

Barrel Springs Elementary

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Barrel Springs Elementary
Street	3636 Ponderosa Way
City, State, Zip	Palmdale, CA 93550-8441
Phone Number	661-285-9270
Principal	Rena Thorogood
Email Address	rthorogood@palmdalesd.org
School Website	https://www.palmdalesd.org/Page/4452
County-District-School (CDS) Code	19648576111538

2022-23 District Contact Information

District Name	Palmdale Elementary School District
Phone Number	661-947-7191
Superintendent	Raul Maldonado
Email Address	DJNardi@palmdalesd.org
District Website Address	www.palmdalesd.org

2022-23 School Overview

School Mission Statement: The mission of Palmdale School District and Barrel Springs Elementary is to implement our vision with actions and services targeted to students, parents, and staff so our students can live their lives to their full potential. Vision Statement: The vision of the Palmdale School District and Barrel Springs Elementary is for every student to leave ready from the school and district for success in high school and beyond: college, career, and the Global world.

Barrel Springs is a TK/K –5th-grade school. It was first founded in 1993 and moved to the site located at 36555 Sunny Lane in Palmdale, CA in 2000. In 2005, it was relocated to its final permanent site at 3636 Ponderosa Way. Children are our most valued resource. At Barrel Springs, students are given equal opportunities to acquire a comprehensive education that enhances their ability to become productive citizens. We encourage children to succeed by creating a secure learning climate that values self-worth and celebrates diversity. Our ultimate goal is to prepare our students to become lifelong learners and to have the opportunity to be leaders of a 21st-century society built on communication and technology. We believe Barrel Springs will be recognized regionally as the finest educational organization, offering innovative, academic choices, and opportunities for success in the 21st Century. Barrel Springs School is here to provide each child with a rigorous and relevant academic education, a safe learning environment, and the knowledge, skills, and attitudes necessary for success in the 21st Century.

Barrel Springs is one of 28 schools in the Palmdale School District. Our enrollment for this school year is approximately 615 students. We have 23 General Education Teachers, 4 SDC Teachers, 2 full-time RSP, 2 Speech Pathologists, one school psychologist, a Parent Community Liaison (PCL), a Student Interventionist and a Social Emotional Learning Specialist (SEL). We have an average of 30 students per classroom with each one staffed by one of our 23 permanent teachers. Barrel Springs has been outfitted with a Computer Lab, 7 computers, a maker space and a library with approximately 10,000 books, eight computers, and a 5.75 hour librarian. The 2nd to 5th-grade classes are equipped with one to one chrome book device for each student. T/K, 1st-5th each has a Promethean Board with a document camera, and a projector. We have one TK class, three full-day Kindergarten classes, and three 1st grade classes. All students in grades TK/K, 1st-5th attend school on regular school days from 8:55 a.m.-3:33 p.m. On flex, Wednesday, all students TK/Kinder- 5th grades attend school from 8:55 am- 2:33 pm and on minimum school days from 8:55 a.m.- 1:40 p.m. Barrel Springs' students will attend school for 180 days with five minimum days during the 2022-2023 school year.

Barrel Springs provides equitable additional support services, which include a Learning Support Teacher and a Student Interventionist. Itinerant support is offered in Occupational Therapy, DIS vision services, and Adaptive Physical Education.

2022-23 School Overview

Based on our 2022/2023 student enrollment report, our student population includes 6.18% Caucasian, 71 % Hispanic, 21.5% % African American, 21.5 % English Language Learners, less than 0.0% Filipino, 1.5% Two or more races, 20.7 % Students with Disabilities, 3.3 % Foster Youth and approximately 89 % socioeconomically disadvantaged students in significant subgroups.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Grade 1	105
Grade 2	91
Grade 3	86
Grade 4	96
Grade 5	116
Total Enrollment	610

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.0
Male	51.0
American Indian or Alaska Native	1.0
Asian	0.5
Black or African American	13.1
Filipino	0.0
Hispanic or Latino	74.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.8
White	6.9
English Learners	18.7
Foster Youth	3.1
Homeless	0.0
Migrant	0.5
Socioeconomically Disadvantaged	89.7
Students with Disabilities	13.8



