

Barrel Springs Elementary

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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.

About This School

Contact Information (Most Recent Year)

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	Kimberly Wright
E-mail Address	KKWright@palmdalesd.org
Web Site	palmdalesd.org/bs
Grades Served	K-6
CDS Code	19648576111538

District Contact Information	
District Name	Palmdale School District
Phone Number	661-947-7191
Superintendent	Raul Maldonado
E-mail Address	djnardi@palmdalesd.org
Web Site	www.palmdalesd.org

School Description and Mission Statement (Most Recent Year)

School District Mission Statement

“Excellence for all- whatever it takes!”

With a vision toward the future and a commitment to excellence, Barrel Springs School, a dynamic and nurturing institution of learning, strives to provide quality educational experiences. We work to ensure that all students become responsible citizens who possess the knowledge and skills necessary to succeed in an ever-changing, multicultural, interdependent world. We believe that through creating a nurturing environment, students will develop a sense of excitement and positive self-expectation about learning to compete globally in the 21st century.

Barrel Springs is one of 27 schools in the Palmdale School District. Barrel Springs houses one full time and one part time Resource Teachers. Support services include: Speech, GATE, and a Learning Support Teacher. Itinerant support is offered in Occupational Therapy, DIS vision services, and Adaptive Physical Education. Based on our October 2014 CBED’s report, our student population includes 9%Caucasian, 68% Hispanic, 21% African American, 19% English Language Learners, 1% Filipino, 1% two or more races, 8% Students with Disabilities, and approximately 83% socioeconomically disadvantaged students in significant sub groups. A sub group must represent 15% or more of the total school population in order to be identified as numerically “significant”.

Our enrollment for this school year is approximately 750 students and we have 29 General Education Teachers and 1 full time Resource teacher, half time Resource teacher, and half time Speech pathologist. We have a credentialed permanent teacher in every class and presently have a school-wide average class size of 30 students. Barrel Springs has been outfitted with a Computer Lab that contains 38 computers; a library with approximately 9,200 books, 8 computers, and a new 4 hour Library position. Each classroom is equipped with two to three computers, a television, VCR, a DVD player, and elmo/projector. Barrel Springs' students will attend school for 180 days with six minimum days during the 2015-2016 school year. We have four Early/Late Bird Kindergarten classes. Early Bird Kindergarten students attend school from 8:28-12:38 pm and Late Bird Kindergarten students attend school from 10:32-2:42 pm, while grades 1 through 6 attend school from 8:28-2:42 pm.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	117
Grade 1	93
Grade 2	114
Grade 3	115
Grade 4	113
Grade 5	118
Grade 6	122
Total Enrollment	792

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	21.6
American Indian or Alaska Native	0.9
Asian	0.3
Filipino	0.5
Hispanic or Latino	69.1
White	7.1
Two or More Races	0.6
Socioeconomically Disadvantaged	83.3
English Learners	22.3
Students with Disabilities	8.1
Foster Youth	4.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31	31	30	664
Without Full Credential	0	0	0	22
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	92.3	7.7
All Schools in District	76.4	23.6
High-Poverty Schools in District	76.4	23.6
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	PSD Common Core Units K - 8	Yes	0
Mathematics	Math K-5: Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
Science	K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007	Yes	0
History-Social Science	K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006	Yes	0
Foreign Language	7-8: Pearson Learning 2011	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The architecture of the building reflects strength and longevity that stands high for all to see. It houses 35 classrooms, library, computer lab, 8 work rooms and a modern multipurpose/cafeteria that is admired by all visitors. The multipurpose/cafeteria is used for many activities and includes a stage setting. To the side of the cafeteria is a covered patio that children enjoy during pleasant days. During recess children spend time on the playground equipments that supports various physical activities. 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. 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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: March 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: March 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: March 2015				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	36	30	44
Mathematics	28	19	33

