

Barstow Unified School District Barstow Fine Arts Academy

Grades K through 6
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2020-21 School Accountability Report Card *Published January 2022*

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Principal's Message

Barstow Fine Arts Academy Students and Families,

Greetings, and welcome to the 2021-2022 school year! I hope everyone had a wonderful and safe summer. As your principal, I would like to share with you how excited I am for the coming school year and what we will accomplish together!

Please take the time to read through this handbook together. Our school rules and policies are carefully designed to protect our students' best interests and to ensure our students' success. Families and students are responsible for knowing the contents of this handbook.

The Barstow Fine Arts Academy Staff is committed to partnering with your child, you, and with one another to provide instruction that focuses on the success and achievement of every BFAA student. Your support and involvement in our shared vision of what we can accomplish together will make a lasting impact on your students and their success. Our shared mission is focused on the work we do together to encourage the social, emotional, creative, and academic growth of all of our students. Please know that my door is always open. I look forward to meeting all of you and sharing this incredible year together!

Kindest Regards,
Heather Bjornberg M.Ed.
Principal, Barstow Fine Arts Academy

Mission

Working together, staff, families, and community members are committed to supporting an exceptional and equitable educational program for all students in a safe and positive environment through mastery of fine arts, community leadership, creative thinking, and achievement which will foster student academic, artistic, and social success

Vision

Our students are creative lifelong leaders and learners who possess a growth mindset and grit with an emphasis in artistic literacy, which will enable them to achieve personal success, be flexible, and make choices that positively impact their community.

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

School Description

Barstow Fine Arts Academy is located in the southern region of Barstow and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2020-21 school year, 472 students were enrolled, including 7.8% in special education, 4% qualifying for English Language Learner support, and 60.4% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	56.10%	Kindergarten	56
Male	43.90%	Grade 1	71
Non-Binary	0.00%	Grade 2	66
Amer. Indian or Alaska Native	0.20%	Grade 3	68
Asian	0.20%	Grade 4	82
Black or African-Amer.	6.60%	Grade 5	67
Filipino	1.50%	Grade 6	62
Hisp. or Latino	64.20%	Ungraded	0
Native Hawaiian or Pacific Islander	1.90%		
Two or More Races	4.90%		
White	20.60%		
English Learners	4.00%		
Foster Youth	0.40%		
Homeless	8.30%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	60.40%		
Students with Disabilities	7.80%		
Total Enrollment			472

Student Achievement

Physical Fitness

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2020-21			
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: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported.

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	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

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.

CAASPP Test Results in ELA by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	270	242	89.63	10.37	20.17
Female	156	138	88.46	11.54	22.56
Male	114	104	91.23	8.77	17.00
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	19	13	68.42	31.58	8.33
Filipino	--	--	--	--	--
Hisp. or Latino	169	153	90.53	9.47	20.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	14	87.50	12.50	8.33
White	53	50	94.34	5.66	18.37
English Learners	14	13	92.86	7.14	15.38
Foster Youth	--	--	--	--	--
Homeless	62	50	80.65	19.35	16.67
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	184	160	86.96	13.04	16.99
Students with Disabilities	25	25	100.00	0.00	0.00

CAASPP Test Results in Mathematics by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	270	236	87.41	12.59	13.30
Female	156	137	87.82	12.18	9.70
Male	114	99	86.84	13.16	18.18
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	19	15	78.95	21.05	7.14
Filipino	--	--	--	--	--
Hisp. or Latino	169	149	88.17	11.83	12.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	14	87.50	12.50	7.14
White	53	47	88.68	11.32	14.89
English Learners	14	13	92.86	7.14	0.00
Foster Youth	--	--	--	--	--
Homeless	62	46	74.19	25.81	18.18
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	184	155	84.24	15.76	8.55
Students with Disabilities	25	25	100.00	0.00	4.00

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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

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	
	19-20	20-21	19-20	20-21	19-20	20-21
	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

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 (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	64	60	93.75	6.25	5.26
Female	36	33	91.67	8.33	6.45
Male	28	27	96.43	3.57	3.85
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	42	40	95.24	4.76	5.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	11	84.62	15.38	9.09
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	0.00
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	45	42	93.33	6.67	5.00
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

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 email, flyers, newsletters, school website, Infinite Campus, ClassDojo, Remind 101, Peach Jar flyers, and district all call system. Contact any school office member at (760) 255-4900 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Campus Assistants
PTO Assistants

Committees

Parent Teacher Organization
School Site Council
English Learner Advisory Committee (ELAC)

School Activities

Back to School Night
Open House
Student Performances
BFAA Family Luncheons
Family Nights

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 Fine Arts Academy's original facilities were built in 2019; 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. In the past 12 months, the following campus improvements were completed:

2020-21 Campus Improvements:

- Installation of drinking fountains on the playground

2021-22 Campus Improvements:

- Upgrades to underground plumbing
- Improve area landscaping
- Renovate top row of classrooms into offices for Pupil Services Dept.

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 Barstow Fine Arts Academy. The day custodian is responsible for:

- Lunch area setup/cleanup
- Office area cleanup
- Trash removal
- Multi-Purpose room cleanup

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

- Classroom cleaning
- Common use area cleaning
- Studio building cleaning
- Library cleaning
- Trash removal

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

Campus Description	
Year Built	2019
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	30
Portable Classrooms	0
Restrooms (sets)	4
Staff Lounge(s)	1
Staff Work Room(s)	4
Library/Media Center	1
Community Track	1
District Nutritional Services	1
Multi-Purpose Room/Stage	1
Outdoor Amphitheaters	3
Outdoor Covered Lunch Area	1
VAPA Studios	3

Facilities Inspection

The district's maintenance department inspects Barstow Fine Arts Academy on an annual basis in accordance with Education Code §17592.72(c)(1). Barstow Fine Arts Academy uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, September 09, 2021. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Thursday, September 09, 2021			
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, administration, proctors, the counselor, and parent volunteers are strategically assigned to designated entrance areas and the playground. During recess, administration and proctors supervise playground activity. Administration and proctors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, all school staff monitor student behavior to ensure a safe and orderly departure.

