

Barstow Unified School District Barstow High School

Grades 9 through 12
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2021-22 School Accountability Report Card *Published February 2023*

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Principal's Message

I'd like to welcome you to Barstow High School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Barstow High School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Barstow High School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Mission

Barstow High School's mission is to prepare all students for the choices, challenges, and opportunities in their future. This is accomplished by ensuring that students will be able to read, write, compute, and use technology; demonstrate the ability to process information and use critical thinking skills to solve problems; and prepare for post-secondary opportunities.

School Description

Barstow High School is located in the central region of Barstow and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2021-22 school year, 1634 students were enrolled, including 20% in special education, 10.4% qualifying for English Language Learner support, and 73% qualifying for free or reduced price lunch.

| Student Enrollment by Student Group / Grade Level 2021-22 | | | |
|--|-----------------------|-------------|---------------|
| Student Group | % of Total Enrollment | Grade Level | # of Students |
| Female | 47.40% | Grade 9 | 463 |
| Male | 52.60% | Grade 10 | 473 |
| Non-Binary | 0.00% | Grade 11 | 366 |
| Amer. Indian or Alaska Native | 0.90% | Grade 12 | 332 |
| Asian | 1.00% | Ungraded | 0 |
| Black or African-Amer. | 17.10% | | |
| Filipino | 0.60% | | |
| Hisp. or Latino | 58.10% | | |
| Native Hawaiian or Pacific Islander | 1.10% | | |
| Two or More Races | 4.10% | | |
| White | 17.00% | | |
| English Learners | 10.40% | | |
| Foster Youth | 0.60% | | |
| Homeless | 2.70% | | |
| Students Receiving Migrant Ed. Services | 0.00% | | |
| Socioeconomically Disadvantaged | 73.00% | | |
| Students with Disabilities | 20.00% | | |
| Total Enrollment | | | 1,634 |

Student Achievement

Physical Fitness

In the spring of each year, Barstow High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf.

| Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2021-22 | | | | | |
|---|----------------------------------|--|---|---|-----------------------------|
| Grade | 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 |
| 9 | 90.8 | 90.3 | 90.3 | 90.5 | 93.0 |

Note: 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 fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

| CAASPP Test Results in ELA and Mathematics - All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| | Percent of Students Meeting or Exceeding State Standards | | | | | |
| | School | | District | | State | |
| | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| English-Language Arts/Literacy (grades 3-8 and 11) | N/A | 34.0 | N/A | 23.0 | 49.0 | 47.0 |
| Mathematics (grades 3-8 and 11) | N/A | 7.0 | N/A | 11.0 | 33.8 | 33.0 |

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Percentages are not calculated when the number of students tested is ten or fewer, 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.

| CAASPP Test Results in ELA by Student Group (2021-22) | | | | | |
|---|------------------|----------|----------|--------------|-------------------------|
| Student Groups | Total Enrollment | # Tested | % Tested | % Not Tested | Percent Met or Exceeded |
| All Students | 337 | 309 | 91.69 | 8.31 | 33.98 |
| Female | 157 | 144 | 91.72 | 8.28 | 41.67 |
| Male | 180 | 165 | 91.67 | 8.33 | 27.27 |
| Amer. Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African-Amer. | 48 | 45 | 93.75 | 6.25 | 26.67 |
| Filipino | -- | -- | -- | -- | -- |
| Hisp. or Latino | 194 | 175 | 90.21 | 9.79 | 32.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 17 | 16 | 94.12 | 5.88 | 56.25 |
| White | 65 | 60 | 92.31 | 7.69 | 36.67 |
| English Learners | 39 | 35 | 89.74 | 10.26 | 11.43 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Students Receiving Migrant Ed. Services | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 220 | 200 | 90.91 | 9.09 | 29.00 |
| Students with Disabilities | 62 | 49 | 79.03 | 20.97 | 6.12 |

