantaged, Hispanic, White

English Learner Progress: We scored in the green English Learner Progress, as 57.5% progressed at at least one level.

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.

Teachers will be provided with dedicated planning time to collaborate and deepen their understanding of the new math curriculum and Wonders curriculum in order to strengthen and refine Tier 1 instructional practices. The instructional coach will support this work by providing professional learning during staff meetings and coaching during planning time to model and reinforce effective Tier 1 teaching strategies and practices.

Teachers will be provided with dedicated planning time to chlorate and plan three GLAD units per year.

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	ELA 2026 End of Year Assessments: Upper Case ID: 73% proficient (20/26 letters) Lower Case ID: 61% proficient (20/26 letters) Letter Sounds: 46% proficient Math 2026 End of Year Assessments: Counting 1:1 correspondence: 86% proficient Counting to 30: 30% proficient Number ID: 77% proficient	ELA: By June 2027, all TK students will be proficient in foundational reading skills, as shown on the following common district summative assessments: • Upper Case ID • Lower Case ID • Letter Sounds • Confirm Understanding of a Text MATH: By June 2027, all TK students will count to tell the number of objects and understand the relationship between numbers and quantities as shown on the following common district summative assessments: • Number Recognition • Counting 1:1 Cardinality • Counting to 30
Kindergarten ELA and Math Assessments	ELA 2026 End of Year Assessments: Upper Case ID: 97% proficient (24/26 letters) Lower Case ID: 97% proficient (24/26 letters) Sounds: 91% proficient (>28 sounds) Comprehension/Benchmark #2: 90% proficient (4/ 5) Math 2026 End of Year Assessments: Number ID: 85% proficient (20/21) Counting to 100: 82% proficient (100/100) Performance Task: 62% proficient (2/3)	ELA: By June 2027, all kindergarten students will score proficient or demonstrate one year's growth on the following common district summative assessments: • Upper Case ID • Lower Case ID • Beginning Sounds • Comprehension Benchmark #2 MATH: By June 2027, all kindergarten students will score proficient or demonstrate one year's growth problem solving at grade level as measured by the following common district summative assessments: • Number ID • Counting to 100 • Trimester 3 Performance Task
First Grade ELA and Math Assessments	ELA 2026 End of Year Assessments: SIPPS Placement Test: 77% proficient (B41+) IXL: 53% proficient (180+) Comprehension/Benchmark #2: 52% proficient (9/11) MCLASS Composite: 75% proficient Math 2026 End of Year Assessments: IXL: 73% proficient (180+)	ELA: By June 2027, all 1st grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • SIPPS • IXL • Comprehension/Benchmark 2 • MCLASS Composite

	Performance task: 87% proficient (3/4)	MATH: By June 2027, all 1st grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: • IXL • Performance task
Second Grade ELA and Math Assessments	ELA 2026 End of Year Assessments: IXL: 66% proficient (280+) Comprehension/Benchmark #2: 33% proficient (12/16) MCLASS Composite: 72% proficient Math 2026 End of Year Assessments: IXL: 70% proficient (280+) DCJESD Gr2 Math EOY Summative: 68% proficient (11/14)	ELA: By June 2027, all 2nd grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • IXL • Comprehension/Benchmark 2 • MCLASS Composite MATH: By June 2027, all 2nd grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: • IXL • Math EOY Summative
Third Grade ELA and Math Assessments	ELA 2026 End of Year Assessments: IXL: 55% proficient (380+) Comprehension/Benchmark #2: 7% proficient (5+) MCLASS Composite: 55% proficient Math 2026 End of Year Assessments: IXL: 52% proficient (380+) DCJESD Gr3 Math EOY Summative: 52% proficient (12/16)	ELA: By June 2027, all 3rd grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • IXL • Comprehension/Benchmark 2 • MCLASS Composite MATH: By June 2027, all 3rd grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: • IXL • Math EOY Summative
Fourth Grade ELA and Math Assessments	ELA 2026 End of Year Assessments: IXL: 54% proficient (480+) Comprehension/Benchmark #2: 15% proficient (5+) MCLASS MAZE: 43% proficient Math 2026 End of Year Assessments:	ELA: By June 2027, all 4th grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • IXL

	IXL: 46% proficient (480+) DCJESD Gr4 Math EOY Summative: 62% proficient 18/25)	- Comprehension/Benchmark 2 - MCLASS MAZE MATH: By June 2027, 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: - IXL - Math EOY Summative
Fifth Grade ELA and Math Assessments	ELA 2026 End of Year Assessments: IXL: 60% proficient (580+) Comprehension/Benchmark #2: 24% proficient (5+) MCLASS MAZE: 66% proficient Math 2026 End of Year Assessments: IXL: 30% proficient (580+) DCJESD Gr5 Math EOY Summative: 58% proficient (12/17)	ELA: By June 2027, all 5th grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: - IXL - Comprehension/Benchmark 2 - MCLASS MAZE MATH: By June 2027, 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: - IXL - Math EOY Summative

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	School-wide Strategies: Professional Learning Community (PLC) collaboration time during the teacher work day. Grade level teams will be provided with planning days to work on GLAD, Interims, , Instructional Planning common formative assessments/rubrics, and Tier 1 best teaching practices in ELA/Math with the support of the instructional coach.	All Students	6000 Title 1 1000-1999: Certificated Personnel Salaries Subs for PLC planning time or extra duty pay.
1.2	School-wide Strategies: * Provide ongoing, focused professional development that revisits the core principles, tenets, and best practices of effective Professional Learning Communities (PLCs).	All Students	No cost to site.

	* Conduct a site-based assessment of our current reality in relation to the three PLC pillars: **Focus on Learning, Collaborative Culture, and Results Orientation.** Use findings to establish PLC norms and essential commitments. * Commit at both the schoolwide and grade-level teams to consistent analysis of student achievement data to guide instruction and implement PLC best practices with fidelity. * Use PLC collaboration and data conferences to identify students in need of additional support and ensure timely, appropriate Tier II and Tier III interventions.		
1.3	Teacher teams will focus on identifying learning targets for Essential Standards, as well as time to plan for assessments and Interims. They will also identify ways to assess students as they work towards meeting proficiency.	All Students	No cost to site.
1.4	Three- four times a year, grade levels will meet with the Intervention Team in Collaborative Conferences in which student data is assessed and students are assigned Tier II and Tier III intervention groups. School-wide Strategies: Implementation of a school-wide system (Collaborative Conferences) for consistent and systemic data analysis to identify and serve struggling students and EL students. Grade Level Collaborative conferences will be scheduled three - four times per year, and will involve teachers, administration, intervention specialists, and special education staff. Resulting Tier II/III intensive interventions will be implemented during the school day at each grade level for various components of reading phonics, decoding, and comprehension.	All Students Identified as Needing Support	2000 Title 1 1000-1999: Certificated Personnel Salaries Substitutes for Collabs if extra days needed 1458 Title 1 4000-4999: Books And Supplies Intervention materials for grade levels
1.5	Tier II and Tier III intervention groups will occur across grade levels and will be supported by the teachers, instructional assistants, and intervention team members.	All Students Identified as Needing Support	18918 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
1.6	Staff will provide small group instruction in the area of Language Arts or Math for students that are low performing as identified on formative/summative assessments. Provide before/after school academic intervention to close learning gaps including: tutoring, small group intervention, enrichment opportunities.	All Students Identified as Needing Support	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.
1.7	For Tier I instruction, teachers will continue to integrate best practices and teaching strategies to engage students.	All Students	1000 Site Allocation 4000-4999: Books And Supplies Classroom books, resources, and materials to support GLAD/ Tier I instruction. 1000 Lottery: Inst. Materials 5000-5999: Services And Other Operating Expenditures Software costs, RAZ kids, I 1000 Site Allocation 5000-5999: Services And Other Operating Expenditures Software costs, RAZ kids - EL extension 8500 Lottery 5000-5999: Services And Other Operating Expenditures IXL
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. ELPAC Training for teachers.

