

# Barstow Unified School District Skyline North Elementary School

Grades K through 4  
Kim Barilone, Principal



36968 Camarillo Avenue  
Barstow, CA 92311  
PH: (760) 255-6090 FAX: (760) 255-6095

## 2007-08 School Accountability Report Card *Published January 2009*

Barstow Unified School District  
551 South Avenue H  
Barstow, CA 92311  
(760) 255-6000

www.barstow.k12.ca.us

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*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 and school facilities sections were acquired in 12/2008.*

## Principal's Message

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

Skyline North Elementary 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 Skyline North Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

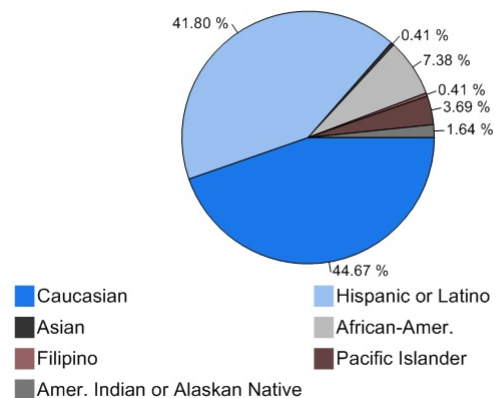
## Mission Statement

Skyline North will provide a safe environment in which all students have equitable access to standards-based learning. Students will build respect for themselves by communicating effectively, solving problems, and interacting positively within their community.

## School Profile

Skyline North Elementary School is located in the northern region of Barstow and serves students in grades kindergarten through four following a traditional calendar. At the beginning of the 2007-08 school year, 244 students were enrolled, including 14% in special education, 9% qualifying for English Language Learner support, and 54% qualifying for free or reduced price lunch. Skyline North Elementary School achieved a 2008 Academic Performance Index (API) score of 841 and met all 2008 Adequate Yearly Progress criteria.

Percentage of Students by Ethnicity  
2007-08 Enrollment: 244



## Student Achievement

### California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

### Standardized State Assessments

Students at Skyline North Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with those of other students in the state who took the same test. The STAR is comprised of the California Standards Tests (CST), Aprenda 3, and the California Alternative Performance Assessment (CAPA).

The CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

### California Standardized Tests (CST)

The California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

### California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Skyline North Elementary School			District			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	46	63	56	30	32	37	42	43	46
Math	61	71	75	27	28	32	40	40	43
Science				18	24	26	35	38	46
Social Science				16	14	17	33	33	36

### California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Skyline North Elementary School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	23	*	*		52	*	65
Math	38	*	*		69	*	87
Science							
Social Science							

### California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Skyline North Elementary School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	48	65	31	44	15	
Math	72	78	62	64	40	
Science						
Social Science						

## Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

**Growth Targets:** For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

**Statewide Rank:** All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

**Similar Schools Rank:** School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2005	2006	2007
Statewide Rank	6	7	9
Similar Schools Rank	3	9	10

Results generated from 2005, 2006, and 2007 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
Results	API Score	Increase/Decrease in API Score		
	2008	2005-06	2006-07	2007-08
Schoolwide - All Students	841	49	58	-14
<b>Ethnic Subgroups</b>				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	788	47	66	-36
Pacific Islander	*	*	*	*
Caucasian	885	59	45	15
<b>Other Subgroups</b>				
Students with Disabilities	*	*	*	*
Economically Disadvantaged	785	58	55	-46
English Learners	*	*	*	*

Results generated from 2006, 2007, and 2008 Growth API Reports

## Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's

standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2007-08 AYP cycle, elementary and middle schools must achieve a 35.2% or higher proficiency rate in English/Language Arts and 37% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 620 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2007-08		
<i>Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	SNES	BUSD
Overall Results	Yes	No
<i>Participation Rate - 2007-08</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	Yes	No
Math	Yes	No
API Score 620 or Increase API by 1 point	Yes	Yes
Graduation Rate	N/A	No

## No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Skyline North Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program

Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status		
	SNES	BUSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2006-2007
Year in PI	N/A	Year 3
No. of Schools Currently in PI		5
% of Schools Currently Identified for PI		38.5%

