

Barstow Unified School District Barstow High School

Grades 9 through 12
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2019-20 School Accountability Report Card *Published January 2021*

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Principal's Message

I'd like to welcome you to Barstow High School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal 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.

Barstow High School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Barstow High School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Mission

Barstow High School's mission is to prepare all students for the choices, challenges, and opportunities in their future. This is accomplished by ensuring that students will be able to read, write, compute, and use technology; demonstrate the ability to process information and use critical thinking skills to solve problems; and prepare for post-secondary opportunities.

School Description

Barstow High School is located in the central region of Barstow and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2019-20 school year, 1458 students were enrolled, including 11.5% in special education, 9.9% qualifying for English Language Learner support, and 71.5% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2019-20			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	15.80%	Grade 9	446
Amer. Indian or Alaska Native	1.20%	Grade 10	396
Asian	1.00%	Grade 11	323
Filipino	0.90%	Grade 12	293
Hisp. or Latino	53.80%	Ungraded	0
Native Hawaiian or Pacific Islander	1.70%		
White	21.10%		
Two or More Races	4.50%		
Students with Disabilities	11.50%		
Socioeconomically Disadvantaged	71.50%		
English Learners	9.90%		
Foster Youth	1.40%		
Homeless	9.40%		
Total Enrollment			1,458

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

Student Achievement

Physical Fitness

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

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

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

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	18-19	19-20	18-19	19-20	18-19	19-20
English-Language Arts/Literacy (grades 3-8 and 11)	44.0	N/A	29.0	N/A	50.0	N/A
Mathematics (grades 3-8 and 11)	16.0	N/A	18.0	N/A	39.0	N/A

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Control Accountability Plan (LCAP)

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

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

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

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

Pupil Achievement – State Priority 4: Performance on standardized tests, score on

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

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

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

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

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

Parent Involvement

Parents are encouraged to get involved in their 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 principal newsletters, the school marquee, the school website, and the school newspaper. Contact the school office at (760) 255-6105 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
ASB Activities
Band Performances
Campus Beautification
Campus Volunteers
Sports Activities

Committees

English Learner Advisory Council
School Safety Committee
School Site Council
Band Booster Club
Football Booster Club

School Activities

Open House
Sports Events
Student Performances
FAFSA Night
Sophomore Counseling
Parent Night for Athletics
Job Shadowing for Students
Winter Ball
Prom
Powder Puff
Painting B Hill
Parent Teacher Conferences
Suicide Prevention Event

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 High School's original facilities were built in 1936; 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, 2019. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- 2019-20 Campus Improvements:
- Remodel old boy's gym to create a performing arts theatre
 - Trim trees/landscape throughout the campus
 - Touch up painting throughout the campus

2020-21 Planned Campus Improvements:

- Installation of a security system in the shop area
- Landscaping projects / tree trimming
- Paint touch-ups throughout campus

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 six evening custodians are assigned to Barstow High School. The day custodian is responsible for:

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

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

- Classroom cleaning
- Cafeteria cleanup
- Office area cleaning
- Restroom cleaning
- Gymnasium cleaning

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

Campus Description	
Year Built	1936
Acreage	25
Square Footage	179,000
Quantity	
Permanent Classrooms	85
Portable Classrooms	3
Restrooms (sets)	10
Cafeteria	1
Library	1
Computer Labs	7
Gymnasiums	3
Science Labs	6

Facilities Inspection

The district's maintenance department inspects Barstow High School on an annual basis in accordance with Education Code §17592.72(c)(1). Barstow High 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 03, 2020. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Thursday, September 03, 2020			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

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

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

County Williams Settlement School Inspection Results

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. At the time of publishing, a facilities inspection had not been conducted for the 2020-21 school year as this site was not offering in-person instruction due to COVID-19. A visit will be conducted once the site resumes in-person learning.

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, administrators, teachers, classified staff, campus monitors, and the school resource officer patrol the campus, entrance areas, and designated common areas. Administrators, campus monitors, and the school resource officer monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators, teachers, classified staff, and the school resource officer monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Barstow High 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 Barstow High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in February 2020.

