

Barstow Unified School District Barstow High School



Grades 9 through 12
Ed Cheek, Principal

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

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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 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 received 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.

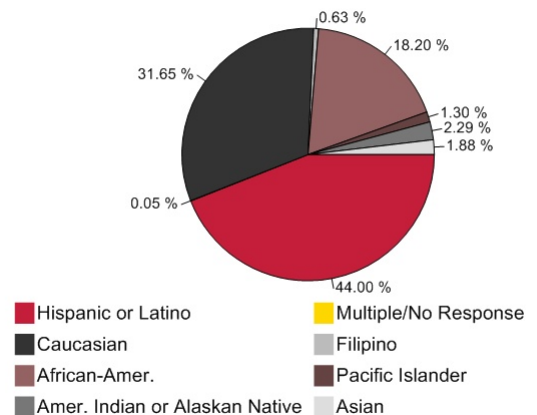
Mission Statement

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 Profile

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 2007-08 school year, 1918 students were enrolled, including 11% in special education, 11% qualifying for English Language Learner support, and 51% qualifying for free or reduced price lunch. Barstow High School achieved a 2008 Academic Performance Index (API) score of 618.

Percentage of Students by Ethnicity
2007-08 Enrollment: 1918



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 Barstow High 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>.

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 six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, 29.6% of the grade nine students were in the "healthy fitness zone". Comparative District and state results can be found at the CDE's Website www.cde.ca.gov/ta/tg/pf/.

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

	Barstow High School			District			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	30	29	34	30	32	37	42	43	46
Math	5	6	8	27	28	32	40	40	43
Science	18	25	22	18	24	26	35	38	46
Social Science	16	10	20	16	14	17	33	33	36

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

	Barstow High School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	23	44	57	*	28	31	44
Math	2	14	22	*	5	0	11
Science	14	38	*	*	14	*	33
Social Science	15	20	41	*	16	8	27

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

	Barstow High School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	31	36	10	26	2	
Math	7	7	4	5	1	
Science	23	20	2	14	0	
Social Science	25	15	8			

**California High School Exit Exam
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	Barstow High School			BUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	40.1	35.7	38.0	37.6	33.4	37.3	51.1	48.6	52.9
Math	31.9	37.0	38.7	29.8	34.1	36.5	46.8	49.9	51.3

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

**California High School Exit Exam
Percentage of Students Scoring in Each Performance Level
2007-08**

	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	62.0	31.7	6.3	61.3	29.6	9.0
Male	66.4	29.7	3.9	58.2	32.4	9.4
Female	56.5	34.3	9.3	64.7	26.6	8.7
African-Amer.	81.0	13.9	5.1	77.3	14.7	8.0
Amer. Indian or Alaskan Native	40.0	46.7	13.3	40.0	53.3	6.7
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	66.8	28.3	4.9	66.7	26.1	7.2
Pacific Islander	*	*	*	*	*	*
Caucasian	49.1	43.4	7.5	50.9	36.2	12.9
English Learners	81.7	15.5	2.8	77.0	18.9	4.1
Economically Disadvantaged	74.0	21.0	5.0	72.8	20.7	6.5
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	98.0	2.0	0.0	97.8	0.0	2.2

* To maintain confidentiality, scores are not disclosed when fewer than 10 students are tested.

**Percentage of Students Passing CAHSEE & Meeting District
Graduation Requirements*
2006-07****

Barstow High School	BUSD	California
76.4 %	78.0 %	80.5 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published

** Most current information available

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to

be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 69% of Barstow High School's tenth gradestudents who took the test passed the math portion of the exam and 72% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

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	3	2	2
Similar Schools Rank	3	2	N/A

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	618	-15	N/A	**
Ethnic Subgroups				
African-Amer.	555	-3	N/A	*
Amer. Indian or Alaskan Native	*	*	N/A	*
Asian	*	*	N/A	*
Filipino	*	*	N/A	*
Hispanic or Latino	593	-12	N/A	*
Pacific Islander	*	*	N/A	*
Caucasian	667	-20	N/A	*
Other Subgroups				
Students with Disabilities	413	*	N/A	*
Economically Disadvantaged	565	-5	N/A	*
English Learners	546	*	N/A	*

