



**Barry Elementary School  
School Accountability Report Card  
Reported Using Data  
from the 2018-19 School Year  
Published During 2019-20**



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, 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 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).

**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**

**School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Barry Elementary School
Street	1255 Barry Rd.
City, State, Zip	Yuba City, CA 95991
Phone Number	(530) 822-5220
Principal	Ben Moss
Email Address	bmos@ycusd.org
Website	<a href="http://barry.ycusd.k12.ca.us">http://barry.ycusd.k12.ca.us</a>
County-District-School (CDS) Code	51-71464-6053359

Entity	Contact Information
District Name	Yuba City Unified School District
Phone Number	(530) 822-5200
Superintendent	Doreen Osumi
Email Address	dosumi@ycusd.org
Website	<a href="http://www.ycusd.org/">http://www.ycusd.org/</a>

### School Description and Mission Statement (School Year 2019-20)

Barry School is an extension and the heart of our community; rich in tradition, respectful and responsible to our environment, receptive to the opinions and beliefs of the diverse cultures we serve. The shared decision-making of our staff, parents, students, and community members provides a school setting that is conducive to learning, fosters a family atmosphere, promotes school and self-pride, and encourages children to become lifelong learners. Our goal is for our children to think creatively, act responsibly and independently, and to do so with the skills and confidence necessary to be successful in life. Integral to our goal is that all students be provided equal access to the core curriculum.

Barry Elementary School is one of twelve elementary schools in the Yuba City Unified School District, which also has one middle school, two comprehensive high schools, one continuation high school, and one alternative school. Barry School is located in a rural agricultural community, five miles south of Yuba City. The school opened its doors in 1861 to grades kindergarten through eighth grade and sits on 12 acres of land. Barry School is committed to providing a strong and challenging instructional program for all students in order to ensure excellence in education. Barry School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience. During the 2019-20 school year, 543 students attend Barry School in grades Kindergarten through 8th and an inclusive preschool with 48 students. Barry School operates on a traditional schedule.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	51
Grade 1	39
Grade 2	45
Grade 3	49
Grade 4	66
Grade 5	66
Grade 6	61
Grade 7	66
Grade 8	74
Total Enrollment	517

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	1.5
Asian	24.8
Filipino	0.4
Hispanic or Latino	32.9
Native Hawaiian or Pacific Islander	0.6
White	32.7
Two or More Races	4.4
Socioeconomically Disadvantaged	72.3
English Learners	15.7
Students with Disabilities	8.7
Foster Youth	1.2
Homeless	0.2

## 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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	29	32	31	643
Without Full Credential	1	0	0	8
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	9

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	1	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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 10/08/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders ELA/ELD, McGraw Hill Education, 2017 StudySync ELA/ELD, McGraw Hill Education, 2016 READ 180, Houghton Mifflin Harcourt, 2017 English 3D, Houghton Mifflin Harcourt, 2017	Yes	0%
<b>Mathematics</b>	HMH Go Math California, Houghton-Mifflin Harcourt, Gr K-5 2014 Big Ideas Math Gr 6-8 2017, Big Ideas Learning, LLC Big Ideas, Integrated Math I, Big Ideas Learning/Cengage 2016 ALEKS, McGraw-Hill Education, 2017	Yes	0%
<b>Science</b>	District Developed NGSS Units (K-5) STEMScopes (6-8)	No	0%
<b>History-Social Science</b>	Pearson California History Social-Science myWorld Interactive, Grades K-5th (2019) Pearson California History Social-Science myWorld Interactive, Ancient Civilization, Grade 6 (2019) Pearson California History Social-Science myWorld Interactive, Medieval & Early Modern Times, Grade 7 (2019) Pearson California History Social-Science myWorld Interactive, Growth and Conflict, Grade 8 (2019)	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

Barry School was originally constructed in 1861 and has since been completely remodeled and modernized. The campus is currently comprised of 40 classrooms (including portables), a library, one computer lab, one staff lounge, a multipurpose room, three playgrounds, a copy room, one band room, a student services facility, the main office, and garden. During the 19-20 school year, the school will undergo a construction project to improve the playground and surfaces areas

The district takes great efforts to ensure that all schools are clean, safe, and functional. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 11/13/2019