A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.80	87.52	740.50	82.02	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.00	11.50	1.28	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.00	26.70	2.97	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	73.80	8.18	12115.80	4.41
Unknown	1.10	4.48	50.10	5.56	18854.30	6.86
Total Teaching Positions	24.90	100.00	902.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	84.88	738.10	81.83	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	16.90	1.88	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	8.08	61.30	6.80	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	2.67	58.20	6.46	11953.10	4.28
Unknown	1.00	4.32	27.30	3.03	15831.90	5.67
Total Teaching Positions	24.70	100.00	902.00	100.00	279044.80	100.00

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	2.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.60
Total Out-of-Field Teachers	0.00	0.60

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.60	5.30
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.50	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students are provided with appropriate textbooks and materials in each curriculum area.

Year and month in which the data were collected

November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 ELA/ELD: Benchmark Universe/ 2017 (& 6th - Dual Immersion schools) 6-8 ELA/ELD: Study Sync, McGraw Hill/ 2017	Yes	0
Mathematics	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0

Science	K-8: Amplify Science 2020	Yes	0
History-Social Science	TCI (Teachers Curriculum Institute) 2019 K-5: Social Studies Alive! 6-8: History Alive!	Yes	0
Foreign Language	6-8: Pearson Learning 2011 6-8 Rosetta Stone 2017	Yes	0

School Facility Conditions and Planned Improvements

The architecture of the building reflects strength and longevity that stands high for all to see. It houses 35 classrooms, a library, a maker space, a computer lab, 8 workrooms and a modern multipurpose/cafeteria. The multipurpose/cafeteria is used for many activities and includes a stage setting equipped with theatrical lighting. To the side of the cafeteria is a covered patio that children enjoy during pleasant days. During recess, children spend time on the playground equipment that supports various climbing equipment and other physical activities. Resurfacing of the entire playground was completed in 2020. Teachers and staff make every effort to keep students safe on school grounds before, during, and after the school day. We take pride in keeping our school grounds and buildings clean on a regular basis. It is our policy to maintain our classrooms and restrooms in a clean and orderly manner on a daily basis with the support of the day and evening custodial staff. Fencing secures the entire campus. Our staff monitors the hallways and restrooms on a regular basis. The district policy is to make necessary repairs as quickly as possible to keep the facilities in a safe and working condition. A work order process is in place to assist in providing these services. Barrel Springs maintains its facilities at a 98% good repair rating.

Year and month of the most recent FIT report

June 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			fire alarm panel upgrade in progress
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	29	N/A	29	N/A	47
Mathematics (grades 3-8 and 11)	N/A	23	N/A	14	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	309	305	98.71	1.29	29.18
Female	152	149	98.03	1.97	28.86
Male	157	156	99.36	0.64	29.49
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	39	97.50	2.50	12.82
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	237	234	98.73	1.27	28.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	71.43
English Learners	46	45	97.83	2.17	20.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	276	273	98.91	1.09	26.74
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	39	38	97.44	2.56	13.16

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	309	305	98.71	1.29	22.62
Female	152	149	98.03	1.97	16.11
Male	157	156	99.36	0.64	28.85
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	39	97.50	2.50	12.82
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	237	234	98.73	1.27	21.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	61.90
English Learners	46	45	97.83	2.17	15.56
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	276	273	98.91	1.09	20.15
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	39	38	97.44	2.56	18.42

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	17.07	NT	13.34	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	123	123	100	0	17.07
Female	58	58	100	0	10.34
Male	65	65	100	0	23.08
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	16	16	100	0	6.25
Filipino	0	0	0	0	0
Hispanic or Latino	93	93	100	0	13.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	16	100	0	12.5
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	108	100	0	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100	0	7.69

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	91.94	91.94	91.94	91.94	91.94

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Barrel Springs School will build the school and parental capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below. The entire school community will be involved in decision making, planning, implementing, monitoring, and evaluation of school programs. Every effort will be made to involve parents and the community in school decisions as it pertains to student success and achievement. The Principal, Assistant Principal, LST, and school Leadership Team will be responsible for conducting these activities and involving the parents/community.

