

Barstow Unified School District Lenwood Elementary School

Grades TK through 4
Jose Rubio, Principal
jose_rubio@busdk12.com



34374 Ash Road
Barstow, CA 92311
PH: (760) 253-7713 FAX: (760) 253-7708
www.barstow.k12.ca.us/LES
CDS #: 36676116035372

2023-24 School Accountability Report Card *Published January 2025*

Barstow Unified School District
551 South Avenue H
Barstow, CA 92311-2500
(760) 255-6000
www.barstow.k12.ca.us

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Principal's Message

Lenwood Elementary School's staff is committed to implementing an intensive, balanced, standards-based curriculum to ensure each child's success. This annual report card to the community will share valuable information about our instructional programs, academic achievements, school facilities and safety, highly qualified staff, textbooks, and finances compared to other schools and districts in the state.

A special emphasis is placed on providing an instructional program designed to boost student confidence and increase subject matter proficiency. Staff and parents work together to create a learning environment that has high expectations, promotes students' academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and its program and welcome all to support our efforts.

The staff at Lenwood Elementary believes in creating and nurturing a positive school environment. We are a Silver Recognition CR-PBIS school and working towards Gold and Platinum Recognition this year. The staff is dedicated to implementing the Culturally Responsive Positive Behavior Intervention Strategy (CR-PBIS) strategies and work together to ensure student success.

Mission

Lenwood School is a community of SAFE, KIND, and RESPONSIBLE citizens. Together we create a powerful and positive learning environment for everyone!

Vision

Our vision is to provide a positive inclusive culture that promotes rigorous academic achievement which includes 21st-century skills to support all students' lifelong success. Lenwood Vision: Our vision is to provide a positive inclusive culture that promotes rigorous academic achievement which includes 21st-century skills to support all students' lifelong success.

School Description

Lenwood Elementary School is located in the eastern region of Barstow and serves students in grades transitional kindergarten through four following a traditional calendar. At the beginning of the 2023-24 school year, 460 students were enrolled, including 20% in special education, 13.3% qualifying for English Language Learner support, and 86.7% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2023-24			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	48.00%	Transitional Kindergarten	42
Male	52.00%	Kindergarten	58
Non-Binary	0.00%	Grade 1	73
Amer. Indian or Alaska Native	0.90%	Grade 2	74
Asian	0.00%	Grade 3	65
Black or African-Amer.	14.60%	Grade 4	81
Filipino	0.40%	Ungraded	0
Hisp. or Latino	55.70%		
Native Hawaiian or Pacific Islander	0.40%		
Two or More Races	7.00%		
White	21.10%		
English Learners	13.30%		
Foster Youth	1.50%		
Homeless	2.80%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	86.70%		
Students with Disabilities	20.00%		
Total Enrollment			460

Student Achievement

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	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy (grades 3-8 and 11)	19.0	17.0	20.0	19.0	46.0	47.0
Mathematics (grades 3-8 and 11)	12.0	13.0	10.0	11.0	34.0	35.0

Note: 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.

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 (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	208	199	95.67	4.33	16.58
Female	97	91	93.81	6.19	20.88
Male	111	108	97.30	2.70	12.96
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African-Amer.	25	22	88.00	12.00	13.64
Filipino	0	0	0	0	0
Hisp. or Latino	131	125	95.42	4.58	19.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	41	41	100.00	0.00	14.63
English Learners	31	30	96.77	3.23	16.67
Foster Youth	--	--	--	--	--
Homeless	11	8	72.73	27.27	--
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	182	174	95.60	4.40	15.52
Students with Disabilities	71	65	91.55	8.45	6.15

CAASPP Test Results in Mathematics by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	208	199	95.67	4.33	12.56
Female	97	91	93.81	6.19	13.19
Male	111	108	97.30	2.70	12.04
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African-Amer.	25	22	88.00	12.00	13.64
Filipino	0	0	0	0	0
Hisp. or Latino	131	125	95.42	4.58	13.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	41	41	100.00	0.00	9.76
English Learners	31	30	96.77	3.23	10.00
Foster Youth	--	--	--	--	--
Homeless	11	8	72.73	27.27	--
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	182	174	95.60	4.40	12.64
Students with Disabilities	71	65	91.55	8.45	4.62

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 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.