| CAASPP Test Results in Mathematics by Student Group (2021-22) | | | | | |
|---|------------------|----------|----------|--------------|-------------------------|
| Student Groups | Total Enrollment | # Tested | % Tested | % Not Tested | Percent Met or Exceeded |
| All Students | 336 | 306 | 91.07 | 8.93 | 7.19 |
| Female | 156 | 141 | 90.38 | 9.62 | 9.22 |
| Male | 180 | 165 | 91.67 | 8.33 | 5.45 |
| Amer. Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African-Amer. | 48 | 45 | 93.75 | 6.25 | 6.67 |
| Filipino | -- | -- | -- | -- | -- |
| Hisp. or Latino | 193 | 173 | 89.64 | 10.36 | 5.20 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 17 | 16 | 94.12 | 5.88 | 0.00 |
| White | 65 | 59 | 90.77 | 9.23 | 11.86 |
| English Learners | 39 | 35 | 89.74 | 10.26 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Students Receiving Migrant Ed. Services | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 219 | 197 | 89.95 | 10.05 | 5.58 |
| Students with Disabilities | 62 | 49 | 79.03 | 20.97 | 2.04 |

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.

Double dashes (--) appear in the table when the number of students is ten or fewer, 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 | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Science (grades 5, 8, and 10) | Percent of Students Meeting or Exceeding State Standards | | | | | |
| | School | | District | | State | |
| | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| | 16.5 | 10.2 | N/A | 10.0 | 28.7 | 29.5 |

Any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| CAASPP Test Results in Science by Student Group (2021-22) | | | | | |
|---|------------------|----------|----------|--------------|-------------------------|
| Student Groups | Total Enrollment | # Tested | % Tested | % Not Tested | Percent Met or Exceeded |
| All Students | 634 | 592 | 93.38 | 6.62 | 10.15 |
| Female | 298 | 278 | 93.29 | 6.71 | 9.89 |
| Male | 336 | 314 | 93.45 | 6.55 | 10.39 |
| Amer. Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African-Amer. | 87 | 79 | 90.80 | 9.20 | 5.13 |
| Filipino | -- | -- | -- | -- | -- |
| Hisp. or Latino | 367 | 345 | 94.01 | 5.99 | 7.69 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 31 | 30 | 96.77 | 3.23 | 13.79 |
| White | 115 | 106 | 92.17 | 7.83 | 17.31 |
| English Learners | 69 | 65 | 94.20 | 5.80 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 14 | 8 | 57.14 | 42.86 | -- |
| Military | -- | -- | -- | -- | -- |
| Students Receiving Migrant Ed. Services | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 425 | 392 | 92.24 | 7.76 | 6.25 |
| Students with Disabilities | 122 | 105 | 86.07 | 13.93 | 2.94 |

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

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in *Teacher Preparation and Placement*, including the *Teacher Credentials & Misassignments* chart; *Instructional Materials*, including the *Textbooks* chart; and *School Facilities & Maintenance*, including the *Campus Description* and *School Facility Good Repair Status* charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on

standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through principal newsletters, the school marquee, the school website, and the school newspaper. Contact the school office at (760) 255-6105 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
ASB Activities
Band Performances
Campus Beautification
Campus Volunteers
Sports Activities

Committees

English Learner Advisory Council
School Safety Committee
School Site Council
Band Booster Club
Football Booster Club

School Activities

Open House
Sports Events
Student Performances
FAFSA Night
Sophomore Counseling
Parent Night for Athletics
Job Shadowing for Students
Winter Ball
Prom
Powder Puff
Painting B Hill
Parent Teacher Conferences
Suicide Prevention Event

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Barstow High School's original facilities were built in 1936; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. The most recent facilities inspection was conducted on October 18, 2022. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

2021-22 Campus Improvements:

- Finish fitness room and the auto shop
- Installation of alarms in 30 classrooms
- Renovate the old boys' gym
- Repair the rooms 28, 29, 31, 37, 804, Nurse's office, doors in the main hall and most restrooms on campus
- Convert landscaping on campus to desert landscaping
- Fencing repairs
- Replaced underground pipes that were leaking

2021-22 Campus Improvements:

- Installation of new heaters in the main hall
- Repair the gymnasium roof
- Installation of several bottle filling stations
- Renovations to the cafeteria
- Replacement of five auto shop roll-up doors