Classroom Environment

Discipline & Climate for Learning

Barstow High 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			
	17-18	18-19	19-20
	School		
% Students Suspended	8.3	9.7	7.6
% Students Expelled	0.1	0.0	0.1
	District		
% Students Suspended	9.5	10.3	6.6
% Students Expelled	0.1	0.0	0.1
	State		
% Students Suspended	3.5	3.5	2.5
% Students Expelled	0.1	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by 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	2017-18			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	39.0	16	9	14
Mathematics	44.0	8	6	14
Science	52.0	8	1	12
Social Science	43.0	12	9	15
Subject	2018-19			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	45.0	13	8	15
Mathematics	44.0	11	6	14
Science	55.0	7	2	12
Social Science	42.0	9	9	22
Subject	2019-20			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	44.0	17	4	14
Mathematics	48.0	10	3	14
Science	52.0	8	3	10
Social Science	60.0	6	3	16

*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.

Dropout & Graduation Rates

Barstow High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, mandatory attendance parent meetings, a peer counseling program, and a credit recovery program. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2017-18 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates (Four-Year Cohort Rate)			
	School		
	16-17	17-18	18-19
	4.4%	5.9%	3.8%
	District		
	16-17	17-18	18-19
	9.0%	13.0%	9.8%
	State		
	16-17	17-18	18-19
	9.1%	9.6%	9.0%
	State		
	16-17	17-18	18-19
	82.7%	83.0%	84.5%

For the formula to calculate the 2018-19 and 2019-20 adjusted cohort graduation rate, see the 2019-20 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

Curriculum & Instruction

Staff Development

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

- Data Analysis
- Direct Interactive Instruction
- Focus on Learning
- Google Classroom Training
- Instructional Strategies
- Mental Health First Aid
- Professional Learning Communities (PLC's)
- Step-Up to Writing
- Student Discipline
- Understanding the Framework of Poverty

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Barstow High School supports ongoing professional growth throughout the year on early release 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 session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2018-19, 2019-20, and 2020-21 school years, Barstow High 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.

Barstow High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2018-19	2019-20	2020-21
5	5	5

Instructional Materials

All textbooks used in the core curriculum at Barstow High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Tuesday, September 22, 2020, the Barstow Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #15, 2020-2021 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (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, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2020-21 school year, Barstow Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2016	Houghton Mifflin Harcourt, <i>Collections</i>	0 %
2007	Pearson Prentice Hall, <i>Everyday Use Rhetoric at Work in Reading and Writing</i>	0 %
2010	Wadsworth Publishing, <i>Reading, Reacting, Writing</i>	0 %
Foreign Languages		
2018	McGraw Hill, <i>El Espanol Para Nosotros: Curso para Hispanohablantes, Edition 1</i>	0 %
2011	Prentice Hall, <i>Realidades 1</i>	0 %
2011	Prentice Hall, <i>Realidades 2</i>	0 %
2011	Prentice Hall, <i>Realidades 3</i>	0 %
Health		
2008	Prentice Hall, <i>Skills for Wellness</i>	0 %
History-Social Science		
2017	Bedford/St. Martin's, <i>Ways of the World, a Global History with Sources, 3rd Edition</i>	0 %
2020	Bedford/St. Martin's, <i>Ways of the World: A Global History with Sources</i>	0 %
1998	Houghton Mifflin, <i>American Pageant</i>	0 %
2007	McGraw Hill, <i>Economics</i>	0 %
2019	McGraw Hill, <i>Impact CA</i>	0 %
2011	Pearson Prentice Hall, <i>Government by the People, AP Edition</i>	0 %
Mathematics		
2019	Educations Solutions, <i>Foundations in Personal Finance & Financial Algebra, for Business Math</i>	0 %
2008	Houghton Mifflin, <i>Calculus of a Single Variable</i>	0 %
2008	Houghton Mifflin Company, <i>PreCalculus with Limits</i>	0 %
2015	Houghton Mifflin Harcourt, <i>Integrated Mathematics 1</i>	0 %
2016	Houghton Mifflin Harcourt, <i>Integrated Mathematics 2</i>	0 %
2016	Houghton Mifflin Harcourt, <i>Integrated Mathematics 3</i>	0 %
2005	W. H. Freeman, <i>The Practice of Statistics</i>	0 %
Science		
2007	Holt, Rinehart and Winston, <i>Physics, California Edition</i>	0 %
2001	McGraw Hill, <i>Biology, AP Edition</i>	0 %
2007	Pearson Prentice Hall, <i>Chemistry CA Edition</i>	0 %
2011	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2007	Prentice Hall, <i>Biology, California Edition</i>	0 %
	Science Laboratory Equipment	0 %