## 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, teacher newsletters, the school marquee, and the school website. Contact the school office at (760) 255-6090 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Classroom Helper  
Chaperone  
Take Home Projects

### Committees

School Site Council  
Parent Teacher Organization

### School Activities

Back to School Night  
Family Nights  
Literacy Day  
Grade Level Theme Nights  
Awards Assemblies  
Meet Your Teacher  
Club Activities  
GATE Activities  
Spelling Bee  
Science Fair

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Skyline North Elementary School's original facilities were built in 1963; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Painted Exterior of Campus

Every morning before school begins, the custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Skyline North Elementary School. The day custodian is responsible for:

- Restroom
- Cafeteria Cleanup/Setup
- Office Area Cleaning

Restrooms are checked three times a day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Restroom Cleanup
- Office Area Cleaning
- Classroom Cleaning

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

Campus Description	
Year Built	1963
Acreage	8+
Quantity	
Permanent Classrooms	12
Portable Classrooms	5
Restrooms (student use)	2 sets
Band Room	1
Libraries	1
Computer Labs	1
Staff Lunch/Work Rooms	1
Cafeteria/Multipurpose Rooms	1

### Deferred Maintenance

Skyline North Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Skyline North Elementary School received a portion of \$369,198 in deferred maintenance funds.

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

Skyline North 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 Skyline North Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with staff in Spring 2008.

## Classroom Environment

### Instructional Time

All instructional time offered at Skyline North Elementary School either meets or exceeds California's Education Code requirements. For the 2007-08 school year, Skyline North Elementary School offered 180 days of instruction comprised of 140 regular days and 40 modified days. Modified days were used for parent conferences and professional development.

The table below is a comparison of the instructional minutes offered and the state's instructional time requirements.

Instructional Minutes 2007-08		
Grade Level	Actual Minutes Offered	State Requirement
K	59,300	36,000
1-3	55,700	50,400
4	55,700	54,000

### Discipline & Climate for Learning

Skyline North Elementary School's discipline policies are based upon Love & Logic, which is used as a guide to encourage good decision making, promote responsibility, promote respect, foster self-esteem, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Skyline North Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

At the beginning of the school year, school rules, disciplinary policies, and behavioral expectations are shared with students in the classroom by their teacher and in the student handbook. Students are reminded throughout the school year of their individual responsibility to make good choices in behavior at school wide assemblies and in school bulletins read by their classroom teacher.

Administrators and teachers reinforce students demonstrating good citizenship, positive behavior, and student achievement at the end of each month. Skyline North Elementary

School sponsors the following behavioral incentive: Student of the Month, Citizenship, Academic Achievement and Perfect Attendance. Honor Roll lists come out each trimester with the report cards. Students will all 3's and 4's on their report cards, with no minuses in the Effort, Social Skills and Work Habits sections are placed on the Honor Roll.

Extracurricular and enrichment programs held after school promote academic achievement and create increased interest in school. Skyline North Elementary School offers GATE (Gifted & Talented Education) and Science Club.

Suspensions & Expulsions			
	SNES		
	05-06	06-07	07-08
Suspensions (#)	2	4	13
Suspensions (%)	0.81 %	1.67 %	5.33 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
BUSD Elementary Schools			
Suspensions (#)	1060	1057	999
Suspensions (%)	26.01 %	27.01 %	26.41 %
Expulsions (#)	11	18	15
Expulsions (%)	0.27 %	0.46 %	0.40 %

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.*

### 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.

Class Size Distribution Self-Contained Classes				
Grade	2005-06			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	2		
1	18.5	2		
2	16.5	2		
3	17.0	2		
4	29.5		2	
Combo K-3	17.5	2		
Grade	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.0	2		
1	16.5	2		
2	19.5	2		
3	19.0	2		
4	27.0		2	
Combo K-3	16.5	2		
Grade	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	17.7	3		
1	19.5	2		
2	20.0	1		
3	20.0	2		
4	23.0		2	
Combo K-3	18.0	2		

Combo classes are any combination of the grades shown.