			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 and best teaching practices/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	10000 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	3000 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. 2500 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	68697 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 extracurricular school programs (World Fair, Book Clubs, Homework Club, Reading, Writing, and Math Nights, and other various school events). Counselor and Coffee Donuts with the Principal.	All Barrett Ranch Students	2000 Site Allocation 1000-1999: Certificated Personnel Salaries Extra duty (certificated) for Family nights, Homework Club, World Fair, Book Prom 2000 Lottery 4000-4999: Books And Supplies World Fair, Reading Night, Math Night, Writing Night 1461 Supplemental Grant 4000-4999: Books And Supplies Materials and supplies for family events
1.16	TK/Kindergarten Goal: By June 2027, all TK and Kindergarten students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom and district assessments. Strategies: Teachers will use SIPP as Tier 1 direct phonics instruction daily. Teachers will use direct instruction focusing on narrative, opinion, and informative writing. Teachers will design lessons to include daily exposure to Reading Comprehension strategies (i.e. Close reading, re-reads, pre-read questioning, and non-fiction). Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year. Teachers will level students and use the daily instructional aide to assist with rotations. Teachers will continue the implementation of technology tools in the classroom to support instruction. Teachers will participate in site-based staff development centered on RTI and Technology Integration. Teachers will participate in Collaborative Conferences to identify and serve struggling students (Tier III).	All TK/Kindergarten Students	600 Lottery 4000-4999: Books And Supplies Extension learning resources to remediate learning loss through targeted intervention

	Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention. Teachers will provide support for identified students during extended day (after school) instruction with small groups. Teachers will implement the new math curriculum to drive instruction, as well as model multiple Math strategies. The Mathematical Domain of Counting and Cardinality will be a major focus in the TK/K math lessons. Teachers will continue to use Math curriculum (including math routine) to cover the concepts and Domains.		
1.17	First Grade Goal: By June 2027, all first-grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom and district assessments. Strategies : Teachers will use SIPPps as Tier 1 direct phonics instruction daily. Teachers will level students into guided reading groups based on need every 3-4 weeks. Teachers will use Writing (graphic organizers) and GLAD Strategies to scaffold modeled writes. Teachers will incorporate SIPPS, Signs for Sounds, Segmenting, and phonemic awareness into their daily instruction. Teachers will participate in site-based staff development centered on RTI and Technology Integration. Teachers will participate in Collaborative Conferences to identify and serve struggling students (Tier III). Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention. Teachers will use guided highlighting of informational text and text evidence for increased comprehension. Teachers will use explicit Direct Instruction with an emphasis on Checking for Understanding.	All First Grade Students	400 Lottery 4000-4999: Books And Supplies Extension learning resources to remediate learning loss through targeted intervention

	Teachers will implement the new math curriculum to drive instruction, as well as model multiple Math strategies. Teachers will continue to use the Math curriculum (including math routine) to cover the concepts and Domains.		
1.18	Second Grade Goal: By June 2027, all second-grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom and district assessments. Strategies: Teachers will use SIPP's as Tier 1 direct phonics instruction daily. Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year. Teachers will continue the implementation of technology tools in the classroom to support instruction. Teachers will participate in site-based staff development centered on RTI and Technology Integration. Teachers will participate in Collaborative Conferences to identify and serve struggling students (Tier III). Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention. Teachers will use Social Studies/Science passages to reinforce comprehension of informational text. Teachers will use Chromebooks/iPads to provide access to reading content and reading programs. Teachers will implement the new math curriculum I to drive instruction, as well as model multiple Math strategies. Teachers will continue to use the new math curriculum (including math routine) to cover the concepts and Domains.	All Second Grade Students	400 Lottery 4000-4999: Books And Supplies Extension learning resources to remediate learning loss through targeted intervention
1.19	Third Grade Goal: By June 2027, 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.	All Third Grade Students	500 Lottery 4000-4999: Books And Supplies

	Strategies: Teachers will use SONDAY as Tier 1 direct phonics instruction daily. Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year. Teachers will continue the implementation of technology tools in the classroom to support instruction. Teachers will participate in site-based staff development centered on RTI and Technology Integration. Teachers will participate in Collaborative Conferences to identify and serve struggling students (Tier III). Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention. Teachers will provide a variety of non-fiction texts and passages for student analysis. Teachers will use 1:1 Chromebooks to provide access to reading content and reading programs. Teachers will implement the new math curriculum to drive instruction, as well as model multiple Math strategies. Teachers will continue to use the new math curriculum (including math routine) to cover the concepts and Domains. Teachers will implement performance tasks in Math to develop problem-solving skills.		Extension learning resources to remediate learning loss through targeted intervention
1.20	Fourth and Fifth Grade Goal: By June 2027, all Fourth and Fifth-grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district, and state assessments. Strategies: Teachers will use SONDAY as Tier 1 direct phonics instruction daily. Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year.	All Fourth and Fifth Grade Students	600 Lottery 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

Teachers will continue to implement mini-lessons incorporating strategies to improve sentence fluency, word choice, ideas, organization, ideas and content, and conventions. Teachers will continue the implementation of technology tools in the classroom to support instruction. Teachers will participate in site-based staff development centered on RTI and Technology Integration. Teachers will participate in Collaborative Conferences to identify and serve struggling students (Tier III). Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention. Teachers will provide a variety of non-fiction texts and passages for student analysis. Teachers will use 1:1 Chromebooks to provide access to reading content and reading programs. Teachers will implement the new math curriculum to drive instruction, as well as model multiple Math strategies. Teachers will continue to use the new Math curriculum (including math routines) to cover the concepts and Domains. Teachers will implement performance tasks in Math to develop problem-solving skills.		
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Annual Review

SPSA Year Reviewed: 2025-26

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 2026-27 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, 97 students were seen in Tier 3 Interventions. 97 students showed improvement, resulting in 100% of students seen showing improvement. Some of those students went through the SST process and qualified for an IEP. Each one of these strategies contributed to 100% 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 meet 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 2026-27 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:

Safety - Enhance campus safety through a layered approach that leverages behavioral health instruction and intervention, strategic security measures, and systematic staff training.

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: African American

Chronic Absenteeism: Students with Disabilities, Two or more races

We will continue to meet with our Social Emotional Learning Teams, our PBIS Tier 1, Tier 2, and Tier 3 teams as well as in semester 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 teams and analyzing 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	Students from different cultural backgrounds become friends. 94% Students have friends at school. 92% Students respect the teachers and staff. 92% All staff are treated fairly. 78% All students are treated fairly. 78% Students get along with each other and respect their differences. 74% Students feel safe at school. 84% Students are comfortable talking to school staff. 82% Staff feel safe at school. 83% Bullying is not a problem. 49%	Students from different cultural backgrounds become friends. 96% Students have friends at school. 95% Students respect the teachers and staff. 95% All staff are treated fairly. 80% All students are treated fairly. 80% Students get along with each other and respect their differences. 87% Students feel safe at school. 88% Students are comfortable talking to school staff. 85% Staff feel safe at school. 96% Bullying is not a problem. 54%
Annual Student Survey	I can do most things if I try. 91% I know when I am feeling overwhelmed. 93% I feel positive about my future. 89% I am happy with who I am. 92% I can explain my feelings to others. 52% I keep trying when things are hard. 91% I feel confident in my ability to learn new things. 90% I can usually solve my problems. 86% I follow the rules. 98% I accept others for who they are, even if they are different than me. 98% I have at least one adult at school that I can trust. 91% Adults at school care about me. 91%	I can do most things if I try. 94% I know when I am feeling overwhelmed. 96% I feel positive about my future. 92% I am happy with who I am. 95% I can explain my feelings to others. 55% I keep trying when things are hard. 94% I feel confident in my ability to learn new things. 93% I can usually solve my problems. 89% I follow the rules. 99% I accept others for who they are, even if they are different than me. 99% I have at least one adult at school that I can trust. 94% Adults at school care about me. 94%
Annual Attendance Reports	2025-26 Average Attendance Outcome: Overall: 95% TK: 92% Kindergarten: 93%	2026-27 Average Attendance Expected Outcome: Overall: 97% TK: 97% Kindergarten: 97%

	1st Grade: 95% 2nd Grade: 95% 3rd Grade: 95% 4th Grade: 95% 5th Grade: 95%	1st Grade: 97% 2nd Grade: 97% 3rd Grade: 97% 4th Grade: 97% 5th Grade: 97%
Discipline	Total number of Suspensions 25/26: 7 Total Referrals according to SWIS data: Minors: 330 Majors: 195	Goal for number of Suspensions 26/27: 0 Goal for Referrals for 26/27 Minors: 200 Majors: 100

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: - 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 Site Allocation 1000-1999: Certificated Personnel Salaries PBIS Extra Duty: PBIS Lead, SWIS Data Collection, Coordinate CICO students.
2.2	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 Site Allocation 5000-5999: Services And Other Operating Expenditures SWIS suite database. 2084 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 General Unrestricted 5000-5999: Services And Other Operating Expenditures Materials and supplies for Coffee with the Counselor, translation of flyers, parent/school connection events 1000 Lottery: Inst. Materials 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 General Unrestricted 4000-4999: Books And Supplies Incentives for student CICO goals. 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.	All Barrett Ranch Students	500 General Unrestricted 5900: Communications

	Translators are available at meetings and conferences. Messaging regarding attendance in weekly newsletters.		Printing and postage for communications and print translation. 1000 General Unrestricted 2000-2999: Classified Personnel Salaries Translators for Meetings (ELAC), and parent teacher conferences.
2.7	Staff will participate in professional learning opportunities for PBIS, 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 Lottery: Inst. Materials 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 Lottery: Inst. Materials 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 5000 General Unrestricted 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.	All Barrett Ranch students and families.	Costs covered in previous strategies. 500 Title 1 4000-4999: Books And Supplies Materials and supplies for families and students reading needs.
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 Student Council program.	All Students, Identified students in student council	500 General Unrestricted 4000-4999: Books And Supplies Supplies for Student Council

Annual Review

SPSA Year Reviewed: 2025-26

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 2025–26 school year, we implemented PBIS strategies and a multi-tiered system of supports to promote positive behavior and student success. Monthly PBIS and SEL meetings focused on reviewing data sources such as SWIS reports, Office Discipline Referrals, and teacher input to guide decision-making. As staff implemented these practices with fidelity, behavior referrals initially increased due to more consistent reporting; however, school climate improved, as reflected in positive feedback from parent and student surveys. In addition, our focused efforts on attendance, including incentives and monitoring, resulted in improved attendance rates compared to the 2024–25 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 significant differences between the planned implementation and the budgeted expenditures for these strategies and activities.

