

# Barstow Unified School District Henderson Elementary School

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

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### 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

## Principal's Message

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

Henderson Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a Common Core State Standards-based, challenging curriculum provided by a dedicated professional staff based on the individual needs of the students. Ongoing evaluation/monitoring of student progress and achievement, helps us refine the instructional program so students can reach academic proficiency. Students' academic progress is monitored through class and district assessments with intervention provided as needed. Assessments also help the school update and refine the instructional program to meet student needs.

We have made a commitment to provide the best educational program possible for students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. The school's focus is always on helping all students succeed in reaching grade level standards.

## Mission

Henderson Elementary is a community of RESPECTFUL, RESPONSIBLE and SAFE citizens. Together we create a powerful and positive learning environment for everyone!!

### MOTTO:

I can succeed. I will succeed. For I have the heart of a husky! Woof!

## Vision

Student academic success - whatever support it takes!

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

Henderson Elementary School is located in the central region of Barstow and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2020-21 school year, 574 students were enrolled, including 10.8% in special education, 5.9% qualifying for English Language Learner support, and 80.8% 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	50.20%	Kindergarten	73
Male	49.80%	Grade 1	101
Non-Binary	0.00%	Grade 2	85
Amer. Indian or Alaska Native	0.20%	Grade 3	90
Asian	0.20%	Grade 4	98
Black or African-Amer.	24.90%	Grade 5	56
Filipino	0.00%	Grade 6	71
Hisp. or Latino	48.10%	Ungraded	0
Native Hawaiian or Pacific Islander	1.00%		
Two or More Races	6.80%		
White	18.80%		
English Learners	5.90%		
Foster Youth	1.40%		
Homeless	11.30%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	80.80%		
Students with Disabilities	10.80%		
Total Enrollment			574

## Student Achievement

### Physical Fitness

In the spring of each year, Henderson 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.

### 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 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	49.0
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	33.8

*Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.*

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

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

CAASPP Test Results in ELA by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	313	282	90.10	9.90	15.00
Female	150	135	90.00	10.00	17.78
Male	163	147	90.18	9.82	12.41
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	84	72	85.71	14.29	4.17
Filipino	0	0	0	0	0
Hisp. or Latino	152	139	91.45	8.55	14.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	21	91.30	8.70	23.81
White	49	45	91.84	8.16	27.27
English Learners	19	18	94.74	5.26	5.56
Foster Youth	--	--	--	--	--
Homeless	84	76	90.48	9.52	7.89
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	253	228	90.12	9.88	10.62
Students with Disabilities	44	41	93.18	6.82	4.88

CAASPP Test Results in Mathematics by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	313	280	89.46	10.54	10.75
Female	150	132	88.00	12.00	11.36
Male	163	148	90.80	9.20	10.20
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	84	71	84.52	15.48	4.29
Filipino	0	0	0	0	0
Hisp. or Latino	152	139	91.45	8.55	12.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	21	91.30	8.70	19.05
White	49	44	89.80	10.20	9.09
English Learners	19	18	94.74	5.26	0.00
Foster Youth	--	--	--	--	--
Homeless	84	72	85.71	14.29	2.78
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	253	227	89.72	10.28	5.31
Students with Disabilities	44	43	97.73	2.27	2.33

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students						
	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

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	56	49	87.50	12.50	4.08
Female	30	26	86.67	13.33	7.69
Male	26	23	88.46	11.54	0.00
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African-Amer.	18	14	77.78	22.22	0.00
Filipino	0	0	0	0	0
Hisp. or Latino	22	21	95.45	4.55	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	11	91.67	8.33	9.09
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	18	16	88.89	11.11	0.00
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	46	40	86.96	13.04	0.00
Students with Disabilities	--	--	--	--	--

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

## Local Control Accountability Plan (LCAP)

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

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

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

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

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

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

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

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

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

## Parent Involvement

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

Parents stay informed on upcoming events and school activities through flyers, newsletters, the school marquee, and the school website. Contact the school office at (760) 255-6250 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Chaperone  
Classroom Helper  
Parent Teacher Association (PTA)  
School Site Council

### Committees

District English Learner Advisory Council  
English Learner Advisory Council  
Parent Teacher Association  
School Site Council

### School Activities

100 Mile Fun Run Parent Volunteers  
End of the Year Carnival  
Family Nights  
Open House  
Parent Meetings  
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. Henderson Elementary School's original facilities were built in 1952; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. The most recent facilities inspection was conducted on September 09, 2021. 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:

#### 2020-21 Campus Improvements:

- Repaint interior of campus
- Installation of new carpet in room 19
- Installation of new HVAC unit in counselor room

