

# Barstow Unified School District Skyline North Elementary School

Grades K through 6  
Amy McDonald, Principal  
amy\_mcdonald@busdk12.com



36968 Camarillo Avenue  
Barstow, CA 92311  
PH: (760) 255-6090 FAX: (760) 255-6095  
www.barstow.k12.ca.us/SNES  
CDS #: 36676116035414

## 2019-20 School Accountability Report Card *Published January 2021*

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

### 2020-21 Board of Trustees

Ben Rosenberg  
President

Kris Okamuro  
Vice President

Ray Perea  
Clerk

Julie Clemmer  
Member

Michael Watson  
Member

### District Administration

Jeff Malan  
Superintendent

Derrick Delton  
Assistant Superintendent,  
Personnel

Scott Godfrey  
Assistant Superintendent,  
Educational Services

Deanna Dibble  
Chief Business Official

### Contents

Principal's Message  
Mission  
Vision  
School Description  
Student Achievement  
Local Control Accountability Plan (LCAP)  
Parent Involvement  
School Facilities & Maintenance  
Classroom Environment  
Curriculum & Instruction  
Professional Staff  
District Expenditures  
SARC Data

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites in March 2020 for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

## Principal's Message

Welcome to Skyline North Elementary 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 achievement requirements. Within, you will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Skyline North Elementary School provides an inclusive family environment where students are actively involved in learning as well as in the development and demonstration of positive values. Students receive a standards-based, challenging curriculum presented by dedicated professional staff, 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 potential.

We have made a commitment to provide the best educational program possible for Skyline North Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Through teamwork between school and home, our students will be challenged to reach their maximum potential.

## Mission

Skyline North will provide a safe, supportive environment in which all students have equitable access to standards-based learning, while integrating technology, in order to be successful. Students will build respect and responsibility for themselves through effective communication, strategic problem solving, and positive interaction within their families and community.

## Vision

Success Starts at Skyline.

## School Description

Skyline North Elementary School is located in the northern region of Barstow and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2019-20 school year, 400 students were enrolled, including 17% in special education, 11.5% qualifying for English Language Learner support, and 80% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2019-20			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	10.30%	Kindergarten	51
Amer. Indian or Alaska Native	1.00%	Grade 1	63
Asian	0.80%	Grade 2	60
Filipino	0.00%	Grade 3	66
Hisp. or Latino	55.50%	Grade 4	55
Native Hawaiian or Pacific Islander	1.80%	Grade 5	41
White	26.00%	Grade 6	64
Two or More Races	4.80%	Ungraded	0
Students with Disabilities	17.00%		
Socioeconomically Disadvantaged	80.00%		
English Learners	11.50%		
Foster Youth	0.80%		
Homeless	15.50%		
Total Enrollment			400

## Student Achievement

### Physical Fitness

In the spring of each year, Skyline North Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2019-20			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Fifth	N/A	N/A	N/A

Note: Cells with N/A values do not require data as the 2019-2020 data are not available.

Note: Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

### 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/](http://www.cde.ca.gov/ta/tg/ca/).

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	18-19	19-20	18-19	19-20	18-19	19-20
English-Language Arts/Literacy (grades 3-8 and 11)	48.0	N/A	29.0	N/A	50.0	N/A
Mathematics (grades 3-8 and 11)	38.0	N/A	18.0	N/A	39.0	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group (2019-20)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African-Amer.	N/A	N/A	N/A	N/A	N/A
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Ed. Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

CAASPP Test Results in Mathematics by Student Group (2019-20)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African-Amer.	N/A	N/A	N/A	N/A	N/A
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Ed. Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	18-19	19-20	18-19	19-20	18-19	19-20
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group (2019-20)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African-Amer.	N/A	N/A	N/A	N/A	N/A
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Ed. Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 Assignment*, 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 student's school and learning by: volunteering; participating in a decision-making and / or school-supporting group; or attending school events.

Parents stay informed about upcoming events and school activities through principal newsletters, the school marquee, the school's website, the school's Facebook page, teacher newsletters, and communication apps such as Remind 101 and Class DoJo. Parents can contact the school office at (760) 255-6090 for more information about becoming involved.

### Opportunities to Volunteer

Chaperone  
Classroom Helper  
Take Home Projects

### Committees

English Learner Advisory Council  
Parent Advisory Council  
Parent Teacher Organization  
School Site Council

### School Activities

Awards Assemblies  
Back to School Night  
Coffee at Skyline  
Family Nights  
Field Trips (Chaperones)  
Grade Level Theme Nights

Lunch on the Lawn  
Meet Your Teacher  
PBIS Family Nights  
STEAM Fair

## 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. Skyline North Elementary School's original facilities were built in 1963; 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. In the last 12 months, the following improvements have been completed:

### 2019-20 Campus Improvements:

- Improvements to the parking lot and add drop-off zone

### 2020-21 Planned Campus Improvements:

- Installation of drought tolerant landscaping
- Renovation of four classrooms (11-14)

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 Skyline North Elementary School. The day custodian is responsible for:

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

Restrooms are checked three times a 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	1963
Acreage	8+
Square Footage	-
Quantity	
Permanent Classrooms	12
Portable Classrooms	7
Restrooms (sets)	2
Multipurpose Room/Cafeteria	1
Library	1
Staff Lunch/Work Room	1

## Facilities Inspection

The district's maintenance department inspects Skyline North Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Skyline North 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 Monday, September 07, 2020. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Monday, September 07, 2020			
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.*

## 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, and instructional assistants are strategically assigned to designated entrance areas and the playground. During recess, teachers supervise playground activity. Playground supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal and teachers monitor student behavior to ensure a safe and orderly departure.