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 this goal, its outcomes, metrics, or strategies for the 2026–27 School Plan. Budget adjustments will reflect routine increases related to employee salaries and benefits, as outlined in the SPSA.

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	\$116,357.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$182,235.00
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	\$116,357.00

Subtotal of additional federal funds included for this school: \$116,357.00

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 (\$)
General Unrestricted	\$9,500.00
Lottery	\$29,800.00
Lottery: Inst. Materials	\$10,800.00
Site Allocation	\$11,500.00
Supplemental Grant	\$4,278.00

Subtotal of state or local funds included for this school: \$65,878.00

Total of federal, state, and/or local funds for this school: \$182,235.00

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	116,357	0.00
Supplemental Grant	4278	0.00
Site Allocation	11,500	0.00
Lottery	29,800	0.00
Lottery: Inst. Materials	10,800	0.00

Expenditures by Funding Source

Funding Source	Amount
General Unrestricted	9,500.00
Lottery	29,800.00
Lottery: Inst. Materials	10,800.00
Site Allocation	11,500.00
Supplemental Grant	4,278.00
Title 1	116,357.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	3,284.00
1000-1999: Certificated Personnel Salaries	102,497.00
2000-2999: Classified Personnel Salaries	24,418.00
4000-4999: Books And Supplies	28,036.00
5000-5999: Services And Other Operating Expenditures	16,000.00
5800: Professional/Consulting Services And Operating Expenditures	7,500.00
5900: Communications	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	General Unrestricted	1,000.00
4000-4999: Books And Supplies	General Unrestricted	1,500.00
5000-5999: Services And Other Operating Expenditures	General Unrestricted	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	General Unrestricted	5,000.00
5900: Communications	General Unrestricted	500.00
1000-1999: Certificated Personnel Salaries	Lottery	10,300.00
2000-2999: Classified Personnel Salaries	Lottery	2,500.00
4000-4999: Books And Supplies	Lottery	7,500.00
5000-5999: Services And Other Operating Expenditures	Lottery	9,500.00
0001-0999: Unrestricted: Locally Defined	Lottery: Inst. Materials	1,000.00
4000-4999: Books And Supplies	Lottery: Inst. Materials	8,800.00
5000-5999: Services And Other Operating Expenditures	Lottery: Inst. Materials	1,000.00
1000-1999: Certificated Personnel Salaries	Site Allocation	5,500.00
2000-2999: Classified Personnel Salaries	Site Allocation	1,000.00
4000-4999: Books And Supplies	Site Allocation	2,500.00
5000-5999: Services And Other Operating Expenditures	Site Allocation	2,500.00
4000-4999: Books And Supplies	Supplemental Grant	4,278.00
0001-0999: Unrestricted: Locally Defined	Title 1	2,284.00
1000-1999: Certificated Personnel Salaries	Title 1	86,697.00
2000-2999: Classified Personnel Salaries	Title 1	19,918.00
4000-4999: Books And Supplies	Title 1	3,458.00
5000-5999: Services And Other Operating Expenditures	Title 1	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title 1	2,500.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2

Total Expenditures
146,034.00
36,201.00

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
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Cheri Coulter	Principal
Nicole Cyprian	Parent or Community Member
Nicole Andrews	Other School Staff
Jennifer Vasquez	Classroom Teacher
Rosa Esparza Rai	Parent or Community Member
Zaporah Hendrix	Parent or Community Member
Matt Separovich	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 22, 2025.

Attested:



Principal, Cheri Coulter on 5/21/26

SSC Chairperson, Zaporah Hendrix on 5/21/26



Brandon Cyprian

Instructions

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) 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.

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.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

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

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023



**Barrett School Site Council
2026-27 Planning Calendar**
(Agenda items subject to change)

August 27, 2026

Introduction of Members
Purpose/Roles School Site Council
ByLaws
Review Uniform Complaint Policy

September 24, 2026

SSC Year in Review
Review School and District Goals for Current Year
Review and analyze baseline site/district assessments
Review preliminary CAASPP

October 22, 2026

Intro School Safety Plan and Goals
PBIS Tiered Supports
Academic Tiered Supports

November 19, 2026

Approve School Safety Plan and Goals
Review Student Survey Data 24/25 School Year

January 21, 2027

SPSA overview (2027-28)
Review and analyze TRI 1 site/district assessments
Dashboard Analysis

February 25, 2027

SPSA/LCAP (Goals 1-2)

March 18, 2027

SPSA/LCAP
Review and analyze TRI 2 site/district assessments
Local Indicator #3 Parent Rubric

April 22, 2027

Review SPSA Goals 2027-28
Parent/Student Survey results review

May 20, 2027

Final SPSA Approval 2027-28
Review and analyze EOY site/district assessments
Share SSC 2027-28 Meetings
Review Site Council Balloting Process

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.



**Partners in Learning
School Pledge/Compact
2026-2027**

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:** _____

Grade Level Assessments

	2022-23		2023-24		2024-25	
Kindergarten	Site	District	Site	District	Site	District
EOY Number ID (K.CC.3)	89%	94%	97%	92%	92%	96%
EOY Addition (K.OA.1)	98%	97%	99%	99%	96%	96%
EOY Subtraction (K.OA.1)	100%	96%	97%	97%	96%	95%
EOY ELA Uppercase Letter ID (K.R.F1.D)	97%	98%	97%	98%	98%	99%
EOY ELA Lowercase Letter ID (K.R.F1.D)	96%	97%	97%	97%	98%	99%
EOY ELA Consonant Letter Sounds (K.R.F.3.B)	85%	93%	97%	93%	97%	97%
EOY ELA High Frequency Words (K.R.F.3.C)	71%	73%	84%	73%	75%	92%
Grade 1	Site	District	Site	District	Site	District
EOY Math Assessment	80%	83%	88%	78%	72%	78%
DC Early Literacy Screener (RF 1.3)	54%	58%	86%	80%	96%	82%
Comprehension - Non Fiction (RI 1.1, RI 1.2, RI 1.10, FR 1.3)	49%	65%	65%	68%	72%	78%
Comprehension - Fiction (RL 1.3, RF 1.3)	58%	65%	79%	81%	82%	78%
Grade 2	Site	District	Site	District	Site	District
EOY Math Assessment	58%	72%	67%	79%	69%	77%

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Language Arts EOY Comprehension Summative (RI 2.1, RL 2.2, RL 2.9)	73%	81%	58%	82%	73%	85%
Language Arts EOY Comprehension Summative (RI 2.1)	16%	31%	77%	47%	46%	49%
Grade 3	Site	District	Site	District	Site	District
EOY Math Assessment	75%	70%	75%	73%	71%	75%
Language Arts EOU Comprehension Summative (RI 3.2, RL 3.3, RI 3.9, RL 3.9)	36%	43%	36%	38%	49%	37%
Grade 4	Site	District	Site	District	Site	District
EOY Math Assessment	72%	67%	49%	72%	67%	59%
Language Arts: Comprehension Summative (RI 4.1, RI 4.2, RL 4.1, RL 4.2, RL 4.6)	30%	39%	34%	47%	52%	39%
Grade 5	Site	District	Site	District	Site	District
EOY Math Assessment	37%	55%	35%	48%	53%	50%
Language Arts: Comprehension Summative (RI 5.1, RI 5.5, RI 5.9, RW 5.9)	54%	66%	38%	51%	53%	61%

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 2024-25 school year. This data provides information on Barrett Ranch's students' 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.

Kindergarten:

- *In the 2024–25 school year, Barrett Ranch Kindergarten students demonstrated strong performance across both math and ELA assessments. In **Number Identification**, site students achieved **92%**, compared to the district at **96%**, showing that while mastery is high, the district slightly outperformed the site by 4 points. **Addition** results were equally strong, with both site and district at **96%**, indicating*

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full alignment and consistent instruction in early addition skills. Similarly, in **Subtraction**, the site scored **96%**, slightly above the district's **95%**, reflecting continued strength in foundational subtraction.

- In ELA, students excelled in **Uppercase Letter Identification**, with the site at **98%** and the district at **99%**, and **Lowercase Letter Identification**, with the site at **98%** versus the district at **99%**, showing strong letter mastery and close alignment with district performance. For **Consonant Letter Sounds**, both site and district students reached **97%**, demonstrating full alignment and significant growth in phonics skills.
- The largest gap appears in **High-Frequency Words**, where site students achieved **75%** compared to **92%** district-wide. While progress has been made, this 17-point difference highlights a key area for targeted instruction to ensure students are fluent with essential sight words.
- Overall, the 2024–25 data illustrates that Barrett Ranch students perform at high levels across most math and literacy measures, closely matching district outcomes in addition, subtraction, letter recognition, and consonant sounds, with high-frequency word mastery identified as the primary opportunity for growth.

