

# Barstow Unified School District Barstow High School



Grades 9 through 12  
M. Scott Godfrey, Principal

430 South First Street  
Barstow, CA 92311  
PH: (760) 255-6107 FAX: (760) 256-4076

## 2008-09 School Accountability Report Card *Published January 2010*

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

### Website Address

www.barstow.k12.ca.us

### 2009-10 Board of Trustees

Julie Clemmer  
President

Barbara Rose  
Vice President

Ace Acevedo  
Clerk

Mary Rodriguez  
Member

Ernest Vogt  
Member

### District Administration

Susan Levine  
Superintendent

Tony Wardell  
Assistant Superintendent,  
Business Services

Jeff Malan  
Assistant Superintendent,  
Personnel Services

Teresa Healy  
Assistant Superintendent,  
Educational Services

Joni James  
Director II,  
Pupil Services

Vicki Lamborn  
Director,  
Instructional Support Services

### Contents

Principal's Message  
Mission Statement  
School Profile  
Student Achievement  
Parent Involvement  
School Facilities & Maintenance  
Classroom Environment  
Curriculum & Instruction  
College Preparation & Work Readiness  
Professional Staff  
District Expenditures  
SARC Data

## 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 2008-09 school year, 1843 students were enrolled, including 13% in special education, 10% qualifying for English Language Learner support, and 50% qualifying for free or reduced price lunch. Barstow High School achieved a 2009 Academic Performance Index (API) score of 636.

Percentage of Students by Ethnicity  
2008-09 Enrollment: 1843

Hispanic or Latino	43.95 %
Caucasian	33.37 %
African-Amer.	16.39 %
Amer. Indian or Alaskan Native	1.95 %
Pacific Islander	1.57 %
Asian	1.25 %
Filipino	1.03 %
Multiple/No Response	0.49 %

# Student Achievement

## National Assessment of Educational Progress (NAEP)

NAEP is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in math, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and math are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English Language Learners (ELL) are reported based on three levels (identified, excluded, and assessed).

In the following table, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Barstow Unified School District or Barstow High School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the NAEP web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE NAEP web page at <http://www.cde.ca.gov/ta/tg/nr/>.

## Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).

National Assessment of Educational Progress - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Average Scale Score		Percent at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading					
Fourth Grade	209	220	30	18	5
Eighth Grade	251	261	41	20	2
Math					
Fourth Grade	232	239	41	25	5
Eighth Grade	270	282	36	18	5

National Assessment of Educational Progress - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight				
	Students with Disabilities		English Learners	
	State	National	State	National
Reading				
Fourth Grade	74%	65%	93%	80%
Eighth Grade	78%	66%	92%	77%
Math				
Fourth Grade	79%	84%	96%	94%
Eighth Grade	85%	78%	96%	92%

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Barstow High School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	29	34	37	32	37	43	43	46	50
Math	6	8	6	28	32	37	40	43	46
Science	25	22	34	24	26	32	38	46	50
Social Science	10	20	20	14	17	19	33	36	41

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	Barstow High School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	23	69	64	56	30	41	48
Math	2	12	14	19	4	5	9
Science	24	*	*	*	27	*	43
Social Science	8	39	*	*	13	31	32

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels						
	Barstow High School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	34	40	14	26	12	
Math	6	6	2	4	10	
Science	40	27	11	28	14	
Social Science	23	17	4	13	1	

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Barstow High School			BUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	35.7	38.0	43.1	33.4	37.3	40.2	48.6	52.9	52.0
Math	37.0	38.7	36.8	34.1	36.5	32.6	49.9	51.3	53.3

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 2008-09						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	56.9	27.8	15.3	63.4	30.7	5.8
Male	58.7	28.6	12.7	58.9	34.2	6.8
Female	55.0	26.9	18.1	68.4	26.9	4.7
African-Amer.	58.8	23.5	17.6	74.5	21.6	3.9
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	64.4	25.6	10.0	69.6	29.2	1.2
Pacific Islander	*	*	*	*	*	*
Caucasian	50.0	31.1	18.9	54.1	34.4	11.5
English Learners	80.0	16.7	3.3	72.1	27.9	0.0
Economically Disadvantaged	66.5	22.3	11.2	72.2	24.7	3.0
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	97.4	2.6	0.0	87.2	12.8	0.0

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

### 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; 65% of Barstow High School's tenth grade students 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.