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, high schools must achieve a 33.4% or higher proficiency rate in English/Language Arts and 32.2% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 620 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83%.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website 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	BHS	BUSD
Overall Results	No	No
<i>Participation Rate - 2007-08</i>		
Language Arts	No	Yes
Math	No	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	No	No
Math	No	No
API Score 620 or Increase API by 1 point	No	Yes
Graduation Rate	No	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, Barstow High 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/.

Title I Program Improvement (PI) Status		
	BHS	BUSD
PI Status	N/A	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%

N/A = not participating in Title I Program

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 website, the school marquee, the school newspaper, Principal's Forum, and an automated telephone message system. Contact the school office at (760) 255-6107 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

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

Committees

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

School Activities

Open House
Student Performances
Sports Events
FAFSA Night
Sophomore Counseling
Parent Night for Athletics

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. 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. 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. Two day custodians and seven evening custodians are assigned to Barstow High School. The day custodians are responsible for:

- Restrooms
- Cafeteria Cleanup
- Office Area Cleaning
- Classroom Cleaning

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

- Restroom Cleanup
- Cafeteria Cleanup
- Office Area Cleaning
- Classroom Cleaning

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

Campus Description	
Year Built	1936
Acreage	23
	Quantity
Permanent Classrooms	85
Restrooms (student use)	10 sets
Libraries	1
Computer Labs	3
Science Labs	6
Gymnasiums	3
Cafeteria	1

Deferred Maintenance

Barstow High 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, Barstow High School received a portion of \$369,198 in deferred maintenance funds.

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 Wednesday, September 17, 2008. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance

department.

County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Barstow Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on September 17, 2008. Results of the inspection are provided below.

Section 2. Mech/HVAC

14: Floor vent dirty and obstructed with paper

Section 3. Windows/Doors/Gates/fences

Girls Gym: northeast door closer not functioning properly

Main Gym: Exit sign at northeast door missing face plate

RR @ main Gym: Men: Doors at the end of the lobby are obstructed and closed permanently

RR @ Main Gym: Women: Lobby-end doors intentionally blocked and closed from inside

Section 4. Interior Surfaces

30: Two pencil sharpeners missing covers

61: Pencil sharpener cover missing

72: Pencil sharpener cover missing

Boys Gym old: Large metal wall plate bent outward (injury hazard); missing handrail on steps to stage

Section 5. Hazardous Materials

30s hall: Paint peeling

Boys Gym old: Exterior paint peeling at southwest corner

Cust off near boys gym: Exterior door paint peeling

Janitor garage near boys gym: Exterior door paint peeling

Main Office Outside, east End: Paint peeling

Maint near Boys Gym: paint peeling on door

Section 7. Fire Safety

13, 14, 20, 24, 41, 42, 44, 50, 53, 55, 6, 68, Boys Old Gym, Maintenance near Boys Gym, Transformer Room (new) near 44: Fire extinguisher missing

15, 5, 57, 64, 71, 74: Fire extinguisher missing (repeated finding)

Section 8. Electrical

52, 922: Extension cord trip hazard

77: Electrical cord trip hazard

806: Auto Shop: many lights not functioning

Boys Gym Old: Electrical outlet plate missing

Transformer Room (old) near 44: Light switch not functioning

Section 10. Drinking fountains

20: Drinking fountain not working

30: Sink hot water not functioning properly

52: Drinking fountain not functioning

62: Drinking fountain flow insufficient

72: Sink dirty; paper towels missing

76: Sink faucet handle detached

922: Two labs sinks not functioning; soap missing; Instructor lab air spigot not working