Barstow Fine Arts Academy is a closed campus. During school hours, all visitors must sign in at the school's office with their valid state issued

identification to be scanned through the Raptor system and wear the printed identification sticker while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Barstow Fine Arts Academy 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 December 2021.

Classroom Environment

Discipline & Climate for Learning

Barstow Fine Arts Academy'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			
	18-19	19-20	20-21
	School		
% Students Suspended	0.0	2.9	0.0
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	10.3	6.6	0.0
% Students Expelled	0.0	0.1	0.0
	State		
% Students Suspended	3.5	2.5	0.2
% Students Expelled	0.8	0.1	0.0

Note: 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.

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.

Suspensions and Expulsions by Student Group (2020-21)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0	0.0
Female	0.0	0.0
Male	0.0	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.	0.0	0.0
Filipino	0.0	0.0
Hisp. or Latino	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	0.0	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0
Students with Disabilities	0.0	0.0

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	2019-20			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	28.0		15	1
1	26.0		15	1
2	28.0		15	1
3	28.0		15	1
4	26.0		15	1
5	29.0		15	1
6	29.0		15	1
Grade	2020-21			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	19.0	12		
1	24.0	4	8	
2	22.0		12	
3	23.0		12	
4	24.0		12	
5	22.0	4	8	
6	31.0		8	

**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 Barstow Fine Arts Academy for the 2020-21 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 (2020-21)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	484	477	127	26.6
Female	271	266	69	25.9
Male	213	211	58	27.5
Amer. Indian or Alaska Native	2	1	0	0.0
Asian	1	1	0	0.0
Black or African-Amer.	32	31	11	35.5
Filipino	8	7	0	0.0
Hisp. or Latino	311	307	84	27.4
Native Hawaiian or Pacific Islander	9	9	3	33.3
Two or More Races	23	23	7	30.4
White	98	98	22	22.4
English Learners	22	21	5	23.8
Foster Youth	2	2	0	0.0
Homeless	40	40	15	37.5
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	297	295	101	34.2
Students with Disabilities	49	47	17	36.2

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Barstow Fine Arts Academy revolve around the California State Content Standards and Frameworks. During the 2020-21 school year, Barstow Fine Arts Academy held staff development training devoted to:

- Communication Tools
- COE Trainings (as applicable)
- Kagan Strategies
- Mindfulness
- Distance Learning Platforms
- Technology Training
- VAPA Professional Development for the Classroom

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 Fine Arts Academy 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 2019-20, 2020-21, and 2021-22 school years, Barstow Fine Arts Academy'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.

Barstow Fine Arts Academy 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		
2019-20	2020-21	2021-22
5	5	5

Instructional Materials

All textbooks used in the core curriculum at Barstow Fine Arts Academy 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 28, 2021, 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, 2021-2022 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 2021-22 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		
2016	McGraw Hill, <i>Reading Wonders</i>	0 %
History-Social Science		
2019	Teachers' Curriculum Institute, <i>Social Studies Alive! California Series</i>	0 %
Mathematics		
2014	Houghton Mifflin Harcourt, <i>Go Math!</i>	0 %
Science		
2019	Amplify Education, Inc., <i>Amplify Science</i>	0 %

Professional Staff

Counseling & Support Staff

Barstow Fine Arts Academy 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 Fine Arts Academy'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) 2020-21		
	No. of Staff	FTE
Academic Counselor	0	0
Library Clerk	2	0.8
Paraprofessionals	2	1.5
Counselor	1	1.0
EL Paraprofessional	1	0.4
Health Clerk	1	1.0
Licensed Vocational Nurse (LVN)	1	*
Psychologist	1	*
Registered Nurse	1	*
Speech Therapist (Online Services)	1	0.4

* 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 Fine Arts Academy, 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 Fine Arts Academy 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 (2019-20)	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						

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 (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	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)	

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: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2019-20		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$49,130	\$51,029
Mid-Range Teacher Salary	\$75,457	\$78,583
Highest Teacher Salary	\$106,789	\$99,506
Superintendent Salary	\$166,596	\$240,194
Average Principal Salaries:		
Elementary School	\$105,564	\$124,576
Middle School	\$108,205	\$131,395
High School	\$118,685	\$144,697
Percentage of Budget:		
Teacher Salaries	29%	34%
Administrative Salaries	5%	6%

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

Expenditures Per Student

For the 2019-20 school year, Barstow Unified School District spent an average of \$12,946 of total general funds to educate each student (based on 2019-20 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 2019-20 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
- College Readiness Block Grant

- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV, V

Expenditures Per Pupil and School Site Teacher Salaries 2019-20					
	Dollars Spent per Student				
			% Diff. School & Dist.		
	School	District		State	% Diff. School & State
Total**	\$3,631	N/A	N/A	N/A	N/A
Restricted	\$498	N/A	N/A	N/A	N/A
Unrestricted	\$3,134	\$5,728	54.71	\$8,444	37.11
Average Teacher Salary	\$72,949	\$76,065	95.90	\$81,044	90.01

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 Fine Arts Academy 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 2021. Data to prepare the school facilities section were acquired in October 2021.