

Barstow Unified School District Barstow STEM Academy

Grades 5 through 8
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2020-21 School Accountability Report Card *Published January 2022*

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Principal's Message

This is the 7th year of operation at Barstow STEM Academy as of the 2021-22 school year. We are looking to continue to grow as a school. Our students use technology everyday. Barstow STEM Academy is a Google Apps for Education school. Students use devices to work collaboratively with each other and their teachers. Barstow STEM Academy is a BYOD (Bring your own Device) School and students should bring their device on daily basis.

One of the goals of Barstow STEM Academy is to push students academically as they transition from Jr high into high school. While we use the same content standards as other schools in the district we structure our day to introduce STEM principles to students at an earlier age.

STEM is a very demanding school academically students are expected to show an ability to meet those standards. They can do that by passing an entrance exam, or demonstrating proficiency on a state exam or report card.

Mission

The mission of the Barstow STEM Academy is to foster an environment that demands academic excellence and social responsibility. One that promotes strong critical thinking and communication skills and prepares our students to be competent, capable citizens in a technology-dependent, increasingly interconnected global society.

Vision

The Barstow STEM Academy (BSA) will offer an educational option for students and families who would like to pursue their interests and aptitude in the areas of science, technology, engineering and mathematics. BSA will provide students with accelerated curriculum along with concentrated experiences and content in an environment that is conducive to individual exploration, innovation, and problem solving.

STEM content and principles will be integrated throughout all curricular areas and will require students to interact and partner with local college faculty, community partners and STEM-related community organizations in an effort to give students real-world application and experiences.

In accordance with the new Common Core State Standards adoption by the State of California, BSA will use project-based learning and performance-based assessment to create relevant and engaging learning experiences for all students.

There is an expectation at BSA that students will use technology daily at school and at home as a tool to: work collaboratively; communicate with teachers and classmates; access, research, create and submit documents, projects and products. With the emphasis on research and project-based learning, students will be afforded an alternative avenue to demonstrate their mastery of STEM concepts.

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 STEM Academy is located in the central region of Barstow and serves students in grades five through eight following a traditional calendar. At the beginning of the 2020-21 school year, 427 students were enrolled, including 2.8% in special education, 3% qualifying for English Language Learner support, and 53.9% 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	52.20%	Grade 5	94
Male	47.80%	Grade 6	114
Non-Binary	0.00%	Grade 7	116
Amer. Indian or Alaska Native	1.20%	Grade 8	103
Asian	1.90%	Ungraded	0
Black or African-Amer.	6.80%		
Filipino	1.60%		
Hisp. or Latino	54.30%		
Native Hawaiian or Pacific Islander	1.60%		
Two or More Races	9.10%		
White	23.40%		
English Learners	3.00%		
Foster Youth	0.20%		
Homeless	6.80%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	53.90%		
Students with Disabilities	2.80%		
Total Enrollment			427

Student Achievement

Physical Fitness

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	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	408	379	92.89	7.11	57.26
Female	213	201	94.37	5.63	61.19
Male	195	178	91.28	8.72	52.81
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	28	26	92.86	7.14	53.85
Filipino	--	--	--	--	--
Hisp. or Latino	227	208	91.63	8.37	56.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	34	97.14	2.86	52.94
White	93	86	92.47	7.53	58.14
English Learners	12	12	100.00	0.00	25.00
Foster Youth	--	--	--	--	--
Homeless	58	56	96.55	3.45	67.86
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	215	204	94.88	5.12	57.35
Students with Disabilities	11	10	90.91	9.09	--

CAASPP Test Results in Mathematics by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	408	370	90.69	9.31	26.02
Female	213	195	91.55	8.45	25.77
Male	195	175	89.74	10.26	26.29
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	28	26	92.86	7.14	38.46
Filipino	--	--	--	--	--
Hisp. or Latino	227	200	88.11	11.89	21.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	33	94.29	5.71	21.21
White	93	86	92.47	7.53	30.23
English Learners	12	10	83.33	16.67	--
Foster Youth	--	--	--	--	--
Homeless	58	56	96.55	3.45	32.14
Military	--	--	--	--	--
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	215	196	91.16	8.84	22.56
Students with Disabilities	11	10	90.91	9.09	--

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
Science (grades 5, 8, and 10)	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	185	169	91.35	8.65	28.99
Female	96	85	88.54	11.46	22.35
Male	89	84	94.38	5.62	35.71
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	13	12	92.31	7.69	33.33
Filipino	--	--	--	--	--
Hisp. or Latino	103	91	88.35	11.65	21.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	18	94.74	5.26	44.44
White	43	41	95.35	4.65	39.02
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	24	24	100.00	0.00	25.00
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	98	92	93.88	6.12	27.17
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 automated telephone messages, school newsletters, and the school website. Contact the school office at (760) 255-6150 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Classroom Helper
Extracurricular Activities
Field Trips