Section 11. Restrooms

RR @ 501: Girls: No soap

RR @ 54: Girls: First stall lock not functioning

RR @ 6: Girls: First and last stalls missing toilet seat covers

RR @ 74: Girls: toilet not functioning; Toilet paper missing; no seat covers

RR @ 75: Boys: third sink has no water pressure

RR @ 802: Boys: faucet not functioning

RR @ 923: Mens: Soap dispenser missing

RR @ 923: women: Soap dispenser broken

RR @ Main Field E: Men: Two sink valves not working; one stall door broken; one stall door missing

RR @ Main Field W: Women Toilet seat broken

RR @ Staff Lounge: Handicapped: No soap; urinal dirty

Staff Lounge: Bathroom water fountain not functional

Section 15. Overall Cleanliness

Corridor outside 25, 26: Damaged asphalt trip hazard

School Facility Good Repair Status			
Most Recent Inspection: Wednesday, September 17, 2008			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(2)	14: Floor vent dirty and obstructed with paper
(3)	Girls Gym: northeast door closer not functioning properly Main Gym: Exit sign at northeast door missing face plate RR @ main Gym: Men: Doors at the end of the lobby are obstructed and closed permanently RR @ Main Gym: Women: Lobby-end doors intentionally blocked and closed from inside
(4)	30: Two pencil sharpeners missing covers 61: Pencil sharpener cover missing 72: Pencil sharpener cover missing Boys Gym old: Large metal wall plate bent outward (injury hazard); missing handrail on steps to stage
(5)	30s hall: Paint peeling Boys Gym old: Exterior paint peeling at southwest corner Cust off near boys gym: Exterior door paint peeling Janitor garage near boys gym: Exterior door paint peeling Main Office Outside, east End: Paint peeling Maint near Boys Gym: paint peeling on door
(7)	13, 14, 20, 24, 41, 42, 44, 50, 53, 55, 6, 68, Boys Old Gym, Maintenance near Boys Gym, Transformer Room (new) near 44: Fire extinguisher missing 15, 5, 57, 64, 71, 74: Fire extinguisher missing (repeated finding)
(8)	52, 922: Extension cord trip hazard 77: Electrical cord trip hazard 806: Auto Shop: many lights not functioning Boys Gym Old: Electrical outlet plate missing Transformer Room (old) near 44: Light switch not functioning
(10)	20: Drinking fountain not working 30: Sink hot water not functioning properly 52: Drinking fountain not functioning 62: Drinking fountain flow insufficient 72: Sink dirty; paper towels missing 76: Sink faucet handle detached 922: Two labs sinks not functioning; soap missing; Instructor lab air spigot not working
(11)	RR @ 501: Girls: No soap RR @ 54: Girls: First stall lock not functioning RR @ 6: Girls: First and last stalls missing toilet seat covers RR @ 74: Girls: toilet not functioning; Toilet paper missing; no seat covers RR @ 75: Boys: third sink has no water pressure RR @ 802: Boys: faucet not functioning RR @ 923: Mens: Soap dispenser missing RR @ 923: women: Soap dispenser broken RR @ Main Field E: Men: Two sink valves not working; one stall door broken; one stall door missing RR @ Main Field W: Women Toilet seat broken RR @ Staff Lounge: Handicapped: No soap; urinal dirty Staff Lounge: Bathroom water fountain not functional
(15)	Corridor outside 25, 26: Damaged asphalt trip hazard

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

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

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, teachers, classified staff, and administrators patrol the campus, entrance areas, and designated common areas. Administrators 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, teachers, classified staff, and administrators 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 by school staff in May 2008 and updated in May 2008. Staff responsibilities and safety plan updates were discussed with staff in May 2008.

Classroom Environment

Instructional Time

All instructional time offered at Barstow High School either meets or exceeds California's Education Code requirements. For the 2007-08 school year, Barstow High School offered 180 days of instruction comprised of 167 regular days and 13 modified days. Modified days were used for parent conferences and professional development. The state requires high school students to receive 64,800 minutes of instruction; Barstow High School offered a total of 65,326 minutes of instruction for the 2007-08 school year for all grade levels.