1st Grade:

- In the 2024–25 school year, Grade 1 site students demonstrated strong growth in literacy and moderate performance in math. On the **Math Assessment**, the site scored **72%** compared to the district's **78%**, indicating a 6-point gap and highlighting an area for additional support. In contrast, the site outperformed the district in the **DC Early Literacy Screener**, with **96%** of students meeting expectations compared to **82%** district-wide, demonstrating exceptional foundational reading skills.
- For **non-fiction comprehension**, site students scored **72%**, slightly below the district's **78%**, showing room for growth in understanding informational texts. In **fiction comprehension**, the site achieved **82%**, exceeding the district's **78%**, reflecting strong narrative reading skills.
- Overall, Grade 1 site students show excellent growth in early literacy, particularly in foundational skills and fiction comprehension, while math and non-fiction comprehension remain key focus areas to align more closely with district performance.

2nd Grade:

- In the 2024–25 school year, Grade 2 site students showed moderate growth in both math and literacy, with some areas still below district performance. On the **Math Assessment**, the site scored **69%**, compared to the district's **77%**, narrowing the gap from previous years but still indicating a need for targeted support in mathematics.
- For **Language Arts overall comprehension**, site students scored **73%**, which is 12 points below the district's **85%**, showing continued growth but highlighting a gap in comprehension skills compared to peers district-wide. In **specific non-fiction comprehension**, the site achieved **46%**, just below the district's **49%**, reflecting slower growth in informational text understanding and marking it as an area for focused instruction.
- Overall, Grade 2 site students are making progress, particularly in overall literacy comprehension, but math and non-fiction reading remain priority areas to bring performance in closer alignment with district benchmarks.

3rd Grade:

- *In the 2024–25 school year, Grade 3 site students scored **71%** on the **EOY Math Assessment**, compared to **75%** district-wide, reflecting a 4-point gap. While this is slightly below the district, it demonstrates that site students remain close to district performance and have maintained overall consistency in math skills over the past three years.*
- *In **Language Arts comprehension**, site students scored **49%**, exceeding the district's **37%** by 12 points. This represents significant growth in literacy skills, showing that site students are outperforming the district in understanding both narrative and informational texts.*
- *Overall, Grade 3 site students are performing strongly in literacy, with notable gains in comprehension, while math performance is slightly below district benchmarks, indicating a small area for continued focus.*

4th Grade:

- *In the 2024–25 school year, Grade 4 site students scored **59%** on the **EOY Math Assessment**, compared to the district's **67%**, reflecting an 8-point gap. While this represents an improvement from the previous year's site score of 49%, site students remain below district performance, indicating that math continues to be an area for targeted instruction.*
- *In **Language Arts comprehension**, site students scored **52%**, exceeding the district's **39%** by 13 points. This growth demonstrates strong progress in literacy comprehension, particularly in understanding both informational and narrative texts, and highlights the effectiveness of reading instruction at the site.*
- *Overall, Grade 4 students are making notable gains in literacy, outperforming the district, while math remains an area for continued focus to close the performance gap.*

5th Grade:

- *In the 2024–25 school year, Grade 5 site students scored **53%** on the **EOY Math Assessment**, compared to **50%** district-wide, surpassing the district by 3 points. This represents notable growth from prior site scores of 35% and 37%, showing meaningful progress in mathematics skills over the past three years.*
- *In **Language Arts comprehension**, site students scored **53%**, compared to the district's **61%**, reflecting an 8-point gap. While site students have made gains from prior years, district performance remains higher, indicating a continued need for targeted support in reading comprehension and literacy fluency.*
- *Overall, Grade 5 site students are making significant gains in math, now slightly outperforming the district, while literacy comprehension shows steady improvement but remains below district benchmarks, highlighting an area for continued instructional focus.*

Smarter Balanced CAASPP Performance Assessments

	2022-23		2023-24		2024-25	
Grade 3	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	50%	58%	55%	54%	40%	51%
<i>ELA % Met Achievement Standard</i>	55%	52%	52%	50%	34%	48%
Grade 4	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	36%	54%	48%	51%	46%	53%
<i>ELA % Met Achievement Standard</i>	38%	52%	46%	52%	43%	55%
Grade 5	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	39%	47%	27%	45%	35%	43%
<i>ELA % Met Achievement Standard</i>	50.0%	60.70%	55%	56%	51%	57%

Summary:

This data provides information on Barrett Ranch's students' 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 2024-2025 school year. These scores will be used to compare/analyze scores at the site and district level over a three year period.

3rd Grade:

- In the 2024–25 school year, Grade 3 site students scored **40%** meeting the **Math CAASPP Achievement Standard**, compared to **51% district-wide**, reflecting an 11-point gap. This represents a decline from prior years, indicating that math remains a critical area for targeted support and intervention.
- In **ELA**, site students scored **34%** meeting the Achievement Standard, compared to **48% district-wide**, a 14-point gap. This shows a notable decrease from previous years and highlights a need for continued focus on reading comprehension and literacy skills.

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- Overall, the 2024–25 CAASPP results for Grade 3 indicate that site students are performing below the district in both math and ELA, with both subject areas requiring targeted instructional strategies to close the achievement gaps.

4th Grade:

- In the 2024–25 school year, Grade 4 site students scored **46%** meeting the **Math CAASPP Achievement Standard**, compared to **53% district-wide**, reflecting a 7-point gap. While this is a slight improvement from the previous year's site score of **48%**, site students remain below district performance, indicating ongoing need for targeted math support.
- In **ELA**, site students scored **43%** meeting the Achievement Standard, compared to **55% district-wide**, a 12-point difference. This shows a decrease from prior years and highlights the need for continued focus on reading comprehension and literacy skills.
- Overall, the 2024–25 CAASPP results for Grade 4 indicate that site students are performing below district levels in both math and ELA, with math showing moderate improvement but literacy requiring focused interventions to close the achievement gaps.

5th Grade:

- In the 2024–25 school year, Grade 5 site students scored **35%** meeting the **Math CAASPP Achievement Standard**, compared to **43% district-wide**, reflecting an 8-point gap. Although site students have made gains from the prior year's 27%, math remains a key area for targeted support and intervention.
- In **ELA**, site students scored **51%** meeting the Achievement Standard, compared to **57% district-wide**, a 6-point gap. This shows modest growth from prior years and indicates that literacy performance is approaching district levels, though continued focus on reading comprehension and fluency is important.
- Overall, the 2024–25 CAASPP results for Grade 5 indicate that site students are making progress in both math and ELA, with ELA closer to district performance, while math continues to require focused instructional strategies to close the achievement gap.

- **Parent Survey:** Please note that about 122 Barrett Ranch parents completed the Spring 2026 survey, marking a significant increase from the 45 parents who participated in Spring 2023 and the same number of parents as in Spring 2025. However, it's important to note that this represents only 19% of our parent community, warranting careful consideration.
- **Staff Survey:** Please note that about 22 staff members participated in the survey, constituting 30% of our staff. This is notably higher than the previous year, when 23 staff members responded. Given the lower response rate, it's advisable to approach the staff survey results with caution.

Student Engagement

	2023-24		2024-25		2025-26	
<i>Students...</i>	Parent	Staff	Parent	Staff	Parent	Staff
cares about my/their school.	95%	88%	96%	96%	89%	64%
wants to do well in school.	93%	100%	96%	96%	91%	82%
comes to class prepared.	95%	73%	96%	83%	89%	68%
likes going to school.	87%	91%	91%	100%	81%	86%

Summary:

Research shows that student engagement plays an essential role in the learning process. Engaged students experience greater satisfaction with school, which positively impacts academic achievement and attendance while reducing incidences of acting-out behaviors. Based on the 2025–26 survey results, parent responses continue to reflect strong levels of student engagement, though several areas show a decline compared to the previous year. Staff responses also declined across most categories, suggesting a shift in staff perception of student engagement.

Cares about my/their school: Parent agreement decreased from 96% (2024–25) to 89% (2025–26), while staff agreement decreased from 96% to 64%, representing a significant decline in staff perception. Wants to do well in school: Parent agreement decreased from 96% to 91%, while staff agreement dropped from 96% to 82%. Comes to class prepared: Parent agreement decreased from 96% to 89%, and staff agreement decreased from 83% to 68%. Likes going to school: Parent agreement decreased from 91% to 81%, while staff agreement decreased from 100% to 86%.

Overall, the 2025–26 survey data show a noticeable decline in both parent and staff perceptions of student engagement, with the most significant decrease seen in staff responses related to students caring about their school and coming to class prepared. While parent ratings remain relatively high, the downward trend suggests a need to strengthen schoolwide efforts that support student connection, readiness, and motivation. Barrett Ranch will continue to prioritize PBIS implementation and Restorative Practices to strengthen student ownership, increase positive school culture, and build a stronger sense of belonging and community.