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and six evening custodians are assigned to Barstow High School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Office area cleaning
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Cafeteria cleanup
- Office area cleaning
- Restroom cleaning
- Gymnasium cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

| Campus Description | |
|----------------------|-----------------|
| Year Built | 1936 |
| Acreage | 25 |
| Square Footage | 179,000 |
| | Quantity |
| Permanent Classrooms | 85 |
| Portable Classrooms | 3 |
| Restrooms (sets) | 10 |
| Cafeteria | 1 |
| Library | 1 |
| Computer Labs | 1 |
| Gymnasiums | 3 |
| Science Labs | 6 |

Deferred Maintenance

Barstow High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2021-22 school year, Barstow High School received \$3,775 in deferred maintenance funds for the repair and/or maintenance of:

- Shut-off valve replacement

Facilities Inspection

The district's maintenance department inspects Barstow High School on an annual basis in accordance with Education Code §17592.72(c)(1). Barstow High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, October 18, 2022. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2022-23, all restrooms were fully functional and available for student use at the time of the inspection.

| School Facility Good Repair Status Most Recent Inspection: Tuesday, October 18, 2022 | | | |
|---|---------------|------|------|
| Item Inspected | Repair Status | | |
| | Good | Fair | Poor |
| A. Systems | ✓ | | |
| B. Interior | ✓ | | |
| C. Cleanliness | ✓ | | |
| D. Electrical | ✓ | | |
| E. Restrooms / Fountains | ✓ | | |
| F. Safety | ✓ | | |
| G. Structural | ✓ | | |
| H. External | ✓ | | |

| Overall Summary of School Facility Good Repair Status | | | |
|---|------|------|------|
| Exemplary | Good | Fair | Poor |
| ✓ | | | |

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

County Williams Settlement School Inspection Results

On an annual basis, representatives from the County Office of Education visit Barstow Unified School District's schools that are in the API Decile Ranks 1 - 3. The inspection is designed to

evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on 8/29/2022. Results of the inspection and corrective action taken by the district are provided in the table below.

| School Facility Inspection Results County Inspection Completed: 8/29/2022 | | |
|---|---|-------------------------|
| Area Impacted | Deficiency Noted | Corrective Action Taken |
| Category: Restroom | | |
| 500 Building Restroom - Girls' | Sink is not working or functioning properly | Remedied 8/29/22 |
| 800 Building Restroom - Boys' | Paper towel dispensers empty | Remedied 8/29/22 |
| Football Stadium Restroom - Mens' East | Fixture/apparatus damaged, broken, missing or unsecured | Remedied 8/29/22 |
| Category: Drinking Fountains (Interior & Exterior) | | |
| Football Field/Stadium | Sink/fountain is not working properly | Remedied 8/29/22 |

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, teachers, classified staff, campus monitors, and the school resource officer patrol the campus, entrance areas, and designated common areas. Administrators, campus monitors, and the school resource officer monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators, teachers, classified staff, and the school resource officer monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Barstow High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Barstow High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in February 2022.

Classroom Environment

Discipline & Climate for Learning

Barstow High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

| Suspensions & Expulsions | | | |
|--------------------------|----------|-------|-------|
| | 19-20 | 20-21 | 21-22 |
| | School | | |
| % Students Suspended | 7.6 | 0.0 | 14.0 |
| % Students Expelled | 0.1 | 0.0 | 0.4 |
| | District | | |
| % Students Suspended | 6.6 | 0.0 | 7.3 |
| % Students Expelled | 0.1 | 0.0 | 0.1 |
| | State | | |
| % Students Suspended | 0.2 | 2.5 | 3.2 |
| % Students Expelled | 0.0 | 0.1 | 0.1 |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 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