Currently, Barrel Springs has an active PTA that plans a variety of activities throughout the year. They meet on the 3rd Tuesday of each month. Money made from PTA's fundraisers is allocated to the classrooms in the form of field trips, classroom supplies, incentives, and the Bulldog store to assist with the Positive Behavior Support program. School Site Council is an elected committee of five parents, three teachers, the secretary, and the principal. The purpose of this committee is to review and assess the effectiveness of the Barrel Springs School Plan for Academic Achievement. SSC meetings are held on the fourth Thursday of each month. All parents and community members are encouraged to attend. The English Learner Advisory Committee meets on the third or fourth Tuesday of each month. The role of this committee is to advise the staff and administration on programs and services for English Learning Students. The AAPAC meets on the last Tuesday of the month. The role of this committee is to advise staff and administration on programs and services for African American students. All parents and community members are welcome to attend the ELAC and AAPAC meetings. Parents can also give their input at the quarterly Coffee with the Principal Meeting.

Parents will be encouraged to give input into the development and revision of the school parent involvement policy through:

- SSC meetings
- ELAC meetings
- PTA meetings
- Family Nights
- Annual Title I meeting
- Back-to-School Night
- Formal and informal Surveys

2022-23 Opportunities for Parental Involvement

- Response to Intervention Meetings
- AAPAC Meetings
- GATE Meetings
- Parenting Partners

* Coffee With the Principal

Barrel Springs School will hold a flexible number of meetings at varying times, and provide child care, and/or home visits paid for with Title I funding as long as these services relate to parental involvement. To accommodate all parents, school meetings and activities will be held at a variety of times. Parent Education Nights and/or Information Nights will be held each semester focusing on how parents can help their child succeed. Parents will be surveyed as to the best and most convenient times for meetings as well as topics of interest. Babysitting services will be available.

Barrel Springs School will provide information about Title I programs to parents of participating children in a timely manner. Barrel Springs 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:

Curriculum, Intervention Programs, Illuminate Data Programs, District Benchmark Assessments, STAR 360, and expected proficiency levels will be explained to parents through Parent Information Nights, Back-to-School Night, Response to Intervention Meetings, Conferences, Newsletters, and District Information Pamphlets and flyers.

"LCAP and Title 1 family events were scheduled for parents to attend throughout the school are intentionally planned and provided. We offer enrichment clubs for students to participate after school: such as sports, cheerleading, dance/folklorico, drama, choir, STEM, Robotics and art competitions. We have a Behavior Interventionist that supported our students with Social Emotional learning needs as well provided with social skills and coping skills. She conducts monthly Social/Emotional assemblies. We provide before and after school tutoring for our Foster and Homeless youth students. We also hold annual Read Across America events where local community members come to the school and spend time with our students around literacy."

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	712	682	176	25.8
Female	351	338	84	24.9
Male	361	344	92	26.7
American Indian or Alaska Native	8	7	0	0.0
Asian	4	3	2	66.7
Black or African American	109	104	30	28.8
Filipino	0	0	0	0.0
Hispanic or Latino	521	498	130	26.1
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	17	17	4	23.5
White	46	46	8	17.4
English Learners	134	129	22	17.1
Foster Youth	31	28	4	14.3
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	641	618	169	27.3
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	124	120	36	30.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.54	4.30	2.45
Expulsions	0.00	0.06	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.39	0.06	5.41	0.20	3.17
Expulsions	0.00	0.00	0.00	0.11	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.39	0.00
Female	0.85	0.00
Male	3.88	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	8.26	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.34	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.17	0.00
English Learners	0.75	0.00
Foster Youth	3.23	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.34	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.42	0.00

2022-23 School Safety Plan

The Barrel Springs School Safety Plan was last reviewed by faculty and parents May 2022. Barrel Springs School considers the safety of all children and adults of extreme importance. The school student population is included in the School Safety Plan. A staff committee has developed a comprehensive disaster preparedness plan that calls for regularly scheduled drills through implementation of Crisis go network. It is reviewed, updated, and discussed with the entire faculty annually. It is discussed and updated as needed at monthly site safety committee meetings. Prior to disaster preparedness drills, a meeting is held to review the procedures that are to be followed. Staff members debrief after drills to determine areas for improvement and feedback is given by administration.