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Skyline North Elementary School revolve around the California State Content Standards and Frameworks. Professional development activities support adoption of new curriculum and implementation of new programs. 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. During the 2007-08 school year, Skyline North Elementary School held two (2) staff development days devoted to:

- Data analysis
- Instructional strategies
- Rosetta Stone
- Compass Learning
- Unwrapping Standards
- Student Discipline

Skyline North Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified

support staff receive job-related training from department supervisors and district representatives.

### Instructional Materials

All textbooks used in the core curriculum at Skyline North Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, October 14, 2008, 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 # 11--2008-2009 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 the core subject areas, districts are required to disclose in their SARC's the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Barstow Unified School District certifies that each student, including English learners, enrolled in a health, foreign language, and/or visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Grades
<b>History-Social Science</b>		
2007	Pearson Scott Foresman, <i>History-Social Science for California</i>	K-4
<b>Language Arts</b>		
2007	Houghton Mifflin Company, <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	K-4
2007	Sopris West, <i>Language!</i>	4
<b>Math</b>		
2008	Houghton Mifflin, <i>California Math</i>	K-4
<b>Science</b>		
2007	Pearson Scott Foresman, <i>California Science</i>	K-4

### School Leadership

The administrative team is comprised of the

principal, who works closely with teachers, parents, and school staff. Principal Kim Barilone is responsible for the day-to-day operations of the school and overall instructional program. Coordinating efforts with the principal is the Leadership Team, comprised of the principal, teacher representatives, special education representatives, and the reading specialist. The Leadership Team meets monthly throughout the year to discuss curricular strategies, evaluate student performance, and identify staff development needs.

Principal Kim Barilone has been in the educational field for 21 years and has served as the principal at Skyline North Elementary School for 7 years (as of 2008-2009). Previous positions held at Skyline North and in other schools include: Reading Specialist, classroom teacher and substitute teacher. Principal Kim Barilone holds a bachelor's degree in Elementary Education, a master's degree in Curriculum and Instruction, a Clear Multiple Subject Teaching Credential, a Clear Specialist Instruction Credential (Reading), a Clear Administrative Services Credential, and a Clear Crosscultural, Language and Academic Development Certificate.

### Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 3 through 4 who have been identified as academically gifted through the Raven Assessment, CRT and CST scores. Students receive differentiated instruction from class teacher. Instruction is provided by teachers who are not trained in GATE.

For students whose primary language is not English and who have limited English proficiency, Skyline North Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners receive thirty minutes of English Language Development daily. Some students may receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided through a team-teaching approach. For designated time periods, students regroup based on language fluency to receive targeted instruction at their proficiency level. Skyline North Elementary School's teachers utilize Hampton Browns Avenues series, a state-approved reading intervention program and textbook adoption. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are

used to evaluate student progress, intervention programs, and teaching strategies.

Skyline North Elementary School's special education program is staffed by the Resource Specialist Program teacher and the Resource paraeducator. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with in-class support in both small group and individual settings. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Skyline North Elementary School takes advantage of the district's participation in the Desert/Mountain Special Education Local Plan Area (SELPA), which provide a pool of professional resources and expertise in the field of special education.

Skyline North Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using STAR test results and CRT test results, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Math Intervention Program
- Language Arts Intervention Program
- Reading Specialist Support

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on daily classwork and quizzes to measure ongoing academic progress and adjust instructional needs.

## Professional Staff

### Substitute Teachers

Skyline North Elementary School occasionally experiences difficulties finding substitute teachers to fill vacancies. On those occasions when a substitute teacher is not available, the absent teacher's class is separated and students are placed in a classroom of the same grade level to received instruction by a fully credentialed teacher.

Substitutes are available through a county pool that is comprised primarily of aspiring teachers, retirees, and teachers holding a 30-day substitute permit. Substitutes must have:

- A bachelor's degree
- Passed the CBEST (California Basic Education Skills Test)

## Teacher Evaluations

Evaluation procedures and criteria for Skyline North Elementary School's teachers are defined in the district's collective bargaining agreement. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are evaluated once annually; permanent/tenured teachers are evaluated once every year. Tenured teachers whose previous evaluations either met or exceeded standards may be evaluated at least every five years if agreed upon by the teacher and school principal. Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations.