Committees

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

School Activities

Back to School Night
Open House
Sporting Events
Parent Teacher Conferences
PTO Sponsored Events

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 STEM Academy's original facilities were built in 1950; 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 10, 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:

2021-22 Campus Improvements:

- Patch asphalt where needed
- Installation of new shade
- Improve landscaping

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 STEM Academy. The day custodian is responsible for:

- Cafeteria setup/cleanup
- General grounds maintenance
- Office area cleaning
- Restroom cleaning

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

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

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

Campus Description	
Year Built	1950
Acreage	10
Square Footage	22,155
Quantity	
Permanent Classrooms	18
Portable Classrooms	0
Restrooms (sets)	4
Administrative Office	1
Lounge	1
Multipurpose Room	1

Facilities Inspection

The district's maintenance department inspects Barstow STEM Academy on an annual basis in accordance with Education Code §17592.72(c)(1). Barstow STEM 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 Friday, September 10, 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: Friday, September 10, 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, teachers, and campus monitors patrol the campus, entrance areas, and designated common areas. During recess, the principal, custodian, and campus monitors supervise playground activity. The principal, custodian, and campus monitors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal, teachers, and campus monitors monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Barstow STEM 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 October 2021.

Classroom Environment

Discipline & Climate for Learning

Barstow STEM'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	3.7	1.4	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 subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Subject	2018-19			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	100.0			2
Mathematics	50.0			4
Science	100.0			2
Social Science				
Subject	2019-20			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	103.0			2
Mathematics	69.0			3
Science	103.0			2
Social Science				
Subject	2020-21			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	55.0			4
Mathematics	37.0	2		4
Science	55.0			4
Social Science				

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

Pupil Engagement

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Barstow STEM 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	435	429	63	14.7
Female	228	225	34	15.1
Male	207	204	29	14.2
Amer. Indian or Alaska Native	5	5	2	40.0
Asian	8	8	0	0.0
Black or African-Amer.	30	30	10	33.3
Filipino	7	7	0	0.0
Hisp. or Latino	237	233	34	14.6
Native Hawaiian or Pacific Islander	7	7	0	0.0
Two or More Races	39	39	5	12.8
White	102	100	12	12.0
English Learners	14	14	4	28.6
Foster Youth	1	1	0	0.0
Homeless	29	29	2	6.9
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	237	234	48	20.5
Students with Disabilities	13	13	2	15.4

Curriculum & Instruction

Staff Development

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

- Cross-Curricular Instruction
- Data Analysis
- Google Apps for Education
- Infusion of STEM Principles
- Integration of Instructional Technology
- Instructional Strategies
- Social Engagement
- Student Discipline

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 STEM Academy supports ongoing professional growth throughout the year on minimum days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2019-20, 2020-21, and 2021-22 school years, Barstow STEM 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 STEM 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 STEM 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). For mathematics, the California Integrated Mathematics I adoption is not from the most current state-board adopted list of materials. Selected materials align with State standards and, if necessary, supplementary materials are provided.

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
English Language Arts		
2016	Houghton Mifflin Harcourt, <i>Collections</i>	0 %
2016	McGraw Hill, <i>Reading Wonders</i>	0 %
History-Social Science		
2019	Teachers' Curriculum Institute, <i>History Alive! California Middle Schools Program</i>	0 %
2019	Teachers' Curriculum Institute, <i>Social Studies Alive! California Series</i>	0 %
Mathematics		
2015	Houghton Mifflin Harcourt, <i>California Integrated Mathematics I</i>	0 %
2014	Houghton Mifflin Harcourt, <i>Go Math!</i>	0 %
Science		
2019	Amplify Education, Inc., <i>Amplify Science</i>	0 %
2020	Amplify Education, Inc., <i>Amplify Science</i>	0 %

Professional Staff

Counseling & Support Staff

Barstow STEM 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 STEM 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	1	1.0
Health Clerk	1	1.0

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 STEM 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 STEM 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 (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)	8.1	57.5	206.8	77.8	228366.1	83.1
Intern Credential Holders Properly Assigned	3.2	22.6	17.8	6.7	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.8	19.9	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	14.1	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	0.0
Misassignments	2.8
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.8

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)	22.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	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
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				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$5,791	N/A	N/A	N/A	N/A
Restricted	\$202	N/A	N/A	N/A	N/A
Unrestricted	\$5,589	\$5,728	97.58	\$8,444	66.19
Average Teacher Salary	\$78,339	\$76,065	102.99	\$81,044	96.66

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 STEM 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.