Parent input is obtained throughout the year during our parent meetings and on an end of the year survey. Parent's safety input is also obtained from parents during our Coffee with the Principal meeting, English Language Advisory council meeting, African American Parent Advisory Council meetings and School Site Council. Parents may also make suggestions by calling the school and meeting with the administration. There is a safety suggestion box located in the staff lounge for teachers to place suggestions regarding safety issues.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	10	24	
1	24	7	21	
2	21	7	28	
3	30		28	
4	27		28	
5	30		28	

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	13	21	
1	26	7	21	
2	25	7	21	
3	34			14
4	30		28	
5	29		28	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	10	24	
1	26	7	21	
2	23	7	21	
3	29		21	
4	20	13	21	
5	23	7	28	

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.9
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	
Other	7.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,698	\$730	\$8,968	\$83,439
District	N/A	N/A	\$3,294	\$83,539
Percent Difference - School Site and District	N/A	N/A	92.5	-0.1
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	30.5	-4.5

2021-22 Types of Services Funded

Services funded for the 2022-2023 school year:

Barrel Springs Elementary provides all students with a robust and proportionally balanced curriculum which include, but not limited to, Title I, Limited English Proficiency Instructional Support, Adaptive Physical Education, Speech, Resource, before and after school tutoring, EL Bootcamp, professional development academies, and parent and family involvement opportunities.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,652	\$52,641
Mid-Range Teacher Salary	\$80,869	\$83,981
Highest Teacher Salary	\$113,227	\$107,522
Average Principal Salary (Elementary)	\$126,034	\$136,247
Average Principal Salary (Middle)	\$130,843	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$251,125	\$242,166
Percent of Budget for Teacher Salaries	28%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Barrel Springs is a Professional Learning Community (PLC) that has a focus on Common Core State Standards (CCSS) and 21st Century Skills. Teachers meet frequently within and across grade levels in lesson study and grade specific institutes to plan and discuss what they are doing and how to coordinate instruction. During PLCs teachers plan with their grade level on lesson plan and analyze student data. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices.

For the 2022/2023 school year Kathleen Meiser is conducting four Barrel Springs professional development meetings focusing on English Language Arts routines, planning, standards, small group instruction, learning stations and goals. Barrel Springs EL will be conducting a two professional developments focusing on EL strategies and grading. Our district Access and Equity Director, Gerald Luke conducted an African American Blue Print Professional Development. Barrel Springs Technology coach conducted professional development on technology procedures. Barrel Springs administration and one lead teacher will be conducting three CAASPP/ELPAC professional developments. For the 22/23 school year Barrel Springs is planning nine English Language Arts and Math professional developments conducted by PLCs and administration focusing on academic strategies, data driven procedures, small group and learning station procedures across grade levels. Barrel Springs RTI/MTSS team will conduct two professional developments focusing on student/teacher support. We will also be offering Process Champions professional development conducted by Barrel Springs staff for positive behavior interventions and support., Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year during work days, on week nights and Saturdays.

Professional development are also offered for technology, Capturing Kids' Hearts, Champs, AVID, GATE, Special Education, Footsteps to Brilliance, Mastery Guides, 8 Mathematical Practices workshops, and intervention programs. Administration training focuses on the development of learning communities.

Conference and convention attendance, in-service meetings and staff collaboration offers additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues. Sixty one professional developments have already been conducted for our staff or are already planned. Additional professional development are also in the process of being planned.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	8	4	10