Discipline & Climate for Learning

Barstow High School's discipline policies are based upon the district's conduct code, which is used as a guide to develop school rules, encourage positive choices in behavior,

promote responsibility, promote respect, 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. Barstow High 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, in the student handbook, and at grade level assemblies led by administrators. Students are reminded throughout the school year of their individual responsibility to make good choices in behavior in morning announcements and at monthly ASB assemblies.

Administrators and teachers reinforce students demonstrating good citizenship, positive behavior, and student achievement at the end of each month. Barstow High School sponsors the following behavioral incentive: Student of the Month. Academic honors include Honor Roll, Principal's Honor Roll, and Perfect Attendance Awards.

Extracurricular and enrichment programs held after school promote academic achievement and create increased interest in school. Barstow High School offers AP Club, GATE Club, California Scholarship Federation, French Club, German Club, Key Club, Los Amigos, Minority Student Alliance, Photo Club, Science Club, Sober Club, Thespian Club, Wrestlerettes, CAAT'S Club, Faith Club, Chess Club, and Link Crew Club. Sports programs promote teamwork and good sportsmanship. Sports teams include volleyball, wrestling, basketball, cross country, softball, baseball, soccer, football, golf, and tennis.

Suspensions & Expulsions			
	BHS		
	05-06	06-07	07-08
Suspensions (#)	850	748	860
Suspensions (%)	43.90 %	38.74 %	44.84 %
Expulsions (#)	34	15	25
Expulsions (%)	1.76 %	0.78 %	1.30 %
BUSD High Schools			
Suspensions (#)	917	855	925
Suspensions (%)	42.83 %	39.90 %	43.41 %
Expulsions (#)	34	15	25
Expulsions (%)	1.59 %	0.70 %	1.17 %

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.

Teaching Load

The Teaching Load 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 1-20

students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2005-06			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	30.0	11	20	34
Math	31.3	4	24	24
Science	31.0	5	16	23
Social Science	32.9	3	23	40
2006-07				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	29.4	11	35	21
Math	28.7	13	23	21
Science	27.7	7	26	10
Social Science	29.5	9	31	16
2007-08				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	28.3	17	24	30
Math	30.4	8	19	27
Science	28.4	8	19	17
Social Science	29.7	8	27	21

Graduation & Dropout Rates

High schools are required to disclose, by student group, the percentage of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption.

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 monitoring CAHSEE test results and performance, parent conferences, and counseling. 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, 2006-07 data are the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2004-05 and 2005-06 school years, dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) * 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	BHS		
	04-05	05-06	06-07
Dropout Rate	2.8%	2.5%	4.9%
Graduation Rate	90.9%	89.8%	78.4%
	BUSD		
	04-05	05-06	06-07
Dropout Rate	6.8%	5.1%	6.9%
Graduation Rate	83.4%	78.3%	67.7%
	California		
	04-05	05-06	06-07
Dropout Rate	3.1%	3.5%	4.4%
Graduation Rate	85.0%	83.0%	79.5%

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Barstow High 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, Barstow High School held two (2) staff development days devoted to:

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

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. 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 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, 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, (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 the core subject areas, districts are required to disclose in their SARC's the sufficiency of instruction materials used for their visual/performing arts curricula. During the 2008-09 school year, Barstow Unified School District certifies that each student, including English learners, enrolled in a 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
Language Arts		
2007	Holt, Rinehart & Winston, <i>World Literature</i>	9-12
2007	McDougal Littell, <i>Language Network</i>	9-12
2007	Prentice Hall, <i>Everyday Use</i>	9-12
2007	Prentice Hall, <i>Timeless Voices, Timeless Themes</i>	9-12
2007	Scott Foresman, <i>England in Literature</i>	9-12
Math		
2008	Pearson Prentice Hall, <i>Algebra I</i>	9-12
Science		
2007	McGraw-Hill, <i>Biology</i>	9-12
2007	Prentice Hall, <i>Biology CA Edition</i>	9-12
2007	Prentice Hall, <i>Chemistry</i>	9-12
2007	Prentice Hall, <i>Conceptual Physics</i>	9-12
Social Science		
2007	Glencoe/McGraw-Hill, <i>Economics Principles & Practices</i>	9-12
2007	Houghton Mifflin, <i>American Pageant</i>	9-12
2007	McDougal Littell, <i>The American Reconstruction to the 21st Century</i>	9-12
2007	McGraw-Hill, <i>Economics</i>	9-12
2007	Pearson Longman, <i>American Government: Continuity and Change</i>	9-12
2007	Prentice Hall, <i>World History: The Modern World</i>	9-12

