Hurd Barrington Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/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.

2023-24 School Contact Information

School Name	Hurd Barrington Elementary School
Street	838 Eucalyptus Ave
City, State, Zip	Newman, Ca. 95360
Phone Number	209 862-2585
Principal	Wadean Van Ruler
Email Address	wvanruler@nclusd.k12.ca.us
School Website	https://www.nclusd.org/o/barrington-elementary
County-District-School (CDS) Code	50 73601 0124 073

2023-24 District Contact Information

District Name	Newman-Crows Landing Unified School District
Phone Number	(209) 862-2933
Superintendent	Randy Fillpot
Email Address	rfillpot@nclusd.k12.ca.us
District Website	www.nclusd.k12.ca.us

2023-24 School Description and Mission Statement

Hurd Barrington was built in 2011 and is one of four Transitional Kindergarten through fifth grade elementary schools in the Newman-Crows Landing Unified School District. Our enrollment is approximately at 434 Our demographics includes nineteen General Education classes, two SDC classes, one Resource class, art class, PE class and one intervention teacher. The demographics of our student body consists of 49.8% Socioeconomic Disadvantaged, 31.3% English Language Learners, and 16.4% Students with Disabilities.

We have a multipurpose room with a stage that is used as our main cafeteria and is shared by Afterschool program, "Beyond the Bell", for academic supports and enrichment activities. We have a STEAM lab that is opened to all teachers, students and ASP to teach robotics, STEAM standards and as a lab to bring in outside scientists and art. Teachers have a designated block of library time that is dedicated to encourage reading. Students get to check out books as well as get to listen to popular books read to them by our librarian. Our library is also open to students before school, recess, lunch and after-school so that students are given the opportunity to read and build their confidence with fluency. Along with classroom P.E. time, students at Barrington get one day of P.E. time by our district P.E. team that focuses on physical fitness standards and nutrition. We have one day of art each week for each class. In addition, we have a conference room that is designated to hold our Professional Learning Communities (PLC's) meetings, Individual Educational Plan (IEP's), Student Study Team (SST), as well as trainings.

We are fortunate to have a counselor that is designated to Barrington only. The counselor oversees our social emotional learning, S.E.L program, supports students individually, whole class and by referral basis. Topics and support range from academics, anger management, anxiety, emotional, self-esteem, health concerns, and social skills to simply having someone to talk with. The counselor hangs out before school, during recess, lunch time and after school building relationships and supporting students with socialization tools. We also have a Mental Health Clinician to help support our more at-risk students.

2023-24 School Description and Mission Statement

Collaboratively we strive on implementing a positive intervention program with Multi-Tired Systems and Support(MTSS) to help all students be and feel successful.

We have a great partnership with our After-school program. They offer a safe environment for students to continue their learning while enriching them with gardening, cooking, robotics, STEAM, athletics, computer literacy, homework support and academics. We believe in nurturing and developing well-rounded learners.

We have an active and robust School Site Council that provides support and direction to the site.

Barrington focuses on rigorous and relevant instructional practices and programs that fully implement state standards and educates our students towards the path of college and career readiness. The standards are a road map to what all students are expected to know at each grade level and be able to do. It also helps guide our teachers in developing meaningful and purposeful lessons. Response to instruction and intervention are provided to offer support and challenge all our students. Our intervention teacher and our instructional aides are instrumental to ensuring the success of our programs.

Part of developing rigorous and relevant instruction is building relationships with all school members especially our students. Our site has embraced that by creating a team that consists of instructional aides, yard duty, cafeteria staff, custodians, teachers and administrators we can support our students together in many capacities. Everyone at Barrington have assumed the responsibility of reviewing student data, implementing academic standards, making instructional shifts while meeting the differentiated needs of ALL our learners. We continue to work collaboratively to implement the standards by creating and implementing skill-specific lessons, and using cutting-edge materials and assessments to monitor student progress. Barrington focuses on ensuring a professional learning environment where our students can thrive and want to continue to be life-long learners.

Mission:

Hurd Barrington Elementary School has high expectations for all students through rigorous instruction, that allows for individual differences and learning styles. Our school promotes a safe, caring, and supportive environment. We seek to build positive relationships with students, parents, and staff. We strive to have our parents, teachers, and community members actively involved in our students' learning.