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the Peer Assistant and Review (PAR) program. Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

## Counseling & Support Staff

Skyline North Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Skyline North Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08		
	No. of Staff	FTE
Nurse*	1	0.1
Counselor	0	0.0

\*as needed  
FTE = Full-Time Equivalent

## Teacher Assignment

During the 2007-08 school year, Skyline North Elementary School had 15 teachers who met all credential requirements in accordance with state guidelines. All of Skyline North Elementary School's teachers supplement their regular credential with a credential to teach English language learners.

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2007-08		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Skyline North Elementary School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	90.0 %	10.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	SNES			BUSD
	05-06	06-07	07-08	07-08
Total Teachers	15	15	15	342
Teachers with full credentials	13	15	15	301
Teachers without full credentials	2	0	0	41
Teachers in alternate routes to certification	3	1	0	25
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	13
Teachers with waivers	0	0	0	6
Teachers teaching outside subject area	0	0	0	30
Total teacher misassignments	N/A	2	0	54
Teacher misassignments for English learners	N/A	1	0	24
Other misassignments of certificated staff	N/A	1	0	30
Teacher vacancies	N/A	0	2	67

Teacher Credentials & Assignments (cont'd)		
	SNES	BUSD
	08-09	08-09
Total teacher misassignments		
Teacher misassignments for English learners		
Other misassignments of certificated staff		
Teacher vacancies		

Teacher Education Levels 2007-08		
	SNES	BUSD
Doctorate	0.0 %	0.9 %
Master's degree plus 30 or more semester hours	33.3 %	28.4 %
Master's degree	20.0 %	15.8 %
Bachelor's degree plus 30 or more semester hours	46.7 %	43.6 %
Bachelor's degree	0.0 %	11.4 %
Less than Bachelor's degree	0.0 %	0.0 %

## 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: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2006-07		
	BUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$37,175	\$39,692
Mid-Range Teacher Salary	\$57,097	\$62,830
Highest Teacher Salary	\$78,351	\$80,472
Superintendent Salary	\$135,864	\$166,547
<b>Average Principal Salaries:</b>		
Elementary School	\$87,435	\$98,460
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	39.2%	40.2%
Administrative Salaries	5.7%	5.8%

### Expenditures Per Student

For the 2006-07 school year, Barstow Unified School District spent an average of \$7,786 of total general funds to educate each student (based on 2006-07 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 <http://www.cde.ca.gov/ds/fd/ec/> and <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 2006-07 school year, the district received categorical, special education, and support programs funds for:

- Cal-SAFE
- Community Based Tutoring
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented
- High Priority Schools
- Instructional Materials
- Peer Assistance & Review
- Pupil Retention Grant
- Regional Occupation Centers and Programs
- School Improvement Program
- School Safety
- School & Library Improvement Block Grant
- Special Education
- Special Education Transportation
- Staff Development
- Targeted Instruction Improvement Grant
- Title I
- Title II
- Title III – Limited English Proficient
- Title IV
- Title V – Innovative Education Strategies
- Tobacco Use and Prevention Education
- Vocational and Applied Technology

accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

### Public Internet Access Location

Parents may access Skyline North Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Skyline North Elementary School is the Barstow Library, located at 304 E Buena Vista St, Barstow, CA 92311.

Hours: Monday 12pm-8pm Tuesday 10am-6pm Wednesday 12pm-8pm Thursday 10am-6pm Friday 10am-6pm and Saturday 9am-5pm

Phone Number: (760) 256-4850

Number of Computers Available: 12

Printers Available: Yes

Expense of Education Per Pupil 2006-07					
	Dollars Spent per Student				
				State Avg., Dist.	% Diff. School & State
	SNES	BUSD	% Diff. School & Dist.	Type	
ADA*	225	6402	N/A	N/A	N/A
Total**	\$6,517	\$8,339	78.15	N/A	N/A
Restr.†	\$1,524	\$2,831	53.84	N/A	N/A
Unrestr.††	\$4,993	\$5,508	90.65	\$5,300	94.21
Avg. Teacher Salary	\$54,291	\$54,291	100.00	\$62,157	87.34

\* Average Daily Attendance

\*\* Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

## SARC Data & Internet Access

### DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Skyline North Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school