School Leadership

The principal works closely with the three assistant principals alongside the school leadership team to provide a comprehensive,

well-balanced, core curriculum aligned with state standards. Principal Ed Cheek is responsible for the day-to-day operations of the school and overall instructional program. The principal and assistant principals work as a team to fulfill the many responsibilities associated with running an effective educational program. The assistant principals take a prominent role in managing student discipline, student activities, school facilities, school and student safety, school operations and facilities, instructional programs, Athletics, ELD Program, Science and English, Special Education, and ROP Curriculum. Also coordinating efforts with the principal is the Leadership Team, comprised of the principal, assistant principals, teacher representatives, a student representative, WASC chair, and a parent representative. The Leadership Team meets monthly throughout the year to discuss instructional programs, staff development needs, and student achievement.

Principal Ed Cheek has been in the educational field for 20 years and serving Barstow High School for one year. Previous positions held in other schools include: principal, assistant principal, and classroom teacher. Principal Ed Cheek holds a bachelor's degree in Criminology and a master's degree in Educational Administration.

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 9 through 12 who have been identified as academically gifted through district-administered assessments. Students are placed in honors classes and the AVID program. Instruction is provided by teachers who are GATE Trained.

For students whose primary language is not English and who have limited English proficiency, Barstow High School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. Teachers use differentiated instruction and SDAIE (Specially-Designed Academic Instruction In English) strategies to maximize student understanding of lesson content and concepts. English learners may be placed in an ELD (English Language Development) class in lieu of an elective and as a supplement to their core language arts class. ELD lessons focus on developing listening, speaking, reading, and writing skills as quickly as possible, enabling students to successfully participate in the regular education program. Some students may receive English Language Development instruction as a supplement to

their regular language arts instruction. ELD instruction is provided in the classroom by home room teacher with bilingual aide support. Barstow High School's teachers utilize Hampton Brown's High Point series, a state-approved reading intervention program and textbook adoption. Barstow High School's teachers monitor progress of English Learners continually and adjust individualized instruction to meet current learning levels. 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.

Barstow High School's special education program is staffed by special education teachers, instructional aides, and designated specialists. 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 small group and individualized instruction in-class and in the resource room. A portion of instruction may be provided in one of two special day classes. 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. Barstow High 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.

Barstow High School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using district benchmark assessments and end-of-unit exams, 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:

- English Language Development Tutoring
- Tutoring
- Credit Recovery
- CAHSEE Prep Classes

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments, daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

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/>.

Students Enrolled in UC/CSU Courses 2006-07*	
	%
Students enrolled in courses required for UC/CSU admission	71.9
Graduates who completed all courses required for UC/CSU admission	33.7

*Most current data available

SAT Reasoning Test

The SAT is designed to assess many of the skills that are important to a student's success in college and to his or her general educational development; the scoring range is 200-800. Barstow High School encourages students to participate in college admission exam preparation programs.

* Data not available as of January 29, 2009.

	SAT Reasoning Test**		
	BHS		
	05-06	06-07	07-08
Test Takers (%)	29.1	33.1	*
Average Verbal Score	452	441	*
Average Math Score	459	446	*
Average Writing Score	456	440	*

**Detailed information regarding SAT results, including comparative district and state results, can be found at <http://www.cde.ca.gov/ds/sp/ai/>

Advanced Placement

In 2007-08, 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.