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 the school marquee, school newsletters, the school website, announcements, and Infinite Campus phone and email system. Contact the school office at (760) 253-7713 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Classroom Helper
Field Trips
Library Assistant
Noon Supervisors
School Events Assistant

Committees

District English Learner Advisory Council
District Parent Representative
English Learner Advisory Council
Safety Committee
School Site Council

School Activities

ASB Activities
Back to School Night
Bingo 4 Books
Fall Festival
Family Night Events
Grade Level Performance
Student Awards Assemblies
Student Performances

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. Lenwood Elementary School's original facilities were built in 1945; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. 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.

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 one evening custodian are assigned to Lenwood Elementary School. The day custodian is responsible for:

- Office area cleaning
- Restroom cleaning
- Equipment delivery and storage
- Cleaning drinking fountains
- Breakfast/Lunch cleanup

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

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

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

Campus Description	
Year Built	1945
Acreage	13.5
Square Footage	24,200
Quantity	
Permanent Classrooms	14
Portable Classrooms	9
Restrooms (sets)	5
Multipurpose Room/Cafeteria	1
Staff Lounge/Work Room(s)	1
Library	1
Band/Resource Room	1
Rolling Computer Labs	22

Facilities Inspection

The district's maintenance department inspects Lenwood Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Lenwood Elementary 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 08, 2024. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2024-25, 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 08, 2024			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural		✓	
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(A)	Rm 11 - The room stays constantly at 78-80 from noon on; HVAC unit is old
(G)	Rm 3, Rm 4, Rm 5, Rm 6, Rm 7, Rm 8, Rm 9, Rm 10, Rm 14, Rm 15, Rm 16, Rm 19, Rm 21, Rm 22, Library, Kitchen - Roof leaks
	Girls RR by 3, Boys RR by 7, Girls RR by 12, Boys RR by 12 - Roof is worn and leaks

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

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

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, the principal, teachers, parent volunteers, and campus supervisors are strategically assigned to designated entrance areas and the playground. The principal and noon supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, teachers, and campus supervisors monitor student behavior to ensure a safe and orderly departure.

Lenwood Elementary 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 Lenwood Elementary 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 September 2024.

Classroom Environment

Discipline & Climate for Learning

Lenwood Elementary 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			
	21-22	22-23	23-24
	School		
% Students Suspended	4.4	6.8	5.0
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	7.3	7.2	8.9
% Students Expelled	0.1	0.1	0.2
	State		
% Students Suspended	3.2	3.6	3.3
% Students Expelled	0.1	0.1	0.1

Suspensions and Expulsions by Student Group (2023-24)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	5.0	0.0
Female	3.2	0.0
Male	6.7	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	5.8	0.0
Filipino	0.0	0.0
Hisp. or Latino	4.2	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	2.3	0.0
White	7.0	0.0
English Learners	1.3	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	5.3	0.0
Students with Disabilities	5.0	0.0

Note: 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.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Grade	2021-22			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	16.0	9	9	
1	16.0	3	9	
2	13.0	9	6	
3	17.0	6	6	
4	16.0	6	3	3
5	13.0	9		3
6	14.0	9		
Grade	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	16.0	9	9	
1	15.0	6	9	
2	13.0	9	6	
3	14.0	9	6	
4	15.0	6	6	
5	23.0	3	3	
6	14.0	6	9	
Grade	2023-24			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	12.0	15		
1	15.0	9	6	
2	15.0	6	9	
3	16.0	12		
4	15.0	3		6
5	17.0	6	6	

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

Pupil Engagement

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Lenwood Elementary School for the 2023-24 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 (2023-24)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	584	539	225	41.7
Female	284	259	118	45.6
Male	300	280	107	38.2
Amer. Indian or Alaska Native	--	--	--	0.0
Asian	--	--	--	0.0
Black or African-Amer.	86	78	39	50.0
Filipino	--	--	--	0.0
Hisp. or Latino	331	300	128	42.7
Native Hawaiian or Pacific Islander	--	--	--	0.0
Two or More Races	43	42	20	47.6
White	115	110	34	30.9
English Learners	77	71	29	40.8
Foster Youth	14	11	6	54.5
Homeless	48	41	22	53.7
Students Receiving Migrant Ed. Services	--	--	--	0.0
Socioeconomically Disadvantaged	513	475	204	42.9
Students with Disabilities	140	131	50	38.2

Note: 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.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Lenwood Elementary School revolve around the California State Content Standards and Frameworks. During the 2023-24 school year, Lenwood Elementary School held staff development training devoted to:

- Data Analysis
- English Language Learner Instruction
- Instructional Strategies
- Integrating Technology into the Classroom
- CR-PBIS
- Social Emotional Learning (SEL)
- Restorative Practices
- Technology Training
- Kagan Cooperative Learning

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. Lenwood Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade 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 2022-23, 2023-24, and 2024-25 school years, Lenwood Elementary 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), Technology Training, Social Emotional Learning, and Professional Learning Communities (PLCs).