Barrett Ranch Elementary School Parent/Staff/Student Survey 2025-2026

***Results for the 2025-26 survey represent one-hundred and twenty (122) Barrett Ranch parents and twenty-two (22) staff who responded with input. Conclusions drawn from a small sample size of nineteen percent (19%) of parents and twenty-three percent (30%) of staff should be interpreted with caution.*

Learning Environment

	2023-24		2024-25		2025-26	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
is clean.	94%	96%	92%	79%	88%	57%
maintains its resources well.	88%	83%	91%	83%	87%	70%
has facilities with up-to-date technology.	90%	83%	85%	78%	90%	78%
want(s) students to succeed.	91%	100%	97%	100%	92%	100%
provide(s) a well-rounded curriculum.	89%	91%	92%	91%	82%	90%
offer(s) challenging classes.	71%	90%	81%	96%	72%	90%
focus(es) on students' character.	84%	82%	91%	100%	79%	100%

Summary:

Overall, the 2025–26 survey results show that Barrett Ranch continues to be viewed as a school that is committed to student success, but there were several notable declines in key areas. The most significant decrease was in staff perception of school cleanliness, which dropped from 79% in 2024–25 to 57% in 2025–26. Parent perceptions also declined in several categories, including a decrease in the belief that the school focuses on students' character (91% to 79%), provides a well-rounded curriculum (92% to 82%), and offers challenging classes (81% to 72%). One area of growth was parent perception of the school's up-to-date technology, which increased from 85% to 90%. Despite the areas of decline, staff responses remained consistently strong, with 100% reporting for the third year in a row that the school wants students to succeed.

These results suggest that while Barrett Ranch maintains a strong foundation in student support and commitment to success, there is a need to strengthen campus conditions and increase communication and visibility around academic rigor, curriculum, and character-building efforts.

***Results for the 2025-26 survey represent one-hundred and twenty (122) Barrett Ranch parents and twenty-two (22) staff who responded with input. Conclusions drawn from a small sample size of nineteen percent (19%) of parents and twenty-three percent (30%) of staff should be interpreted with caution.*

Expectations

	2023-24		2024-25		2025-26	
<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.	67%	45%	78%	91%	69%	76%
set(s) high expectations for student achievement.	83%	100%	84%	100%	82%	90%
success in college or a career.	73%	82%	74%	81%	77%	95%
encourage(s) a healthy lifestyle.	85%	73%	86%	82%	81%	76%

Summary:

High expectations are consistently identified in educational research as one of the strongest drivers of student achievement. When schools clearly communicate academic and behavioral expectations and provide meaningful opportunities for students to grow, students are more likely to develop confidence, motivation, and long-term success habits.

Overall, the 2025–26 survey results show that parents and staff continue to view Barrett Ranch as a school that promotes strong expectations for students. Parent responses remained stable regarding high expectations for student achievement (82%, slightly down from 84% the previous year), while staff responses decreased from 100% to 90%, though they still reflect a strong overall perception. One area of notable improvement was staff perception of preparing students for success in college or a career, which increased significantly from 81% to 95%, along with a slight increase in parent response from 74% to 77%.

In contrast, parent perception of the school encouraging participation in extracurricular activities decreased from 78% to 69%, while staff perception decreased from 91% to 76%, indicating an area for growth in communication and student involvement opportunities. Additionally, perceptions around encouraging a healthy lifestyle declined slightly for both parents (86% to 81%) and staff (82% to 76%).

These results highlight the continued importance of strengthening schoolwide messaging and opportunities that support student leadership, engagement, and involvement beyond the classroom. Moving forward, Barrett Ranch will continue to focus on building a culture where all Broncos are encouraged to aspire, participate, and grow academically, socially, and emotionally.

***Results for the 2025-26 survey represent one-hundred and twenty (122) Barrett Ranch parents and twenty-two (22) staff who responded with input. Conclusions drawn from a small sample size of nineteen percent (19%) of parents and twenty-three percent (30%) of staff should be interpreted with caution.*

Student Support

	2023-24		2024-25		2025-26	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
I understand what types of academic support are available to students.	82%	100%	80%	100%	85%	100%
Students receive the resources and support they need.	89%	80%	86%	73%	80%	86%
I understand what types of social-emotional support are available to students.	78%	100%	78%	100%	80%	100%

Summary:

Supporting all students—both academically and socially-emotionally—continues to be a top priority at Barrett Ranch. This work is supported through our Multi-Tiered Systems of Support (MTSS), which ensures students receive targeted interventions and services based on individual needs.

The 2025–26 survey results reflect continued strength in staff awareness of available supports, with 100% of staff indicating they understand both the academic and social-emotional supports offered at school. Parents' understanding of available support also improved slightly, with 85% of parents reporting they understand academic support options (up from 80% in 2024–25) and 80% reporting they understand social-emotional supports (up from 78%). One area of concern is the parent perception that students receive the resources and support they need, which declined from 86% in 2024–25 to 80% in 2025–26. In contrast, staff perception increased significantly from 73% to 86%, indicating a growing discrepancy between parent and staff perspectives in this area.

These findings suggest that while supports are in place and well understood by staff, there is an opportunity to strengthen communication with families about the interventions and services available to students. Moving forward, Barrett Ranch will continue to prioritize clear and consistent communication with all stakeholders—especially families who may not be directly connected to certain services—so that parents have a stronger understanding of the supports available and how students are being served.

***Results for the 2025-26 survey represent one-hundred and twenty (122) Barrett Ranch parents and twenty-two (22) staff who responded with input. Conclusions drawn from a small sample size of nineteen percent (19%) of parents and twenty-three percent (30%) of staff should be interpreted with caution.*

Student Support

	2023-24		2024-25		2025-26	
<i>Teachers and staff at district schools....</i>	Parent	Staff	Parent	Staff	Parent	Staff
use technology to teach.	94%	100%	97%	100%	94%	100%
try to make class interesting.	94%	100%	97%	100%	99%	100%
encourage collaboration among students.	95%	100%	97%	100%	95%	100%
encourage critical thinking.	90%	100%	96%	100%	94%	100%
listen to students.	95%	100%	95%	100%	93%	100%
encourage students on a regular basis.	95%	100%	96%	100%	97%	100%
help my child when he/she doesn't understand something.	91%		95%		94%	
nurture creativity.	91%	100%	96%	100%	96%	100%

Summary:

Educators recognize the importance of teaching “21st-century skills” so students are prepared to thrive in today’s world. The 2025–26 survey results reflect strong confidence in classroom practices across both parent and staff groups. Staff responses remained consistently high, with 100% agreement in every category, indicating that teachers and staff believe they are effectively supporting students through engaging instruction, collaboration, critical thinking, and creativity. Parent results also remained very positive overall, with notable strengths in the areas of teachers trying to make class interesting (99%) and encouraging students on a regular basis (97%). Parent perceptions increased in critical areas such as encouraging critical thinking (94%, up from 90% in 2023–24) and nurturing creativity (96%, consistent with the previous year). While most parent ratings remained high, there were small declines in a few areas compared to 2024–25, including the use of technology to teach (94%) and listening to students (93%). Overall, the data indicates that Barrett Ranch staff are viewed as highly supportive and effective in creating engaging learning environments, and the continued focus will be to maintain these strong instructional practices while strengthening student voice and engagement.

***Results for the 2025-26 survey represent one-hundred and twenty (122) Barrett Ranch parents and twenty-two (22) staff who responded with input. Conclusions drawn from a small sample size of nineteen percent (19%) of parents and twenty-three percent (30%) of staff should be interpreted with caution.*

Social Climate

	2023-24		2024-25		2025-26	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
school rules are fair.	83%	83%	90%	100%	78%	83%
students from different cultural backgrounds become friends.	95%	100%	96%	100%	94%	96%
students have friends at school.	96%	92%	95%	100%	92%	91%
students respect the teachers and staff.	91%	58%	96%	92%	92%	61%
all staff are treated fairly.	80%	83%	86%	92%	78%	87%
all students are treated fairly.	84%	92%	89%	92%	79%	78%
students get along with each other and respect their differences.	86%	83%	85%	96%	74%	74%
students feel safe at school.	91%	92%	91%	96%	84%	87%
students are comfortable talking to school staff.	85%	92%	91%	100%	82%	96%
staff feel safe at school.	81%	67%	85%	88%	83%	70%
bullying is not a problem. *Q Changed for 20-21 to <u>bullying is a problem.</u>	36%	18%	33%	0%	49%	10%

Summary:

Overall, the 2025–26 Social Climate survey results show that Barrett Ranch continues to be viewed as a school with generally positive relationships and a supportive environment; however, several notable declines appear in both parent and staff perceptions compared to previous years.