Advanced Placement Courses Offered & Student Participation 2007-08		
	No. of Courses	% of Student s in AP Offered Courses
Computer Science	1	1.4 %
English	2	8.3 %
Fine and Performing Arts	0	--
Foreign Language	0	--
Math	2	2.3 %
Science	1	0.8 %
Social Science	4	6.9 %
All Courses	10	19.8 %

Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the number of students enrolled in all courses will, and the number of students enrolled in AP courses may, exceed the actual student enrollment figure for the school.

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
- Regional Occupational Programs
- Career/Partnership Academies

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.

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Barstow High School's career/partnership academies are a "school within a school"; program components include rigorous academics with a career focus, a team of teachers, and active business involvement. During the 2007-08 school year, Barstow High School offered the following career academy programs:

- Mojave XP Academy
- Engineering 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. Core curriculum teachers and partnership academy teachers collaborate regularly to ensure three-year terms and coursework are in alignment with state standards and students' needs.

During the 2007-08 school year, Barstow High School offered the following career technical education programs as elective courses:

- Back and Front Office Billing

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/>.

Professional Staff

Substitute Teachers

Barstow High School occasionally experiences difficulties finding substitute teachers to fill vacancies. On those occasions when a

substitute teacher is not available, teachers share the responsibility and cover the absent teacher's classroom during their prep period.

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 Barstow High 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 twice 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 prepare an improvement plan in collaboration with the school administrator; teacher's evaluations are conducted annually until a satisfactory evaluation is obtained. 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

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.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08		
	No. of Staff	FTE
Counselor	5	5.0
Library Clerk	2	2.0
Speech/Language/Hearing Specialist*	2	0.2
Health Technician	1	0.8
Nurse*	1	0.1
Psychologist*	1	0.1

*as needed
FTE = Full-Time Equivalent

Teacher Assignment

During the 2007-08 school year, Barstow High School had 65 teachers who met all credential requirements in accordance with state guidelines. Many of Barstow High 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
Barstow High School	85.5 %	14.5 %
District Totals		
All Schools	90.0 %	10.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	BHS			BUSD
	05-06	06-07	07-08	07-08
Total Teachers	79	83	82	342
Teachers with full credentials	58	69	65	301
Teachers without full credentials	21	14	17	41
Teachers in alternate routes to certification	8	6	10	25
Pre-Internship	2	0	0	0
Teachers with emergency permits	11	11	5	13
Teachers with waivers	3	2	4	6
Teachers teaching outside subject area	10	8	8	30
Total teacher misassignments	48	38	27	54
Teacher misassignments for English learners	24	19	10	24
Other misassignments of certificated staff	24	19	17	30
Teacher vacancies	N/A	23	24	67

Teacher Credentials & Assignments (cont'd)		
	BHS	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		
	BHS	BUSD
Doctorate	1.2 %	0.9 %
Master's degree plus 30 or more semester hours	24.4 %	28.4 %
Master's degree	9.8 %	15.8 %
Bachelor's degree plus 30 or more semester hours	46.3 %	43.6 %
Bachelor's degree	18.3 %	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
Mid-Range Teacher Salary	\$57,097	\$62,830
Highest Teacher Salary	\$78,351	\$80,472
Superintendent Salary	\$135,864	\$166,547
Average Principal Salaries:		
High School	\$98,302	\$114,549
Percentage of General Fund Expenditures for:		
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

Expense of Education Per Pupil 2006-07					
	Dollars Spent per Student				
	BHS	BUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	1688	6402	N/A	N/A	N/A
Total**	\$5,440	\$8,339	65.24	N/A	N/A
Restr.†	\$1,229	\$2,831	43.41	N/A	N/A
Unrestr.††	\$4,211	\$5,508	76.45	\$5,300	79.46
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 Barstow High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Barstow High School's SARC and access the internet at any of the county's public libraries. The closest public library to Barstow High 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