| Suspensions and Expulsions by Student Group (2021-22) | | |
|---|------------------|-----------------|
| Student Group | Suspensions Rate | Expulsions Rate |
| All Students | 14.0 | 0.4 |
| Female | 10.0 | 0.1 |
| Male | 17.5 | 0.7 |
| Non-Binary | 0.0 | 0.0 |
| Amer. Indian or Alaska Native | 22.2 | 5.6 |
| Asian | 0.0 | 0.0 |
| Black or African-Amer. | 27.0 | 1.2 |
| Filipino | 0.0 | 0.0 |
| Hisp. or Latino | 11.5 | 0.3 |
| Native Hawaiian or Pacific Islander | 0.0 | 0.0 |
| Two or More Races | 14.1 | 0.0 |
| White | 10.1 | 0.0 |
| English Learners | 9.6 | 0.0 |
| Foster Youth | 10.0 | 0.0 |
| Homeless | 19.5 | 1.2 |
| Students Receiving Migrant Ed. Services | 0.0 | 0.0 |
| Socioeconomically Disadvantaged | 15.9 | 0.5 |
| Students with Disabilities | 18.4 | 1.1 |

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

| Average Class Size and Class Size Distribution | | | | |
|--|-----------------|-------------------|-------|-----|
| Subject | 2019-20 | | | |
| | Avg. Class Size | Number of Classes | | |
| | | 1-22 | 23-32 | 33+ |
| English | 44.0 | 17 | 4 | 14 |
| Mathematics | 48.0 | 10 | 3 | 14 |
| Science | 52.0 | 8 | 3 | 10 |
| Social Science | 60.0 | 6 | 3 | 16 |
| Subject | 2020-21 | | | |
| | Avg. Class Size | Number of Classes | | |
| | | 1-22 | 23-32 | 33+ |
| English | 29.0 | 27 | 13 | 17 |
| Mathematics | 32.0 | 18 | 7 | 17 |
| Science | 32.0 | 19 | 3 | 13 |
| Social Science | 33.0 | 15 | 12 | 20 |
| Subject | 2021-22 | | | |
| | Avg. Class Size | Number of Classes | | |
| | | 1-22 | 23-32 | 33+ |
| English | 18.0 | 55 | 25 | 15 |
| Mathematics | 21.0 | 33 | 15 | 22 |
| Science | 20.0 | 27 | 22 | 10 |
| Social Science | 21.0 | 26 | 28 | 11 |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Pupil Engagement

Dropout & Graduation Rates

Barstow High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, mandatory attendance parent meetings, a peer counseling program, and a credit recovery program. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

| Dropout & Graduation Rates (Four-Year Cohort Rate) | | | | |
|--|----------|-------|-------|--|
| | School | | | |
| | 18-19 | 19-20 | 20-21 | |
| Dropout Rate | 3.8% | 7.6% | 5.8% | |
| Graduation Rate | 94.9% | 89.5% | 91.5% | |
| | District | | | |
| | 18-19 | 19-20 | 20-21 | |
| Dropout Rate | 9.8% | 16.0% | 13.4% | |
| Graduation Rate | 88.9% | 74.7% | 84.2% | |
| | State | | | |
| | 18-19 | 19-20 | 20-21 | |
| Dropout Rate | 9.0% | 9.4% | 7.8% | |
| Graduation Rate | 84.5% | 83.6% | 87.0% | |

| Graduation Rate by Student Group (Four-year Cohort Rate) (2021-22) | | | |
|--|------------------------------|----------------------------|------------------------|
| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
| All Students | 330 | 302 | 91.5 |
| Female | 150 | 139 | 92.7 |
| Male | 180 | 163 | 90.6 |
| Non-Binary | 0 | 0 | 0.0 |
| Amer. Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African-Amer. | 47 | 37 | 78.7 |
| Filipino | -- | -- | -- |
| Hisp. or Latino | 194 | 180 | 92.8 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 15 | 14 | 93.3 |
| White | 54 | 51 | 94.4 |
| English Learners | 44 | 38 | 86.4 |
| Foster Youth | -- | -- | -- |
| Homeless | 58 | 48 | 82.8 |
| Students Receiving Migrant Ed. Services | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 281 | 254 | 90.4 |
| Students with Disabilities | 79 | 62 | 78.5 |