The most significant decrease is seen in students getting along and respecting differences, which dropped from 85% in 2024–25 to 74% in 2025–26 for both parents and staff, indicating a shared concern around peer relationships and school climate. Parent perceptions also declined in several areas, including whether school rules are fair (from 90% to 78%) and whether all students are treated fairly (from 89% to 79%). Additionally, parent perception of students feeling safe at school decreased from 91% to 84%, reflecting a downward trend in overall sense of safety.

Despite these declines, some areas remain relatively strong. Parent perception that students respect teachers and staff remains high at 92%, although staff responses decreased slightly from 92% to 61%, suggesting a

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significant perception gap. Similarly, while staff continue to report strong confidence in students being comfortable talking to adults at school (96%), parent responses declined slightly from 91% to 82%.

Positive indicators remain in peer relationships and connection, including high agreement that students from different cultural backgrounds become friends (94% parents, 96% staff) and that students have friends at school (92% parents, 91% staff).

Overall, these results suggest that while Barrett Ranch continues to maintain a foundation of positive relationships and belonging, there is a clear need to strengthen consistency in perceived fairness, peer interactions, and overall sense of safety. Continued focus on PBIS implementation, restorative practices, and explicit instruction around respect and inclusion will be important in strengthening the school's social climate moving forward.

***Results for the 2025-26 survey represent one-hundred and twenty (122) Barrett Ranch parents and twenty-two (22) staff who responded with input. Conclusions drawn from a small sample size of nineteen percent (19%) of parents and twenty-three percent (30%) of staff should be interpreted with caution.*

Stakeholder Engagement - Communication with Parents

	2023-24		2024-25		2025-26	
<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	89%		96%		92%	
Teachers keep me well informed about my child's progress.	89%		94%		93%	

Summary:

The 2025–26 survey results indicate that Barrett Ranch continues to demonstrate strong performance in communicating with families, with both areas showing high levels of parent satisfaction and continued improvement over time.

Parent perception that the school keeps families well informed about events and activities increased from 89% in 2023–24 to 92% in 2025–26, reflecting steady growth in schoolwide communication efforts. Parent perception that teachers keep families informed about student progress also improved from 89% in 2023–24 to 93% in 2025–26, showing continued strengthening of classroom-to-home communication.

These results suggest that ongoing systems such as weekly school newsletters, progress reports, report cards, Friday folders, and digital communication tools (including platforms like Google Classroom, Seesaw, ClassDojo, Aeries, and the district app) are supporting consistent and accessible communication with families.

Overall, the data reflects a positive trend in stakeholder engagement, with continued growth in parent confidence that they are informed about both schoolwide activities and their child's academic progress. Moving forward, the focus will be on maintaining this strong communication foundation while ensuring consistency across all grade levels and classrooms.

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Stakeholder Engagement - Communication with Parents

	2023-24		2024-25		2025-26	
<i>Are you able to communicate with teachers/staff when you need?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Yes	92%		97%		97%	
No	5%		2%		3%	
N/A/ I have not needed to communicate with teachers or staff	3%		1%		0%	

Summary:

Overall, the 2025–26 survey results show that Barrett Ranch continues to maintain exceptionally strong communication between families and school staff, with sustained high levels of parent confidence in their ability to connect with teachers and staff when needed.

Parent agreement that they are able to communicate with teachers and staff increased from 92% in 2023–24 to 97% in 2025–26, reflecting consistent improvement and strong home-school connectivity over time. The percentage of parents reporting they are not able to communicate effectively decreased from 5% to 3%, and those indicating they have not needed to communicate dropped to 0%, suggesting increased engagement and accessibility overall.

These results indicate that families continue to feel supported and heard, and that communication pathways between home and school remain strong and effective. Moving forward, maintaining timely, responsive, and consistent communication will remain essential to sustaining this high level of trust and engagement between families and staff.

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Stakeholder Engagement - Communication with Parents

	2023-24		2024-25		2025-26	
<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	71%		78%		81%	
School and/or District Newsletters	48%		52%		48%	
School and/or District website	25%		26%		40%	
Communications from my child's teacher	63%		69%		65%	
Social Media	7%		9%		9%	
Employees of the district	5%		5%		3%	
Other	1%		4%		4%	
None of the above	4%		1%		0%	

Summary:

Overall, the 2025–26 survey results show that Barrett Ranch continues to strengthen its use of multiple communication channels, with a clear shift toward digital and online platforms as the primary way families receive school information.

The most significant trend is the continued increase in electronic communications, which rose from 78% in 2024–25 to 81% in 2025–26, reinforcing that digital messaging remains the primary source of school information for families. Use of the school and/or district website also showed strong growth, increasing from 26% in 2024–25 to 40% in 2025–26, indicating improved visibility and accessibility of online resources. Communication from teachers to families remained consistently strong at 65%, showing steady classroom-to-home communication. In contrast, reliance on school and/or district newsletters remained stable at 48%, suggesting this remains a consistent but secondary source of information.

Overall, these results suggest that Barrett Ranch is successfully expanding its communication reach, particularly through digital platforms. Moving forward, continued emphasis on consistent electronic communication, website updates, and social media engagement will help ensure families remain informed, connected, and engaged with school activities and updates.

***Results for the 2025-26 survey represent one-hundred and twenty (122) Barrett Ranch parents and twenty-two (22) staff who responded with input. Conclusions drawn from a small sample size of nineteen percent (19%) of parents and twenty-three percent (30%) of staff should be interpreted with caution.*

Stakeholder Engagement - Communication with Parents

	2023-24		2024-25		2025-26	
<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	87%		91%		90%	
Text messages	49%		54%		52%	
School and/or District Newsletters	34%		34%		36%	
School and/or District website	19%		18%		26%	
Social media	6%		5%		5%	
Mail/letters	17%		14%		8%	
Phone calls	17%		20%		20%	
School or district meetings	3%		3%		9%	
Other	2%		2%		0%	

Summary:

Survey results for 2025-26 show that parents continue to prefer communication that is fast and accessible, with email (90%) remaining the most preferred method, followed by text messages (52%) and newsletters (36%). Use of the school/district website increased (26%), indicating a growing interest in accessing information online.

Traditional communication methods such as mail/letters declined significantly (8%), while phone calls remained consistent (20%), suggesting families still value personal outreach when needed. Interest in school or district meetings increased (9%), highlighting an opportunity to strengthen parent engagement through in-person communication. Overall, results support continuing to prioritize email and text messaging as primary communication methods while using newsletters and the website as additional tools to keep families informed.

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Parent Involvement

	2023-24		2024-25		2025-26	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
effectively communicate(s) with parents regarding their child's progress.	90%	91%	91%	100%	91%	100%
encourage(s) parental involvement.	84%	82%	94%	100%	89%	100%
encourage(s) involvement from community members and organizations.		55%		90%		81%
has/have parents who are highly involved.	75%	36%	87%	59%	86%	48%

Summary:

Survey results for 2025-26 reflect strong overall perceptions of parent involvement and communication at the school. Both parents and staff report high levels of agreement that the school effectively communicates with families regarding student progress (91% of parents and 100% of staff) and encourages parental involvement (89% of parents and 100% of staff).

A notable discrepancy remains in perceptions of whether the school has highly involved parents. While 86% of parents believe parents are highly involved, only 48% of staff share that perception. This suggests that staff may define involvement differently or may not consistently see the behind-the-scenes ways families support their children and school activities.

Overall, results indicate continued strength in communication and parent engagement efforts. The high parent agreement rates demonstrate that outreach strategies are effective, while the staff feedback highlights an opportunity to build stronger visibility and shared understanding of parent involvement across the campus.

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Parental Involvement

	2023-24		2024-25		2025-26	
<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%		72%		77%	
School or class event, such as a play, sports event, or award assemblies	37%		68%		62%	
Parent-teacher conference with child's teacher	79%		84%		97%	
Volunteering at my child's school	25%		39%		33%	
Family/Parent Events	13%		24%		19%	
Parent Teacher Association	15%		17%		23%	
School committee or council such as Site Council or ELAC	6%		4%		11%	
District committee or council such as LCAP, DELAC, Title I, GATE or Health	2%		1%		7%	
Other	3%		6%		4%	
None of the above	8%		5%		2%	

Summary:

Survey results for 2025-26 show an overall increase in parent participation across multiple school activities. The highest level of involvement continues to be parent-teacher conferences, with 97% of parents reporting participation. Attendance at Back to School Night/Open House also remains strong at 77%, along with participation in school or class events such as performances, sports, and award assemblies (62%).

Volunteer participation increased to 33%, reflecting continued growth from prior years. Additionally, parent involvement in leadership and decision-making opportunities increased, including participation in the Parent Teacher Association (23%), school committees such as Site Council or ELAC (11%), and district-level committees (7%).

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Only 2% of parents reported not participating in any activities, indicating that the vast majority of families are engaging with the school in some capacity. Overall, these results reflect positive progress and support the effectiveness of ongoing efforts to strengthen family engagement through communication, translation support, and community outreach.