Note: 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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	119	113	95.0	41	27	19	14
	4	121	116	95.9	51	23	18	8
	5	126	123	97.6	36	26	27	11
	6	121	116	95.9	18	35	34	12
Male	3		63	52.9	46	29	13	13
	4		53	43.8	58	28	11	2
	5		53	42.1	47	25	21	8
	6		46	38.0	28	37	26	9
Female	3		50	42.0	34	24	26	16

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		63	52.1	44	19	24	13
	5		70	55.6	27	27	31	14
	6		70	57.9	11	34	40	14
Black or African American	3		23	19.3	52	35	13	0
	4		27	22.3	63	22	4	11
	5		32	25.4	44	31	22	3
	6		25	20.7	28	40	20	12
American Indian or Alaska Native	4		1	0.8	--	--	--	--
	5		1	0.8	--	--	--	--
Asian	4		1	0.8	--	--	--	--
Filipino	4		1	0.8	--	--	--	--
	6		2	1.7	--	--	--	--
Hispanic or Latino	3		83	69.7	37	25	22	16
	4		78	64.5	49	22	22	8
	5		79	62.7	28	27	30	15
	6		80	66.1	14	36	38	13
White	3		7	5.9	--	--	--	--
	4		7	5.8	--	--	--	--
	5		11	8.7	64	9	18	9
	6		9	7.4	--	--	--	--
Two or More Races	4		1	0.8	--	--	--	--
Socioeconomically Disadvantaged	3		91	76.5	45	27	16	11
	4		89	73.6	52	26	15	8
	5		106	84.1	34	28	26	11
	6		96	79.3	17	40	32	11
English Learners	3		32	26.9	44	38	19	0
	4		27	22.3	85	15	0	0
	5		13	10.3	62	15	15	8
	6		11	9.1	55	27	9	9
Students with Disabilities	3		5	4.2	--	--	--	--
	4		12	9.9	92	8	0	0
	5		9	7.1	--	--	--	--
	6		13	10.7	38	46	8	8
Students Receiving Migrant Education Services	3		1	0.8	--	--	--	--
	4		1	0.8	--	--	--	--
	5		2	1.6	--	--	--	--
Foster Youth	3		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	119	114	95.8	41	26	25	8
	4	121	116	95.9	51	30	16	3
	5	126	123	97.6	39	28	21	11
	6	121	116	95.9	28	43	13	16
Male	3		63	52.9	35	27	29	10
	4		53	43.8	60	25	15	0
	5		53	42.1	42	38	9	11
	6		46	38.0	37	26	15	22
Female	3		51	42.9	49	25	20	6
	4		63	52.1	43	35	16	6
	5		70	55.6	37	21	30	11
	6		70	57.9	21	54	11	13
Black or African American	3		23	19.3	52	35	13	0
	4		27	22.3	63	33	4	0
	5		32	25.4	47	31	22	0
	6		24	19.8	46	38	8	8
American Indian or Alaska Native	4		1	0.8	--	--	--	--
	5		1	0.8	--	--	--	--
Asian	4		1	0.8	--	--	--	--
Filipino	4		1	0.8	--	--	--	--
	6		2	1.7	--	--	--	--
Hispanic or Latino	3		84	70.6	40	23	29	8
	4		78	64.5	50	26	19	5
	5		79	62.7	32	30	24	14
	6		81	66.9	22	44	15	19
White	3		7	5.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		7	5.8	--	--	--	--
	5		11	8.7	64	9	0	27
	6		9	7.4	--	--	--	--
Two or More Races	4		1	0.8	--	--	--	--
Socioeconomically Disadvantaged	3		91	76.5	45	29	20	7
	4		89	73.6	53	29	16	2
	5		106	84.1	36	31	23	10
	6		95	78.5	28	41	14	17
English Learners	3		32	26.9	50	25	19	6
	4		27	22.3	85	15	0	0
	5		13	10.3	46	31	23	0
	6		11	9.1	73	18	0	9
Students with Disabilities	3		5	4.2	--	--	--	--
	4		12	9.9	75	25	0	0
	5		9	7.1	--	--	--	--
	6		13	10.7	77	15	0	8
Students Receiving Migrant Education Services	3		1	0.8	--	--	--	--
	4		1	0.8	--	--	--	--
	5		2	1.6	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	71	70	64	48	48	49	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Students at the School	64
Male	57
Female	68
Black or African American	48
American Indian or Alaska Native	--
Hispanic or Latino	73
White	45
Socioeconomically Disadvantaged	--
English Learners	41
Students with Disabilities	66
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.30	23.60	44.70