Note: For more information of the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Barstow High School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

| Chronic Absenteeism By Student Group (2021-22) | | | | | |
|--|-----------------------|---|---------------------------|--------------------------|--|
| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate | |
| All Students | 1844 | 1696 | 958 | 56.5 | |
| Female | 863 | 797 | 472 | 59.2 | |
| Male | 981 | 899 | 486 | 54.1 | |
| Amer. Indian or Alaska Native | 18 | 17 | 8 | 47.1 | |
| Asian | 16 | 16 | 4 | 25.0 | |
| Black or African-Amer. | 334 | 293 | 209 | 71.3 | |
| Filipino | 10 | 10 | 2 | 20.0 | |
| Hisp. or Latino | 1058 | 989 | 548 | 55.4 | |
| Native Hawaiian or Pacific Islander | 23 | 21 | 10 | 47.6 | |
| Two or More Races | 78 | 69 | 33 | 47.8 | |
| White | 307 | 281 | 144 | 51.2 | |
| English Learners | 198 | 190 | 102 | 53.7 | |
| Foster Youth | 30 | 19 | 11 | 57.9 | |
| Homeless | 87 | 75 | 58 | 77.3 | |
| Students Receiving Migrant Ed. Services | 0 | 0 | 0 | 0.0 | |
| Socioeconomically Disadvantaged | 1383 | 1264 | 774 | 61.2 | |
| Students with Disabilities | 364 | 340 | 234 | 68.8 | |

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Barstow High School revolve around the California State Content Standards and Frameworks. During the 2021-22 school year, Barstow High School held staff development training devoted to:

- Data Analysis
- Direct Interactive Instruction
- Focus on Learning
- Google Classroom Training
- Instructional Strategies
- Mental Health First Aid
- Professional Learning Communities (PLC's)
- Student Discipline
- Understanding the Framework of Poverty

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Barstow High School supports ongoing professional growth throughout the year on early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2020-21, 2021-22, and 2022-23 school years, Barstow High School's teachers had the opportunity to attend professional development trainings focused around English Language Arts, English Language Development, Mathematics, History-Social Science, Next Generation Science Standards (NGSS), and Technology.

Barstow High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are

provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

| Number of School Days Dedicated to Staff Development and Continuous Improvement | | |
|---|---------|---------|
| 2020-21 | 2021-22 | 2022-23 |
| 5 | 5 | 5 |

Instructional Materials

All textbooks used in the core curriculum at Barstow High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Tuesday, September 27, 2022, the Barstow Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #7 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2022-23 school year, Barstow Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

| Textbooks | | |
|-------------------------------|--|--------------------------|
| Adoption Year | Publisher & Series | Pupils Lacking Textbooks |
| English Language Arts | | |
| 2022 | CSU, <i>Expository Reading and Writing Course</i> | 0 % |
| 2016 | Houghton Mifflin Harcourt, <i>Collections</i> | 0 % |
| 2020 | National Geographic/Cengage Learning, <i>Edge</i> | 0 % |
| 2007 | Prentice Hall, <i>Everyday Use: Rhetoric at Work in Reading and Writing</i> | 0 % |
| 2010 | Wadsworth Publishing, <i>Reading, Reacting, Writing</i> | 0 % |
| Foreign Languages | | |
| 2011 | Pearson Prentice Hall, <i>Realidades 1</i> | 0 % |
| 2011 | Pearson Prentice Hall, <i>Realidades 2</i> | 0 % |
| 2022 | Wayside Publishing, <i>EntreCulturas 1</i> | 0 % |
| 2022 | Wayside Publishing, <i>EntreCulturas 2</i> | 0 % |
| 2022 | Wayside Publishing, <i>EntreCulturas 4</i> | 0 % |
| History-Social Science | | |
| 2017 | Bedford/St. Martin's, <i>Ways of the World, a Global History with Sources, 3rd Edition</i> | 0 % |
| 2020 | Bedford/St. Martin's, <i>Ways of the World: A Global History with Sources</i> | 0 % |
| 2021 | BFW/Worth Publishers, <i>Fabric of a Nation</i> | 0 % |
| 2007 | McGraw Hill, <i>Economics</i> | 0 % |
| 2019 | McGraw Hill, <i>Impact CA</i> | 0 % |
| 2011 | Pearson Prentice Hall, <i>Government by the People, AP Edition</i> | 0 % |
| Mathematics | | |
| 2019 | Educations Solutions, <i>Foundations in Personal Finance & Financial Algebra for Business Math</i> | 0 % |
| 2008 | Houghton Mifflin, <i>Calculus of a Single Variable</i> | 0 % |
| 2008 | Houghton Mifflin Company, <i>PreCalculus with Limits</i> | 0 % |
| 2015 | Houghton Mifflin Harcourt, <i>Integrated Mathematics 1</i> | 0 % |
| 2016 | Houghton Mifflin Harcourt, <i>Integrated Mathematics 2</i> | 0 % |
| 2016 | Houghton Mifflin Harcourt, <i>Integrated Mathematics 3</i> | 0 % |
| 2005 | W. H. Freeman, <i>The Practice of Statistics</i> | 0 % |
| Science | | |
| 2021 | Biozone, <i>Earth and Space Sciences for NGSS</i> | 0 % |
| 2001 | McGraw Hill, <i>Biology, AP Edition</i> | 0 % |
| 2021 | Pearson, <i>The Cosmic Perspective</i> | 0 % |
| 2007 | Pearson Prentice Hall, <i>Chemistry CA Edition</i> | 0 % |
| 2011 | Pearson Prentice Hall, <i>Earth Science</i> | 0 % |
| 2007 | Prentice Hall, <i>Biology, California Edition</i> | 0 % |
| | Science Laboratory Equipment | 0 % |