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Portable restroom building needs to be renovated. Repairs will be made with deferred maintenance funds.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Phase II of renovations will occur in the summer of 2020. Fund 49 will be used.
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	46	54	46	48	50	50
Mathematics (grades 3-8 and 11)	32	38	29	30	38	39

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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	375	369	98.40	1.60	53.93
Male	186	183	98.39	1.61	52.46
Female	189	186	98.41	1.59	55.38
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	92	92	100.00	0.00	73.91
Filipino	--	--	--	--	--
Hispanic or Latino	130	127	97.69	2.31	40.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	119	118	99.16	0.84	53.39

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	16	16	100.00	0.00	75.00
Socioeconomically Disadvantaged	271	269	99.26	0.74	46.84
English Learners	84	83	98.81	1.19	46.99
Students with Disabilities	34	32	94.12	5.88	6.25
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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 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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	375	371	98.93	1.07	37.74
Male	186	184	98.92	1.08	40.22
Female	189	187	98.94	1.06	35.29
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	92	92	100.00	0.00	58.70
Filipino	--	--	--	--	--
Hispanic or Latino	130	128	98.46	1.54	20.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	119	118	99.16	0.84	40.68
Two or More Races	16	16	100.00	0.00	50.00
Socioeconomically Disadvantaged	271	269	99.26	0.74	33.09
English Learners	84	84	100.00	0.00	28.57
Students with Disabilities	34	32	94.12	5.88	6.25
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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 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 Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	28.6	31.7	34.9
7	15.4	16.9	46.2

Note: 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.



## 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 for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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Contact Person Name: Suzy Ramsey and Melissa Christofic, Parent Club Presidents

Contact Person Phone Number: (530) 822-5220

The parents and community are very supportive of the educational program at Barry School. Parents volunteer and assist in classrooms, for various school events, and they participate in the Parent Club, as well as, School Site Council. Barry School continues to actively seek participation of parents of English Learners on the English Learner Advisory Council (ELAC).

### 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	7.0	12.1	2.2	6.8	10.5	6.0	3.6	3.5	3.5
<b>Expulsions</b>	0.2	0.0	0.0	0.7	0.2	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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The Safety Plan stresses the procedures for ensuring student safety during emergencies. Revisions to the Safety Plan are reviewed with the entire staff and Site Council. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and lock down drills are conducted on a regular basis throughout the school year. The safety plan was last reviewed, updated, and discussed with faculty on August 9, 2019. The safety plan was last reviewed, updated, and discussed with the school Site Council on October 17, 2019.

Barry School provides a safe, clean environment for students, staff, and volunteers. Students are supervised by teachers, staff and administrators before and after school. During lunch and recess, yard duty personnel and administrators supervise students. Crossing guards assist with supervision before and after school. There is a designated student drop off and pickup area at the main entrance of the school. All visitors must sign in at the attendance office, where they receive a badge that must be displayed at all times while on campus. Visitors are encouraged to give teachers prior notification when visiting a classroom.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	1	1		20	2			26		2	
1	23		2		19	1	1		20	2		
2	20	2	1		24		2		23		2	
3	22		3		21		3		25		2	
4	23		2		33		1	1	33		1	1
5	30		2		25		2		33		1	1
6	28	3	6	4	33		4	8	24	3	12	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	517.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.5
Other	1.0

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8130.52	1437.01	6693.51	\$68,259

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$8673.01	\$73,167.00
Percent Difference - School Site and District	N/A	N/A	-25.8	1.5
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-16.3	-14.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Yuba City Unified School District spent an average of \$12,778.51 to educate students (based on 2018-19 audited financial statements). Yuba City Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received approximately \$4,475.02 per student in state and federal funding for the following categorical, special education, and support programs:

- ASES
- Donations
- Lottery
- Medi-Cal Billing Option
- Medi-Cal SELPA
- Sp Ed AB-602
- Sp Ed IDEA Basic
- Sp Ed Low Incidence
- Sp Ed Transportation
- Title I
- Title II Teacher Quality
- Title III, LEP
- Title IV
- CSEPD Block Grant
- LPS Block Grant

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,151	\$51,374
Mid-Range Teacher Salary	\$71,410	\$80,151
Highest Teacher Salary	\$92,981	\$100,143
Average Principal Salary (Elementary)	\$140,815	\$126,896
Average Principal Salary (Middle)	\$150,125	\$133,668
Average Principal Salary (High)	\$153,817	\$143,746

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$211,380	\$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12