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

The school and parents share the responsibility of educating children. The school is responsible to support and involve parents at all grade levels by promoting parenting skills and home educating techniques. It is important to have two-way communication between the school and the home about school programs and student's progress, and instructional and support roles for parents at school. Parents are invited to participate in a variety of school activities such as volunteering within the school and joining Parent Teacher Association (PTA). Parents are invited to attend many annual events that focus on the status of the curriculum in classrooms. Parents may volunteer in many different ways. They may help in their child's classroom by working with individuals or small groups of students. They might help the teacher by doing clerical work at home.

Currently, Barrel Springs has an active PTA that plans a variety of activities throughout the year. Money made from the 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. PTA also publishes a newsletter that keeps parents informed of school activities.

The 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 Accountability Plan. 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 Thursday of each month. The role of this committee is to advise the staff and administration on programs and services for English Learning Students. All parents and community members are welcome to attend the ELAC meetings. The Parent Teacher Association is involved in school activities. The PTA engages in many fundraising activities. Regular meetings are held on the third Tuesday of each month. Parent DELAC Workshops presented by Palmdale School District are offered at Pueblo Learning Center on the third Wednesday of each month. Barrel Springs School currently has a Parent Involvement Program to provide parents with training in order to become more actively involved in the school.

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
- Parent Education Nights/Family Literacy Night
- Annual Title I meeting
- Back-to School Night
- Formal and informal surveys
- End of year Surveys
- AAAC Meetings
- GATE Meetings
- Parenting Partners/PIQUE
- Parent Education Nights
- Parent Academy
- Response to Intervention meetings

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, OARS Data Programs, District Benchmark Assessments and expected proficiency levels will be explained to parents through Parent Information Nights, Back-to-School Night, Open House, Conference, Newsletters, and District Information Pamphlets and flyers.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	8.69	7.72	2.98	7.14	6.41	5.58	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.05	0.05	0.04	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Barrel Springs School considers the safety of all children and adults of extreme importance. A staff committee has developed a comprehensive disaster preparedness plan that calls for regularly scheduled drills. 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 on the end of the year survey. 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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	24
Percent of Schools Currently in Program Improvement	N/A	88.9

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		4		28		4		29		8	
1	31		4		29		3		28		6	
2	30		4		31		5		25		10	
3	25	1	4		30		4		29		8	
4	32		2	2	30		3	1	28		8	
5	28		4		33		2	2	39			6
6	22	1	5		26		4		31		6	2

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1.5	N/A
Other		N/A

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$288.57	\$208.24	\$80.33	\$48,831.94
District	N/A	N/A	\$85.08	\$67,409
Percent Difference: School Site and District	N/A	N/A	-5.6	-26.4
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	-98.3	-31.0

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

Types of Services Funded (Fiscal Year 2014-15)

Services funded for the 2015-16 school year:

Title I, Limited English Proficiency Instructional Support, Adaptive Physical Education, Speech, Resource, Extended Day Learning Opportunities.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,620	\$43,091
Mid-Range Teacher Salary	\$64,831	\$70,247
Highest Teacher Salary	\$77,482	\$89,152
Average Principal Salary (Elementary)	\$106,769	\$112,492
Average Principal Salary (Middle)	\$104,400	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$195,000	\$192,072
Percent of Budget for Teacher Salaries	36%	41%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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.

Educational Services, 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 on week nights and Saturdays.

Trainings are also offered during the summer months on content specific and professional areas such as CCSS, technology, Plan and Prep, Champs, Engaging with Poverty in Mind, AVID, Special Education, Footsteps to Brilliance, Imagine Learning, SIPPS, 8 mathematical Practice 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.