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC.

These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the UC Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

| Courses for UC/CSU Admission | |
|---|------|
| | % |
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | 90.0 |
| 2020-21 Graduates who Completed all Courses Required for UC/CSU Admission | 18.7 |

Advanced Placement

In 2021-22, Barstow High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

| Number of Advanced Placement Courses Offered 2021-22 | |
|--|-------------------------|
| | No. of Courses Offered* |
| Computer Science | 0 |
| English | 4 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 2 |
| Science | 1 |
| Social Science | 7 |
| All Courses | 14 |

* Where there are student course enrollments of at least one student.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their sophomore year, students meet with the counselor to discuss their four-year academic plan and are introduced to Barstow High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Barstow High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Workability
- Career/Partnership Academies
- Career Technical Education (CTE)

Individual student assessment of work readiness skills takes place through:

- Completion of course-required projects
- Classroom observation

Work experience students are partnered with local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

Barstow High School's career/partnership academies are a "school within a school"; program components include rigorous academics with a career focus, a team of teachers, and active business involvement. During the 2021-22 school year, Barstow High School offered the following career academy programs:

- Mojave XP Academy
- STEAM Academy

Students enrolled in the career/partnership academies are enrolled in core classes where instructional content is more closely related to the student's chosen field of study.

During the 2021-22 school year, Barstow High School offered the following career technical education programs as elective courses:

- Automotive Technology
- Computer Business Applications
- Computer Game Design
- Computer Literacy
- Entrepreneurship 1 & 2
- Intro to Computers
- Intro to Engineering Design
- Intro to Marketing
- Metal 1 & 2
- Principles of Engineering Design
- Transition Partnership Program (TPP)
- CTE Auto Collision Repair
- CTE Customer Service Occupations
- CTE Digital Design
- CTE Emergency First Responder
- CTE Intro to Health Careers
- CTE Law Enforcement
- CTE Medical Terminology
- CTE Culinary Arts 1 & 2
- CTE Restaurant Occupations
- CTE Sports Therapy
- CTE TV/Video Production
- CTE Welding Technologies
- CTE Woodworking & Advanced Woodworking

Barstow High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Barstow High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career

technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

| Career Technical Education (CTE) Program Participation 2021-22 | |
|---|--------|
| Total number of students participating in CTE programs | 1133 |
| Percentage of students completing CTE program and earning a high school diploma | 39.0 % |
| Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0.0 % |