### Physical Fitness

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	-	-	-
Seventh	-	-	-
Ninth	19.0	30.2	21.2

### 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			
	2006	2007	2008
Statewide Rank	2	2	2
Similar Schools Rank	2	N/A	1

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

Academic Performance Index (API) Three Year Performance Comparison				
Results	API Score	Increase/Decrease in API Score		
	2009	2006-07	2007-08	2008-09
Schoolwide - All Students	636	*	*	18
<b>Ethnic Subgroups</b>				
African-Amer.	569	N/A	*	14
Amer. Indian or Alaskan Native	*	N/A	*	*
Asian	*	N/A	*	*
Filipino	*	N/A	*	*
Hispanic or Latino	605	*	*	12
Pacific Islander	*	N/A	*	*
Caucasian	686	*	*	19
<b>Other Subgroups</b>				
Students with Disabilities	446	*	*	33
Economically Disadvantaged	591	*	*	26
English Learners	575	*	*	29

Results generated from 2007, 2008, and 2009 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 2008-09 AYP cycle, high schools must achieve a 44.5% or higher proficiency rate in English/Language Arts and 43.5% 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 650 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83.1%.

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 2008-09		
<i>Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	BHS	BUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	No	Yes
Math	No	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	No	No
API Score	Yes	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 2008-09, 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.

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	2	
% of Schools Currently Identified for PI	15.4%	

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 web site, the school marquee, and the school newspaper. 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. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Exterior paint
- Installed security door

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:

- Restroom Cleaning
- Cafeteria Cleaning
- 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 Cleaning
- Cafeteria Cleaning
- 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
Square Footage	-
	Quantity
Permanent Classrooms	85
Portable Classrooms	0
Restrooms (sets)	10
Cafeteria	1
Library	1
Computer Labs	3
Gymnasiums	3
Science Labs	6

## 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 2008-09 school year, Barstow High School received a portion of \$316,119 in deferred maintenance funds for the repair and/or maintenance of:

- Interior/Exterior Painting
- Floor Systems

## 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 Monday, September 28, 2009. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2008-09, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Monday, September 28, 2009			
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
(6)	Room 40 - Dry rot/mold appears to undermine the structural components; damage to exterior paint, plaster or finish
(7)	Rooms 5, 13, 20, 50, 52, 57, 64, 72, & 77 - Fire extinguisher is missing
(8)	Room 901 - Improper usage of extension cords or extension/electrical cord trip hazard
(9)	Room 40 - Evidence of ants

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, teacher, 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, updated, and discussed with school staff in September 2009.

**Classroom Environment**

**Discipline & Climate for Learning**

Barstow High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	BHS		
	06-07	07-08	08-09
Suspensions (#)	748	860	721
Suspensions (%)	38.74 %	44.84 %	39.12 %
Expulsions (#)	15	25	16
Expulsions (%)	0.78 %	1.30 %	0.87 %
BUSD High Schools			
Suspensions (#)	855	925	2502
Suspensions (%)	39.90 %	43.41 %	119.94 %
Expulsions (#)	15	25	63
Expulsions (%)	0.70 %	1.17 %	3.02 %

*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. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	29.4	9	35	21
Math	28.7	13	23	21
Science	27.7	7	26	10
Social Science	29.5	9	31	16
Subject	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	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
Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	29.9	7	28	26
Math	31.1	4	24	25
Science	28.3	9	17	16
Social Science	29.9	6	25	22

**Dropouts**

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, 2007-08 data is 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 2005-06 school year, 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		
	05-06	06-07	07-08
Dropout Rate	2.5%	4.9%	6.5%
Graduation Rate	95.6%	82.4%	76.0%
	BUSD		
	05-06	06-07	07-08
Dropout Rate	5.1%	6.9%	9.5%
Graduation Rate	78.4%	67.7%	61.9%
	California		
	05-06	06-07	07-08
Dropout Rate	3.5%	4.4%	3.9%
Graduation Rate	83.4%	80.6%	80.2%

## Graduation Requirements

Students must accumulate 220 course credits, pass the math portion of CAHSEE and pass the language arts portion of CAHSEE to receive a high school diploma from Barstow High School. Alternative methods of acquiring a diploma are available through the #GradAlternatives# for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Barstow High School.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2007-08**			
Barstow High School	BUSD	California	
72.5 %	76.2 %	80.2 %	
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

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Barstow High School revolve around the California State Content Standards and Frameworks. During the 2008-09 school year, Barstow High School held two staff development days devoted to:

- Data Analysis
- Instructional Strategies
- Rosetta Stone
- Compass Learning
- Unwrapping Standards
- Student Discipline

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Barstow High School 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.

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
2	2	2

### 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 13, 2009, 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 #11-2009-2010 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2009-10 school year, Barstow Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>History-Social Science</b>		
2007	Glencoe/McGraw-Hill, <i>Economics: Principles and Practices</i>	0 %
2006	Kennedy, <i>American Pagaent</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2007	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
<b>Language Arts</b>		
2007	Holt, Rinehart and Winston, <i>World Literature</i>	0 %
2007	McDougal Littell, <i>Language Network</i>	0 %
2007	Pearson Prentice Hall, <i>Timeless Voices, Timeless Themes</i>	0 %
2007	Scott Foresman, <i>England in Literature</i>	0 %
<b>Math</b>		
2007	Pearson Prentice Hall, <i>Algebra I</i>	0 %
<b>Science</b>		
2007	Glencoe/McGraw-Hill, <i>Biology: The Dynamics of Life</i>	0 %
2007	Pearson Prentice Hall, <i>Biology, The Web of Life</i>	0 %
2007	Pearson Prentice Hall, <i>Chemistry</i>	0 %
2007	Pearson Prentice Hall, <i>Conceptual Physics</i>	0 %

## College Preparation & Work Readiness

### College Preparation Courses

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

### Admission Requirements for California Public Universities

#### University of California

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

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area.

Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Students Enrolled in UC/CSU Courses 2007-08*	
	%
Students enrolled in courses required for UC/CSU admission	72.6
Graduates who completed all courses required for UC/CSU admission	39.5

\*Most current data available

### Advanced Placement

In 2008-09, 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 2008-09		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	--
English	2	7.0 %
Fine and Performing Arts	0	--
Foreign Language	0	--
Math	2	4.8 %
Science	1	1.4 %
Social Science	4	6.7 %
All Courses	9	19.9 %

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 2008-09 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 2008-09 school year, Barstow High School offered the following career technical education programs as elective courses:

- Work experience education
- Exploring engineering and design, level 1
- Principles of engineering and design technology
- Manufacturing technology (metal shop)

## Professional Staff

### Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09		
	No. of Staff	FTE
Counselor	5	5.0
Library Clerk	2	2.0
Speech/Language/Hearing Specialist	2	*
Health Technician	1	0.8
Nurse	1	*
Psychologist	1	*

\* as needed  
FTE = Full-Time Equivalent

### Teacher Assignment

During the 2008-09 school year, Barstow High School had 67 teachers who met all credential requirements in accordance with state guidelines. 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 by NCLB-compliant and non-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 2008-09		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Barstow High School	89.0 %	11.0 %
<b>District Totals</b>		
All Schools	74.9 %	25.1 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	BHS			BUSD
	06-07	07-08	08-09	08-09
Total Teachers	83	82	75	324
Teachers with full credentials	69	65	67	305
Teachers without full credentials	14	17	8	19
Teachers in alternate routes to certification	6	10	7	15
Pre-Internship	0	0	0	0
Teachers with emergency permits	11	5	2	7
Teachers with waivers	2	4	13	36
Teachers teaching outside subject area	8	8	10	39
Total teacher misassignments	38	27	8	12
Teacher misassignments for English learners	19	10	7	8
Other misassignments of certificated staff	19	17	1	4
Teacher vacancies	23	24	4	9

Teacher Credentials & Assignments (cont'd)		
	BHS	BUSD
	09-10	09-10
Total teacher misassignments	1	5
Teacher misassignments for English learners	1	5
Other misassignments of certificated staff	0	0
Teacher vacancies	0	1

Teacher Education Levels 2008-09		
	BHS	BUSD
Doctorate	2.7 %	1.2 %
Master's degree plus 30 or more semester hours	29.3 %	31.5 %
Master's degree	12.0 %	17.6 %
Bachelor's degree plus 30 or more semester hours	42.7 %	40.1 %
Bachelor's degree	13.3 %	9.6 %
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: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	State Average of Districts in Same Category	
	BUSD	
Beginning Teacher Salary	\$37,175	\$40,917
Mid-Range Teacher Salary	\$57,097	\$64,688
Highest Teacher Salary	\$78,351	\$82,849
Superintendent Salary	\$135,864	\$176,845
<b>Average Principal Salaries:</b>		
High School	\$98,302	\$117,805
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	38.1%	40.3%
Administrative Salaries	6%	5.9%

### Expenditures Per Student

For the 2007-08 school year, Barstow Unified School District spent an average of \$8,121 of total general funds to educate each student (based on 2007-08 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of

educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Barstow Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received categorical, special education, and support programs funds for:

- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-Age Families Education Program (Cal-SAFE)
- California Peer Assistance & Review Program for Teachers (CPARP)
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority Schools Grants Program
- Instructional Materials
- Lottery: Instructional Materials
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School & Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

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 Barstow Branch Library, a branch of San Bernardino County Library.

Address: 304 E. Buena Vista, Barstow  
Phone Number: (760) 256-4850  
WebSite: <http://www.sbcounty.gov/library/home/>  
Number of Computers Available: 16

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Barstow Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in January 2010.

Expense of Education Per Pupil 2007-08					
	Dollars Spent per Student				
			% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
	BHS	BUSD			
ADA*	1989	6975	N/A	N/A	N/A
Total**	\$4,661	\$4,815	96.81	N/A	N/A
Restr.†	\$1,193	\$1,495	79.75	N/A	N/A
Unrestr.††	\$3,469	\$3,319	104.49	\$5,512	62.93
Avg. Teacher Salary	\$45,856	\$56,288	81.47	\$64,246	71.38

\* Average Daily Attendance

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

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

## SARC Data

### DataQuest

DataQuest is an online data tool located 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