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Parental Involvement

	2023-24		2024-25		2025-26	
<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	41%		29%		44%	
More information on involvement opportunities	35%		27%		29%	
More communication between school and parents	25%		18%		36%	
More participation opportunities at the school level	31%		14%		29%	
More events offered in the evening	36%		41%		38%	
More participation opportunities at the district level	10%		9%		10%	
More convenient locations for participation	12%		7%		11%	
More communication in our family's primary language	10%		9%		14%	
More events offered in the morning	12%		9%		8%	
Other	5%		4%		3%	
None of the above	20%		20%		13%	
Virtual Event (Ex. Zoom)	21%		23%		18%	

Summary:

Survey results for 2025-26 reflect a variety of parent perspectives on what would help increase involvement in Dry Creek. The highest reported need was more events offered in the evening (38%), indicating that scheduling continues to be a key factor for family participation. Parents also expressed a desire for more communication between school and home (36%), suggesting that consistent outreach remains an important area of focus.

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Additionally, 44% of parents indicated that more information on how to support students at home would help them become more involved, highlighting the value families place on academic guidance and practical strategies they can use outside of school. Interest in more information about involvement opportunities (29%) and more school-level participation opportunities (29%) remained steady, reinforcing the importance of making volunteer and engagement options visible and accessible.

The percentage of parents selecting “none of the above” decreased to 13%, suggesting that more families are identifying specific supports that could strengthen their involvement. Overall, these results indicate that improving communication, offering more evening opportunities, and providing families with tools to support learning at home will continue to be key strategies for increasing parent engagement.

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Parental Involvement

	2023-2024		2024-2025		2025-2026	
<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	82%		82%		76%	

Summary:

Survey results for 2025-26 indicate that 76% of parents agree or strongly agree that the school and/or district values their participation and input in engagement opportunities. While this reflects an overall positive perception, it also represents a slight decrease from 82% in 2023-24.

These results suggest that most families continue to feel welcomed and valued as partners in the school community. Moving forward, continued efforts to strengthen communication, expand accessible involvement opportunities, and reduce barriers to participation may help increase parent perceptions of engagement and inclusivity.

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Self-Awareness

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I feel positive about my future.	86%	91%	89%
I know what I am good at.		97%	98%
I can do most things if I try.	86%	93%	91%
I am happy with who I am.	86%	91%	92%
I can explain my feelings to others.	45%	52%	38%
I know when I am feeling overwhelmed.	82%	87%	93%
I have a lot of strengths.	78%		

Summary:

Self-awareness is a critical component of student success, supporting both academic achievement and social-emotional development. It helps students recognize their strengths, reflect on their behavior, and respond appropriately in a variety of situations.

Survey results for 2025-26 show that students continue to demonstrate strong self-confidence and optimism. A high percentage of students agreed that they feel positive about their future (89%), can do most things if they try (91%), and are happy with who they are (92%). Additionally, the percentage of students who reported they know when they are feeling overwhelmed increased significantly to 93%, reflecting growth in emotional recognition and self-monitoring skills.

One area of concern is a decrease in students' ability to communicate emotions, as only 38% agreed with the statement, "I can explain my feelings to others," which dropped from 52% the previous year. This indicates a continued need for intentional social-emotional learning supports that strengthen emotional vocabulary, communication skills, and opportunities for students to express feelings in a safe and supportive environment. Overall, results show strong growth in self-awareness and confidence, while highlighting an important area for continued focus.

Growth Mindset

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I can usually solve my problems.	70%	88%	86%
I keep trying, even when things are hard.	80%	86%	91%
I can make the best out of a bad situation.	54%	74%	78%
I am a hard worker.	88%	94%	93%
I can learn from my mistakes.	87%	94%	95%
I feel confident in my ability to learn new things.	82%	89%	90%
Challenging myself makes me smarter.	72%		
If I'm not good at something, I'd rather quit.	10%		

Summary:

A growth mindset is essential for student success, as it encourages perseverance, resilience, and the belief that abilities can improve through effort and learning. Students with a strong growth mindset are more likely to take on challenges, learn from mistakes, and remain motivated when faced with difficulty.

Survey results for 2025-26 reflect continued positive growth in this area. Student agreement increased in several key categories, including “I keep trying, even when things are hard” (91%), demonstrating strong perseverance. Students also reported high confidence in their ability to improve, with 95% agreeing that they can learn from their mistakes, and 90% feeling confident in their ability to learn new things.

Additionally, students continue to view themselves as hardworking, with 93% agreeing with the statement “I am a hard worker.” The percentage of students who believe they can usually solve their problems remained high at 86%, showing that students are developing independence and problem-solving skills.

Overall, these results indicate that students are building strong habits of persistence and resilience. Maintaining a focus on growth mindset instruction and reinforcing positive self-beliefs will continue to support students in overcoming challenges and reaching their academic and personal goals.

Self- Management

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I keep my promises.	79%	92%	98%
I know right from wrong.	88%	93%	94%
I follow the rules.	83%	95%	98%
I finish whatever I begin.	64%	80%	87%
I know how to identify my feelings.		76%	83%

Summary:

Self-management skills are essential for student success, as they support responsible decision-making, perseverance, and the ability to regulate behavior and emotions. Survey results for 2025-26 indicate strong growth in this area and reflect the positive impact of schoolwide behavioral and social-emotional supports.

Students reported very high agreement with key self-management behaviors, including “I keep my promises” (98%) and “I follow the rules” (98%), showing a significant increase from previous years. Students also continue to demonstrate a strong understanding of expected behavior, with 94% agreeing that they know right from wrong.

In addition, perseverance improved notably, as 87% of students agreed with the statement “I finish whatever I begin,” reflecting continued growth in stamina and task completion. Students also showed improvement in emotional awareness, with 83% indicating they know how to identify their feelings.

Overall, these results highlight a positive trend in student responsibility and self-regulation. Continued implementation of PBIS, Toolbox, and Zones of Regulation will support sustained growth and reinforce consistent expectations across campus.

Responsible Decision-Making

	2023-24	2024-25	2025-26
<i>Within the past two weeks, how often have you...</i>	Student	Student (%Agree)	Student (%Agree)
I wait patiently in line.	77%	83%	84%
I wait for my turn to talk in class.	77%	89%	90%
I think about what will happen before making a decision.	59%	73%	77%
I pay attention in class.	87%	94%	95%
I tell the truth even though it is hard.	74%	83%	89%
I can calm myself down when I am upset.	60%	71%	75%

Summary:

Responsible decision-making reflects students' ability to think through choices, consider consequences, and act with integrity and self-control. Survey results for 2025-26 show continued growth across all measured areas, indicating strengthening skills in both academic and social settings.

Students reported strong performance in classroom expectations, with 95% stating they pay attention in class and 90% indicating they wait their turn to talk, both showing consistent improvement over time. Respectful behaviors also remain strong, with 84% reporting they wait patiently in line.

More advanced decision-making skills continue to develop, including 77% of students who think about what will happen before making a decision, reflecting steady growth in reflective thinking. Additionally, 89% of students reported telling the truth even when it is difficult, demonstrating a strong sense of integrity. Emotional regulation also improved, with 75% of students reporting they can calm themselves when upset.

Overall, these results reflect a positive upward trend in students' responsible decision-making skills. Continued emphasis on restorative practices, SEL instruction, Toolbox strategies, and Zones of Regulation will further support students in building thoughtful, respectful, and emotionally regulated decision-making habits.

Social Awareness

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I accept others for who they are, even if they are different than me.	92%	98%	98%
I treat people with respect.	94%	98%	95%
If someone is sad, I try to help them.	83%	96%	89%
I can tell when someone is upset.	87%	88%	90%
I am happy for my friends when they do well in school.	93%	97%	97%

Summary:

Social awareness involves understanding others, showing empathy, and respecting differences, all of which are essential for positive relationships and a strong school community. Survey results for 2025-26 demonstrate that students continue to show high levels of empathy and respect toward others.

Students reported very strong agreement that they accept others who are different from them (98%) and treat people with respect (95%), reflecting a consistently positive school climate. Additionally, 97% of students indicated they are happy for friends when they do well, showing strong peer support and celebration of others' success.

Students also demonstrated developing empathy skills, with 89% reporting they try to help others who are sad and 90% indicating they can tell when someone is upset. While these areas remain strong overall, helping behaviors showed a slight decrease from previous years, suggesting an opportunity to further reinforce empathy in action through structured SEL activities and restorative practices.

Overall, results indicate that students demonstrate a strong foundation in social awareness, supported by ongoing PBIS and SEL efforts that continue to promote kindness, inclusion, and respectful interactions across campus.

Relationship Skills

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I can talk easily with other kids in my grade.	72%	83%	90%
I feel comfortable working in a team with other students.	66%	77%	85%
I have friends at school.	92%	97%	97%
I feel like my classmates include me.		71%	80%
I feel like my peers leave me out of things.	36%		

Summary:

Relationship skills are essential for building a strong sense of belonging, supporting collaboration, and helping students feel connected and confident at school. Survey results for 2025-26 show continued growth in students' ability to build and maintain positive peer relationships.