Professional Staff

Counseling & Support Staff

Barstow High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Barstow High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

| Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2021-22 | | |
|--|--------------|-----|
| | No. of Staff | FTE |
| Academic Counselor | 3 | 3.0 |
| Library Media Technician | 2 | 2.0 |
| Health Technician | 1 | 1.0 |
| Nurse | 1 | * |
| Peer Support Counselor | 1 | 1.0 |
| Psychologist | 1 | * |
| School Resource Officer | 1 | 1.0 |
| Speech Therapist (Online Services) | 1 | * |
| Counselor-to-Student Ratio: 1:545 | | |

* as needed

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Preparation and Placement

The charts below identify the number of teachers at Barstow High School, Barstow Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Barstow High School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

| Teacher Preparation and Placement Authorization / Assignment (2021-22) | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

| Teacher Preparation and Placement Authorization / Assignment (2020-21) | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 46.6 | 72.2 | 206.8 | 77.8 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 0.7 | 1.2 | 17.8 | 6.7 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 2.9 | 4.6 | 17.8 | 6.7 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.6 | 2.6 | 5.5 | 2.1 | 12115.8 | 4.4 |
| Unknown | 12.5 | 19.4 | 17.9 | 6.7 | 18854.3 | 6.9 |
| Total Teaching Positions | 64.5 | 100.0 | 265.8 | 100.0 | 274759.1 | 100.0 |

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 to 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 (2021-22) | Number |
|--|--------|
| Permits and Waivers | |
| Misassignments | |
| Vacant Positions | |
| Total Teachers Without Credentials and Misassignments | |

| Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21) | Number |
|--|--------|
| Permits and Waivers | 0.0 |
| Misassignments | 2.9 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 2.9 |

| Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2021-22) | Number |
|--|--------|
| Credentialed Teachers Authorized on a Permit or Waiver | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

| Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2020-21) | Number |
|--|--------|
| Credentialed Teachers Authorized on a Permit or Waiver | 1.0 |
| Local Assignment Options | 0.6 |
| Total Out-of-Field Teachers | 1.6 |

| Class Assignments / Indicator (2021-22) | Percent |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned) | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

| Class Assignments / Indicator (2020-21) | Percent |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned) | 10.2 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 1.0 |

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

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2020-21 salary comparison data was the most recent data available at the time this report was published.)

| Teacher and Administrative Salaries 2020-21 | | |
|--|-----------|---|
| | District | State Average of Districts in Same Category |
| Beginning Teacher Salary | \$49,130 | \$52,478 |
| Mid-Range Teacher Salary | \$73,005 | \$80,810 |
| Highest Teacher Salary | \$106,789 | \$101,276 |
| Superintendent Salary | \$166,596 | \$242,351 |
| Average Principal Salaries: | | |
| Elementary School | \$105,564 | \$127,080 |
| Middle School | \$108,205 | \$134,264 |
| High School | \$118,685 | \$147,200 |
| Percentage of Budget: | | |
| Teacher Salaries | 27.75% | 32.58% |
| Administrative Salaries | 4.77% | 5.51% |

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

Expenditures Per Student

For the 2020-21 school year, Barstow Unified School District spent an average of \$12,470 of total general funds to educate each student (based on 2020-21 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Barstow Unified School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Education Protection Account
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally defined
- Other State: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I
- Title II
- Title III
- Title IV
- Title V

| Expenditures Per Pupil and School Site Teacher Salaries 2020-21 | | | | | |
|--|---------------------------|----------|------------------------|----------|------------------------|
| | Dollars Spent per Student | | | | |
| | School | District | % Diff. School & Dist. | | % Diff. School & State |
| | | | State | State | State |
| Total** | \$7,114 | N/A | N/A | N/A | N/A |
| Restricted | \$1,251 | N/A | N/A | N/A | N/A |
| Unrestricted | \$5,863 | \$5,860 | 100.05 | \$6,594 | 88.93 |
| Average Teacher Salary | \$77,074 | \$76,469 | 100.79 | \$83,102 | 92.75 |

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

SARC Data

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 Barstow High School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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

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.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Barstow Unified School District. At the time of publication, this report met

all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2022. Data to prepare the school facilities section were acquired in November 2022.