Our ultimate goal is always safety first, ensuring a safe and welcoming facility, building literacy and numeracy across all content areas, enhancing technology knowledge that will build relationships with parents, students, teachers, administration and community.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	68
Grade 2	59
Grade 3	69
Grade 4	64
Grade 5	90
Total Enrollment	441

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2%
Male	48.8%
Asian	2%
Black or African American	1.1%
Filipino	0.9%
Hispanic or Latino	74.6%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	4.1%
White	17%
English Learners	32%
Homeless	0.7%
Migrant	3.2%
Socioeconomically Disadvantaged	59.4%
Students with Disabilities	10.4%

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)	17.50	83.33	119.70	80.01	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.76	3.60	2.45	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.76	11.60	7.76	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.76	6.60	4.43	12115.80	4.41
Unknown	0.50	2.38	7.90	5.34	18854.30	6.86
Total Teaching Positions	21.00	100.00	149.60	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)	18.20	90.12	127.50	82.44	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	9.88	5.40	3.55	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	7.80	5.06	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.10	2.68	11953.10	4.28
Unknown	0.00	0.00	9.60	6.24	15831.90	5.67
Total Teaching Positions	20.20	100.00	154.70	100.00	279044.80	100.00

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

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

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

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

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.1	0

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

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

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

Barrington continues to utilize state and district-adopted textbooks and materials in English Language Arts, Math, Social Studies and Science to address state standards in all content areas, ELA, Math, ELD, Science, HSS, and P.E. with all students.

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Benchmark Advanced -June 2017	Yes	0
Mathematics	Eureka Math -August 2014	Yes	0
Science	Inspire Science -June 2022	Yes	0
History-Social Science	Studies Weekly TK -6 – 2019	Yes	0

School Facility Conditions and Planned Improvements

Barrington strives to provide a safe, clean environment for students, staff and community. A lead custodian, night custodian and district maintenance crews ensure that all our facilities, classrooms, restrooms and campus grounds are kept clean and safe.

Year and month of the most recent FIT report	8-30-2022

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			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	**Good**	**Fair**	**Poor**
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	30	27	35	35	47	46
Mathematics (grades 3-8 and 11)	20	21	18	18	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	222	219	98.65	1.35	26.94
Female	114	113	99.12	0.88	23.89
Male	108	106	98.15	1.85	30.19
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	174	171	98.28	1.72	23.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	31	100.00	0.00	48.39
English Learners	66	66	100.00	0.00	7.58
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	155	153	98.71	1.29	22.88
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	44	97.78	2.22	6.82

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	222	219	98.65	1.35	20.55
Female	114	113	99.12	0.88	15.04
Male	108	106	98.15	1.85	26.42
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	174	171	98.28	1.72	16.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	31	100.00	0.00	35.48
English Learners	66	66	100.00	0.00	6.06
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	155	153	98.71	1.29	15.69
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	44	97.78	2.22	6.82

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	23.46	16.09	15.31	19.59	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	87	100.00	0.00	16.09
Female	47	47	100.00	0.00	14.89
Male	40	40	100.00	0.00	17.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	64	64	100.00	0.00	9.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	46.67
English Learners	25	25	100.00	0.00	4.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	57	100.00	0.00	10.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	16	100.00	0.00	6.25

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97%	93%	99%	97%	99%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Parents are encouraged to participate in school activities and are provided programs to develop a positive, supportive relationship with the school, home, and community and to facilitate a partnership to support student achievement. We also have two parent liaisons to help bridge the gap between school and home.

With input and approval from our parents and staff we established and adopted a Title I School-Level Parent and Family Engagement Policy that may be found on our Website and in our main office. The engagement policy includes curriculum to support ALL students, school activities and opportunities for parents to be involved, ways the school disseminates information and communicates with parents; such as ParentSquare, flyers, site and district calendar, parent conferences, Back to School Night, Open House, and progress reports and report cards.