Students reported strong social confidence, with 90% indicating they can talk easily with peers in their grade and 85% feeling comfortable working in teams, both reflecting meaningful improvement over time. A very high percentage of students (97%) continue to report that they have friends at school, demonstrating a strong foundation of peer connections.

In addition, 80% of students feel included by their classmates, showing progress in fostering a more welcoming and connected school environment. While this area continues to grow, it remains an important focus to ensure all students consistently feel a strong sense of belonging.

Overall, results reflect positive gains in relationship-building skills and peer connection. Continued emphasis on Restorative Practices, SEL instruction, and PBIS will further strengthen student communication, inclusion, and collaborative skills across campus.

Civic Mindset

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I am knowledgeable about what is happening in the world.	74%	84%	80%
I care about my community.	86%	96%	99%
I believe that I can make a difference in my community.	59%	71%	78%

Summary:

Civic mindset reflects students' awareness of the world around them, their sense of responsibility toward their community, and their belief that they can contribute in meaningful ways. Survey results for 2025-26 show continued positive growth in this area.

Students reported a strong connection to their community, with 99% indicating they care about their community, demonstrating a very high level of empathy and civic responsibility. In addition, 78% of students believe they can make a difference in their community, reflecting continued growth in student agency and confidence in their ability to impact others in positive ways.

Awareness of current events remains solid, with 80% of students reporting they are knowledgeable about what is happening in the world, although this reflects a slight decrease from the previous year and may indicate an opportunity to strengthen connections between classroom learning and real-world topics.

Overall, results show that students demonstrate a strong and growing civic mindset, particularly in their sense of care and responsibility toward others. Continued opportunities to connect learning to community engagement and real-world issues will further support students in developing as informed, compassionate, and active contributors to society.

Social Support

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
Adults at school listen when I have something to say.	66%	82%	86%
Adults at school care about me.	76%	91%	91%
I feel like I belong at school.	62%	76%	77%
I have at least one adult at school that I trust.	80%	86%	91%
My teachers believe that I will be successful.	86%	98%	96%
Adults at school support me when I need help	77%	86%	90%

Summary:

Social support reflects students' perceptions of caring relationships with adults at school, as well as their sense of trust, belonging, and overall connection to the school community. Survey results for 2025-26 show continued strength and growth across most areas.

Students reported strong confidence in adult support, with 90% indicating that adults at school support them when needed and 86% stating that adults listen when they have something to say, both showing meaningful increases over time. In addition, 91% of students reported having at least one trusted adult at school, reflecting a strong foundation of positive adult-student relationships.

A particularly strong result is that 91% of students believe adults at school care about them, demonstrating consistent perceptions of a supportive and welcoming environment. Students also continue to feel a strong sense of academic encouragement, with 96% reporting that their teachers believe they will be successful, highlighting the high level of confidence staff place in student potential.

Sense of belonging continues to improve, with 77% of students reporting they feel like they belong at school, indicating steady progress while also identifying an ongoing opportunity to strengthen connection and inclusion for all students.

Overall, results reflect a positive and supportive school climate built on trust, care, and strong relationships. Continued emphasis on Restorative Practices, SEL strategies, and a culture of connection will further strengthen students' sense of belonging and support across campus.

Emotional Well-being

	2023-24	2024-25	2025-26
<i>Within the past two weeks, how many times have you....</i>	Student **Number of students reporting 0 times	Student **Scale Shortened - Often, Sometimes, Never % is equal to sometimes and never added together	Student **Scale Shortened - Often, Sometimes, Never % is equal to sometimes and never added together
I feel sad.	23%	81%	81%
I feel lonely.	33%	83%	83%
I feel like not talking to anyone.	36%	80%	86%
I have trouble falling asleep.	27%	62%	70%
I worry about school work.	26%	69%	66%
I feel worried.	40%	81%	84%
I could not focus in school.	41%	86%	87%

Summary:

Emotional well-being is a key factor in students' ability to focus, learn, and fully engage in school. Survey results for 2025-26 show that students continue to experience a range of emotional and attentional challenges that can impact daily learning.

Students reported increased frequency of feeling disengaged or overwhelmed in several areas, including 86% indicating times when they did not want to talk to anyone, 84% feeling worried, and 87% reporting difficulty focusing in school. These responses suggest that many students continue to navigate emotional stressors that may affect classroom readiness and sustained attention.

Sleep concerns also remain present, with 70% of students reporting trouble falling asleep. In addition, academic-related worry remains a consistent factor, with 66% of students indicating they worry about schoolwork. While this reflects a slight decrease from previous levels, it remains an important area of focus.

Overall, these results highlight the ongoing need to prioritize student emotional wellness alongside academic instruction. Continued use of SEL strategies, Toolbox, restorative practices, and proactive mental health supports will remain essential in helping students develop healthy coping skills, emotional regulation, and resilience in the school setting.

Frequency of Bullying

	2023-24	2024-25	2025-26
<i>Since the start of the school year, how often have you experienced the following:</i>	Student **Number of students reporting NEVER experiencing bullying	Student **Number of students reporting NEVER experiencing bullying	Student **Number of students reporting NEVER experiencing bullying
I have been physically bullied by students at school.	62%	60%	64%
I have been verbally bullied by students at school.	54%	61%	54%
I have been electronically bullied by students (e.g., text messages, email, social media).	83%	83%	79%

Summary:

Creating a safe and respectful learning environment remains a top priority. Survey results for 2025-26 show that most students continue to report not experiencing bullying, with stability and slight variation across categories.

For physical bullying, 64% of students reported never experiencing it, reflecting a small increase from the previous year. Verbal bullying remains an area of inconsistency, with 54% reporting they have never experienced it, matching the 2023-24 level after a brief improvement last year.

In the area of electronic bullying, 79% of students reported never experiencing it, showing a slight decrease from previous years and indicating that digital forms of conflict remain an ongoing concern.

Overall, results suggest that while many students report no experiences with bullying, there is a continued need for consistent prevention efforts, particularly in verbal and electronic contexts. Ongoing focus on clear expectations, restorative practices, SEL instruction, and timely intervention will remain essential in supporting a safe, respectful, and inclusive school climate for all students.

Location of Bullying

	2023-24	2024-25	2025-26
<i>Where in school have you been bullied?</i>	Student	Student	Student
During recess or outside time.	79%	70%	78%
In a classroom.	33%	42%	46%
At the cafeteria.	31%	21%	36%
In hallways.	6%	10%	6%
In the bathroom.	11%	8%	10%
In the locker room		1%	1%
Online	25%	14%	23%
Other	16%	16%	23%

Summary:

Survey results for 2025-26 provide insight into where students report experiencing bullying incidents, helping to identify areas for continued focus in maintaining a safe and supportive school environment.

The most frequently reported setting remains recess or outside time (78%), indicating that unstructured environments continue to be the primary location where peer conflicts occur. Classrooms (46%) also show an increase, suggesting a need for continued emphasis on classroom culture, expectations, and proactive supervision during instructional time.

Reports of bullying in the cafeteria (36%) also increased compared to the prior year, reinforcing the importance of structured supervision and clear behavioral expectations during lunch periods. Online bullying (23%) remained present, highlighting that digital interactions continue to play a role in student conflict beyond the school day.

Other locations, such as bathrooms (10%) and hallways (6%) remained relatively low, while “other” responses (23%) suggest that some incidents occur in settings outside of typical school supervision, such as community spaces or extracurricular environments.

Overall, the data indicates that bullying concerns are most common in less structured or less supervised settings. Continued strengthening of PBIS systems, active supervision practices, and consistent expectations across all school environments will remain key strategies in promoting a safe, respectful, and inclusive campus culture.

School Environment

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I am proud to be part of my school.	74%	88%	84%
School activities are fun.	69%	88%	88%
I have a say in school decisions that affect me (e.g., class activities, lessons, school rules).	50%	72%	75%
My school has a positive environment		73%	73%
My school is a safe place.	64%	85%	82%

Summary:

Student perceptions of the school environment provide important insight into engagement, belonging, and overall school climate. Survey results for 2025-26 show generally positive trends, with some areas of slight fluctuation compared to prior years.

Students reported continued positive feelings toward school experiences, with 88% indicating that school activities are fun, reflecting sustained engagement and enjoyment. In addition, 84% of students stated they are proud to be part of their school, showing a strong sense of school identity, although this reflects a slight decrease from the previous year.

Student voice and agency continue to improve, with 75% reporting they have a say in school decisions that affect them, indicating ongoing growth in opportunities for student input and participation. Perceptions of school safety remain strong at 82%, though slightly lower than the prior year, suggesting a continued need to reinforce consistent expectations and visible safety practices.

Perceptions of a positive school environment remained steady at 73%, showing stability in overall climate, with opportunity for continued growth in strengthening belonging and consistency across campus experiences.

Overall, results reflect a positive and stable school environment with strong engagement in school activities and growing student voice. Continued focus on student connection, safety, and shared ownership of the school experience will support further improvement in school climate and belonging.