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors

to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Courses for UC/CSU Admission	
	%
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	86.4
2018-19 Graduates who Completed all Courses Required for UC/CSU Admission	21.7

Advanced Placement

In 2019-20, Barstow High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Number of Advanced Placement Courses Offered 2019-20		
	No. of Courses Offered*	% of Students in AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	4	N/A
All Courses	9	16.1

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

* Where there are student course enrollments of at least one student.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their sophomore year, students meet with the counselor to discuss their four-year academic plan and are introduced to Barstow High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Barstow High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Workability
- Career/Partnership Academies
- Career Technical Education (CTE)

Individual student assessment of work readiness skills takes place through:

- Completion of course-required projects
- Classroom observation

Work experience students are partnered with local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

Barstow High School's career/partnership academies program components include rigorous academics with a career focus, a team of teachers, and active business involvement. During the 2019-20 school year, Barstow High School offered the following career academy programs:

- Mojave XP Academy
- STEAM Academy

Students enrolled in the career/partnership academies are enrolled in core classes where instructional content is more closely related to the student's chosen field of study.

During the 2019-20 school year, Barstow High School offered the following career technical education programs as elective courses:

- Automotive Technology
- Computer Business Applications
- Computer Game Design
- Computer Literacy
- Entrepreneurship 1 & 2
- Intro to Computers
- Intro to Engineering Design
- Intro to Marketing
- Metal 1 & 2
- Principals of Engineering Design
- Transition Partnership Program (TPP)
- CTE Auto Collision Repair
- CTE Customer Service Occupations
- CTE Digital Design
- CTE Emergency First Responder
- CTE Intro to Health Careers
- CTE Law Enforcement
- CTE Medical Terminology
- CTE Culinary Arts 1 & 2
- CTE Restaurant Occupations
- CTE Sports Therapy
- CTE TV/Video Production
- CTE Welding Technologies
- CTE Woodworking & Advanced Woodworking

Barstow High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Barstow High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education (CTE) Program Participation 2019-20	
Total number of students participating in CTE programs	1171
Percentage of students completing CTE program and earning a high school diploma	42.6 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50.0 %

Professional Staff

Counseling & Support Staff

Barstow High 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 Barstow High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2019-20		
	No. of Staff	FTE
Academic Counselor	3	3.0
Library Media Technician	2	2.0
Speech Therapist	2	*
Health Technician	1	1.0
Nurse	1	*
Peer Support Counselor	1	1.0
Psychologist	1	*
School Resource Officer (SRO)	1	1.0
Counselor-to-Student Ratio: 1:486		

* as needed

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2019-20 school year, Barstow High School had 64 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	School			District
	18-19	19-20	20-21	20-21
Total Teachers	58	68	69	296
Teachers With Full Credentials	55	64	68	265
Teachers Without Full Credentials	3	4	1	31
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	3	2	0	0
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	2	0	0
Vacant Teacher Positions	1	0	2	6

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

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

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2018-19 salary comparison data was the most recent data available at the time this report was published.)

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

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

Expenditures Per Student

For the 2018-19 school year, Barstow Unified School District spent an average of \$12,803 of total general funds to educate each student (based on 2018-19 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ 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 2018-19 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Classified School Employee Professional Development Block Grant
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally defined
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title V

Expenditures Per Pupil and School Site Teacher Salaries 2018-19					
	Dollars Spent per Student				
			% Diff. School & Dist.	% Diff. School & State	
	School	District		State	
Total**	\$7,870	N/A	N/A	N/A	N/A
Restricted	\$1,412	N/A	N/A	N/A	N/A
Unrestricted	\$6,458	\$5,605	115.22	\$13,080	49.37
Average Teacher Salary	\$57,618	\$77,485	74.36	\$79,209	72.74

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 High School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Barstow Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in January 2021. Data to prepare the school facilities section were acquired in October 2020.