Included in our policy are site and district meetings that include but not limited to:
School Site Council
ELAC/DELAC
Site Representatives on district committees
Parent Volunteer Opportunities
Second Cup of Coffee
Parent Teacher Conferences
LCAP Community Input Team
Parent Nights to support curricular goals

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	477	470	108	23.0
Female	241	237	50	21.1
Male	236	233	58	24.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	9	9	0	0.0
Black or African American	7	6	3	50.0
Filipino	4	4	0	0.0
Hispanic or Latino	354	350	85	24.3
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	21	20	5	25.0
White	79	78	15	19.2
English Learners	154	151	23	15.2
Foster Youth	2	2	1	50.0
Homeless	6	5	2	40.0
Socioeconomically Disadvantaged	327	322	81	25.2
Students Receiving Migrant Education Services	14	14	2	14.3
Students with Disabilities	85	82	18	22.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.14	0.84	0.03	3.20	4.55	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.09	0.18	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.84	0
Female	0.83	0
Male	0.85	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.13	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.3	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.61	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.35	0

2023-24 School Safety Plan

Hurd Barrington Elementary School prepares staff, students and informs parents about the comprehensive safety plan which is updated and approved annually. The safety plan is reviewed with parents and staff. Students and Staff practice monthly fire drills, lock down drills twice a year and an annual earthquake drill. The plan for the 2023-2024 school year is reviewed as needed and has been adopted by the school board. Three safety meetings are held per year or as needed to review safety concerns. Updates are made appropriately and in a timely manner.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	20	1	2	
2	17	1	3	
3	27		3	
4	25		3	
5	27		3	
Other	17	1		

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4		
1	20	3		
2	22		3	
3	20	1	2	
4	28		3	
5	26		3	

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	2	0
1	23	0	3	0
2	20	3	0	0
3	23	0	3	0
4	21	1	2	0
5	30	0	3	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	220.5

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7326.90	$1026.84	6300.06	70,531.21
District	N/A	N/A	9667.19	$80,382
Percent Difference - School Site and District	N/A	N/A	-42.2	
State	N/A	N/A	$7,607	$81,984
Percent Difference - School Site and State	N/A	N/A	-4.6	-11.5

Fiscal Year 2022-23 Types of Services Funded

We have a great partnership with our After-school program, "Beyond the Bell". They offer a safe environment for students to continue their learning while enriching them with STEAM, music, dance, art, athletics, computer literacy, homework support and academics. Students develop socialization skills and new friendship through theses activities and sports. We believe in nurturing and developing well-rounded learners. We also offer intervention services to all students based on need.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$55,678	$50,875
Mid-Range Teacher Salary	$84,388	$79,761
Highest Teacher Salary	$98,741	$103,045
Average Principal Salary (Elementary)	$121,613	$128,154
Average Principal Salary (Middle)	$130,429	$131,774
Average Principal Salary (High)	$143,523	$142,676
Superintendent Salary	$187,549	$211,462
Percent of Budget for Teacher Salaries	31.02%	30.11%
Percent of Budget for Administrative Salaries	5.38%	5.49%

Professional Development

Professional development is provided to staff throughout the year in the form of PLC's once a week, Collaboration days, and staff meetings plus opportunities to attend content training or county office standards training as wells as social emotional trainings, based on student and staff needs. Data and instructional practices are evaluated through classroom visits and data is reviewed and PD's are planned and facilitated to address the needs of the school or individual students or grades. Our district also provides after school training for effective teaching, new teacher trainings, curriculum support, and technology training. Each grade is also offered planning days where they can collaborate and backwards map the state standards and plan for the upcoming lessons/standards, review data and make instructional adjustments and decisions.

All PD's and meetings help support our focus on rigorous and relevant instructional programs that fully implements state standards and educates our students towards the path of College and Career readiness. The standards are a road map to what all students are expected to know at each grade level and be able to do. It also helps guide our teachers in developing meaningful lessons. Response to Intervention is provided to offer support and to challenge all our students.

Part of developing rigorous and relevant instruction is building relationships with all school members especially our students. Our site has embraced that by creating a team that consists of instructional aides, yard duty, ASP staff, cafeteria staff, custodians, counselors, teachers and administrators. Together we can accomplish a lot. They all have assumed responsibility of implementing academic standards while meeting the differentiated needs of all our learners. We continue to work collaboratively to implement the standards by creating and implementing skill-specific lessons, and using cutting-edge materials and assessments to monitor student progress.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	95	95	96