Skyline North Elementary School is a secure 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 Skyline North 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 January 2020.

## Classroom Environment

### Discipline & Climate for Learning

Skyline North 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.

### Skyline attributes:

Respectful  
Responsible  
Safe



Suspensions & Expulsions			
	17-18	18-19	19-20
	School		
% Students Suspended	0.9	0.8	2.9
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	9.5	10.3	6.6
% Students Expelled	0.1	0.0	0.1
	State		
% Students Suspended	3.5	3.5	2.5
% Students Expelled	0.1	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 prior years.*

## 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				
2017-18				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	25.0		6	
1	29.0		3	
2	27.0		6	
3	25.0		6	
4	29.0		3	3
5	38.0			3
6	29.0		3	
Other**	21.0	3	3	
2018-19				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	25.0		6	
1	26.0		6	
2	26.0		9	
3	19.0	3	6	
4	26.0		6	
5	34.0			3
6	50.0		6	
Other**	23.0		3	
2019-20				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	26.0		6	
1	32.0		6	
2	30.0		6	
3	17.0	4	6	
4	32.0			3
5	14.0	6	3	
6	22.0	3	6	
Other**	14.0	2		

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

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

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Skyline North Elementary School revolve around the California State Content Standards and Frameworks. During the 2019-20 school year, Skyline North Elementary School held staff development training devoted to:

- Common Core State Standards
- Data Analysis
- Direct Interactive Instruction
- Emergency Procedures
- Grade Level Collaboration
- Instructional Strategies
- Positive Behavioral Interventions and Supports (PBIS)
- Strategies for English Language Learners (ELLs)
- Technology Training
- Testing Training

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. Skyline North 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 session 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 2018-19, 2019-20, and 2020-21 school years, Skyline 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, and Distance Learning Platforms.

Skyline North 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		
2018-19	2019-20	2020-21
5	5	5

### Instructional Materials

All textbooks used in the core curriculum at Skyline North 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 22, 2020, 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 #15, 2020-2021 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 2020-21 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
<b>English Language Arts</b>		
2016	Houghton Mifflin Harcourt, <i>Big Day for PreK</i>	0 %
2016	McGraw Hill, <i>Reading Wonders</i>	0 %
<b>History-Social Science</b>		
2016	Houghton Mifflin Harcourt, <i>Big Day for PreK</i>	0 %
2019	Teachers' Curriculum Institute, <i>Social Studies Alive! California Series</i>	0 %
<b>Mathematics</b>		
2014	HMH, <i>Go Math</i>	0 %
2016	Houghton Mifflin Harcourt, <i>Big Day for PreK</i>	0 %
2014	Houghton Mifflin Harcourt, <i>Go Math!</i>	0 %
<b>Science</b>		
2019	Amplify Education, Inc., <i>Amplify Science: California Integrated Course Model</i>	0 %
2016	Houghton Mifflin Harcourt, <i>Big Day for PreK</i>	0 %

## Professional Staff

### Counseling & Support Staff

Skyline North 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 Skyline North 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) 2019-20		
	No. of Staff	FTE
Academic Counselor	0	0
Counselor	1	1.0
Health Clerk	1	1.0
Library Media Assistant	1	0.5
Nurse	1	*
Speech Therapist (Online Services)	1	*

\* 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 Assignment

During the 2019-20 school year, Skyline North Elementary School had 14 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	School			District
	18-19	19-20	20-21	20-21
Total Teachers	19	19	18	296
Teachers With Full Credentials	17	14	15	265
Teachers Without Full Credentials	2	5	3	31
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	0	0
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	0
Vacant Teacher Positions	0	0	0	6

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

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

## 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: 2018-19 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2018-19		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$49,130	\$49,782
Mid-Range Teacher Salary	\$75,457	\$76,851
Highest Teacher Salary	\$106,789	\$97,722
Superintendent Salary	\$166,596	\$233,396
<b>Average Principal Salaries:</b>		
Elementary School	\$105,564	\$121,304
Middle School	\$108,205	\$128,629
High School	\$118,685	\$141,235
<b>Percentage of Budget:</b>		
Teacher Salaries	28%	33%
Administrative Salaries	4%	6%

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 2018-19 school year, Barstow Unified School District spent an average of \$12,803 of total general funds to educate each student (based on 2018-19 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2018-19 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 Professional Development Block Grant
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally defined
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title V

Expenditures Per Pupil and School Site Teacher Salaries 2018-19					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$6,738	N/A	N/A	N/A	N/A
Restricted	\$2,190	N/A	N/A	N/A	N/A
Unrestricted	\$4,548	\$5,605	81.14	\$13,080	34.77
Average Teacher Salary	\$50,988	\$77,485	65.80	\$79,209	64.37

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 Skyline North 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.

### 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 January 2021. Data to prepare the school facilities section were acquired in October 2020.