#### 2021-22 Campus Improvements:

- New asphalt front parking, student drop off
- Desert landscaping throughout campus
- Tree removal

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 two evening custodians (one full-time and one part-time) are assigned to Henderson Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Office area cleaning
- Restroom cleaning
- Facility safety checks

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

- Classroom cleaning
- Restroom cleaning
- Evening event cleanup

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

Campus Description	
Year Built	1952
Acreage	25
Square Footage	27,018
Quantity	
Permanent Classrooms	21
Portable Classrooms	5
Restrooms (sets)	6
Library	1
Computers in Classrooms	30
Nurse's Room	1
Staff Work Room	1
Teacher Lounge	1

## Facilities Inspection

The district's maintenance department inspects Henderson Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Henderson 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 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, the principal and noon supervisors are strategically assigned to designated entrance areas and the playground. During recess, teachers supervise playground activity. 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 and teachers monitor student behavior to ensure a safe and orderly departure.

Henderson 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 Henderson 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 and updated by school staff in February 2021. Staff responsibilities and safety plan updates were discussed with staff in August 2021.

## Classroom Environment

### Discipline & Climate for Learning

Henderson 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			
	18-19	19-20	20-21
	School		
% Students Suspended	11.6	9.8	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: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.*

*Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic*

Suspensions and Expulsions by Student Group (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	2018-19			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	27.0		12	
1	27.0		9	
2	27.0		15	
3	31.0		9	
4	27.0		12	
5	32.0		6	
6	26.0	1	9	
Grade	2019-20			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	27.0		12	
1	29.0		9	
2	24.0		12	
3	26.0		12	
4	29.0		6	
5	27.0	3		5
6	29.0		9	
Grade	2020-21			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	18.0	12		
1	34.0			3
2	21.0	3	9	
3	23.0		12	
4	34.0		3	
5	28.0		6	
6	36.0			6
Other**	35.0			3

\*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.

## Pupil Engagement

### Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Henderson Elementary School 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	648	620	352	56.8
Female	328	309	175	56.6
Male	320	311	177	56.9
Amer. Indian or Alaska Native	1	1	0	0.0
Asian	1	1	0	0.0
Black or African-Amer.	173	157	119	75.8
Filipino	0	0	0	0.0
Hisp. or Latino	307	300	153	51.0
Native Hawaiian or Pacific Islander	6	6	0	0.0
Two or More Races	42	41	22	53.7
White	118	114	58	50.9
English Learners	37	37	21	56.8
Foster Youth	18	16	9	56.3
Homeless	97	89	70	78.7
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	528	505	323	64.0
Students with Disabilities	77	74	37	50.0

## Curriculum & Instruction

### Staff Development

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

- Common Core State Standards
- Differentiated Instruction
- Digital Citizenship
- English Language Development Training
- Guided Reading
- Positive Behavioral Interventions and Supports (PBIS)
- Technology 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. Henderson 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 2019-20, 2020-21, and 2021-22 school years, Henderson 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.

Henderson 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		
2019-20	2020-21	2021-22
5	5	5

### Instructional Materials

All textbooks used in the core curriculum at Henderson 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 with the exception of the transitional kindergarten materials which are from the most recent local adoption. 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 SARC's 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
<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>		
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</i>	0 %
2016	Houghton Mifflin Harcourt, <i>Big Day for PreK</i>	0 %

## Professional Staff

### Counseling & Support Staff

Henderson 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 Henderson 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) 2020-21		
	No. of Staff	FTE
Academic Counselor	0	0
Counselor	1	1.0
Health Clerk	1	1.0
Nurse	1	*
Occupational Therapist (from county)	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 Henderson 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 Henderson 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 (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)	20.9	95.5	206.8	77.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	17.8	6.7	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.9	4.5	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	0.0	0.0	17.9	6.7	18854.3	6.9
Total Teaching Positions	21.9	100.0	265.8	100.0	274759.1	100.0

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 (2020-21)	Number
Permits and Waivers	0.9
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.9

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 (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

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 (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0
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 (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
<b>Average Principal Salaries:</b>		
Elementary School	\$105,564	\$124,576
Middle School	\$108,205	\$131,395
High School	\$118,685	\$144,697
<b>Percentage of Budget:</b>		
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/](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 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				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$6,572	N/A	N/A	N/A	N/A
Restricted	\$943	N/A	N/A	N/A	N/A
Unrestricted	\$5,629	\$5,728	98.28	\$8,444	66.67
Average Teacher Salary	\$75,955	\$76,065	99.86	\$81,044	93.72

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 Henderson 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 December 2021. Data to prepare the school facilities section were acquired in October 2021.