Lenwood Elementary 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		
2022-23	2023-24	2024-25
5	5	5

Instructional Materials

All textbooks used in the core curriculum at Lenwood Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 24, 2024, 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, 2024-2025 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, and (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.

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 2024-25 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	Benchmark Education, <i>Ready to Advance</i>	0 %
2016	McGraw Hill, <i>Reading Wonders</i>	0 %
History-Social Science		
2022	Benchmark Education, <i>Ready to Advance</i>	0 %
2019	Teachers' Curriculum Institute, <i>Social Studies Alive! California Series</i>	0 %
Mathematics		
2022	Benchmark Education, <i>Ready to Advance</i>	0 %
2014	Houghton Mifflin Harcourt, <i>Go Math!</i>	0 %
Science		
2019	Amplify Education, Inc., <i>Amplify Science</i>	0 %
2022	Benchmark Education, <i>Ready to Advance</i>	0 %

Professional Staff

Counseling & Support Staff

Lenwood Elementary 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 Lenwood Elementary 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) 2023-24		
	No. of Staff	FTE
Academic Counselor	0	0
Counselor	1	1.0
Health Clerk	1	1.0
Library Clerk	1	0.5
Nurse	1	*
Psychologist	1	*
Speech Therapist (Online Services)	1	1.0

* 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 Lenwood Elementary 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 Lenwood Elementary 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 (2022-23)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.1	86.3	216.5	79.0	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	10.8	4.0	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.6	12.5	21.9	8.0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	13.4	4.9	11953.1	4.3
Unknown	0.2	1.2	11.3	4.1	15831.9	5.7
Total Teaching Positions	21.0	100.0	274.1	100.0	279044.8	100.0

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)	18.1	86.3	216.5	79.0	234405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	10.8	4.0	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.6	12.5	21.9	8.0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	13.4	4.9	11953.1	4.3
Unknown	0.2	1.2	11.3	4.1	15831.9	5.7
Total Teaching Positions	21.0	100.0	274.1	100.0	279044.8	100.0

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)	19.9	88.9	206.8	77.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.9	4.4	17.8	6.7	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	2.2	17.8	6.7	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	5.5	2.1	12115.8	4.4
Unknown	1.0	4.5	17.9	6.7	18854.3	6.9
Total Teaching Positions	22.4	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 (2022-23)	Number
Permits and Waivers	3.9
Misassignments	0.9
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	4.9

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	2.0
Misassignments	0.6
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.6

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	0.0
Misassignments	0.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.5

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2022-23)	Number
Credentialed Teachers Authorized on a Permit or Waiver	1.5
Local Assignment Options	0.0
Total Out-of-Field Teachers	1.5

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Class Assignments / Indicator (2022-23)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	12.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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)	13.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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)	4.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.5

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: 2022-23 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2022-23		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$54,161	\$58,855
Mid-Range Teacher Salary	\$80,480	\$92,519
Highest Teacher Salary	\$117,724	\$114,665
Superintendent Salary	\$188,721	\$281,086
Average Principal Salaries:		
Elementary School	\$125,019	\$142,791
Middle School	\$127,872	\$151,078
High School	\$139,191	\$167,094
Percentage of Budget:		
Teacher Salaries	26.18%	30.99%
Administrative Salaries	5.08%	5.37%

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 2022-23 school year, Barstow Unified School District spent an average of \$15,819 of total general funds to educate each student (based on 2022-23 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 2022-23 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Development

- Child Nutrition
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Education Protection Account
- Expanded Learning Opportunities Program
- Learning Recovery Emergency Block Grant
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV, V

Expenditures Per Pupil and School Site Teacher Salaries 2022-23					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$8,660	N/A	N/A	N/A	N/A
Restricted	\$3,141	N/A	N/A	N/A	N/A
Unrestricted	\$5,520	\$5,607	98.45	\$10,771	51.25
Average Teacher Salary	\$71,102	\$83,193	85.47	\$94,694	75.09

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 Lenwood Elementary 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 October 2024. Data to prepare the school facilities section were acquired in December 2024.