Barstow Unified School District

Skyline North Elementary School

Grades K through 6
Kim Barilone, Principal

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2009-10 School Accountability Report Card
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2010-11
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Contents

Principal's Message

I'd like to welcome you to Skyline North Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

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

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

Mission Statement

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

School Profile

Skyline North Elementary School is located in the northern region of Barstow and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2009-10 school year, 403 students were enrolled, including 11% in special education, 13% qualifying for English Language Learner support, and 61% qualifying for free or reduced price lunch. Skyline North Elementary School achieved a 2010 Academic Performance Index (API) score of 874 and met all 2010 Adequate Yearly Progress criteria.

Student Enrollment by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-Amer.	9.43 %	Kindergarten	61
Amer. Indian or Alaskan Native	1.24 %	Grade 1	67
Asian	1.49 %	Grade 2	58
Filipino	1.24 %	Grade 3	50
Hisp. or Latino	40.94 %	Grade 4	53
Pacific Islander	3.47 %	Grade 5	52
Caucasian	41.44 %	Grade 6	62
Multi-Racial	0.74 %		
		Total Enrollment	403

Student Achievement

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.

STAR Results - All Students
Percentage of Students Scoring at Proficient & Advanced Levels

	Skyline North Elementary School			District			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	56	66	65	37	43	44	46	50	52
Math	75	78	83	32	37	43	43	46	48
Science	0	0	48	26	32	44	46	50	54
Social Science	0	0		17	19	26	36	41	44

STAR Results - Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels

	Skyline North Elementary School							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Cauca-sian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	38	*	*	72	*	77	*	*
Math	69	*	*	85	*	83	*	*
Science	*		*	42		57		*
Social Science								

STAR Results - Other Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels

	BUSD	Skyline North Elementary School						
	All	All	Male	Female	English Learners	Economically Dis-advan-taged	Students with Dis-abilities	Migrant Educ.
Lang. Arts	44		61	57	*	56	*	
Math	43		81	85	*	79	*	
Science	26		55	43	*	32	*	
Social Science	44							

Physical Fitness

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. The 2009-2010 data was not available at the time this publication was prepared.

Physical Fitness Test
Percentage of Students Meeting California Fitness Standards
2009-10

Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth			
Seventh			
Ninth			

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

	2007	2008	2009
Statewide Rank	9	8	8
Similar Schools Rank	10	10	10

Results generated from 2007, 2008, and 2009 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
	Increase/Decrease in API Score		
Results	2007-08	2008-09	2009-10
Schoolwide - All Students	-14	10	15
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	-36	*	*
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	15	-55	53
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	-46	9	30
English Learners	*	*	*

Results generated from 2008, 2009, and 2010 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
	2010 Growth API		
Group	School	District	State
African-Amer.		670	685
Amer. Indian or Alaskan Native			728
Asian			889
Filipino			851
Hisp. or Latino	860	723	715
Pacific Islander			754
Caucasian	892	771	838
Multi-Racial			807
Economically Disadvantaged	833	709	610
English Learners		706	691
Students with Disabilities		526	580
All Students	874		767

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 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or higher proficiency rate in all subgroup populations for English/Language Arts and 58% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 680 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ 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 2009-10		
Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?		
AYP Indicator	SNES	BUSD
Overall Results	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	Yes	No
Math	Yes	No
API Score	Yes	Yes
Graduation Rate	N/A	Pending

Reported data based upon performance of all subgroups for each of the areas listed

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 2009-10, Skyline North Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	SNES	BUSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2006-2007
Year in PI	N/A	Year 3
No. of Schools Currently in PI		2
% of Schools Currently Identified for PI		N/A

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through principal newsletters, the school marquee, the school website, and teacher newsletters. Contact the school office at (760) 255-6090 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone
Classroom Helper
Take Home Projects

Committees
Parent Teacher Organization
School Site Council

School Activities
Back to School Night
Family Nights
Spelling Bee
Literacy Day
Grade Level Theme Nights
Awards Assemblies
Meet Your Teacher
Club Activities
GATE Activities
Science Fair
Lunch on the Lawn (every Thursday)

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Skyline North Elementary School's original facilities were built in 1963 and 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 custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Skyline North Elementary School. The day custodian is responsible for:

• Cafeteria setup/cleanup
• Groundskeeping
• Office area cleaning

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

• Classroom cleaning
• Office area cleaning
• Restroom cleaning

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

Campus Description	
Year Built	1963
Acreage	8+
Square Footage	-
	Quantity
Permanent Classrooms	12
Portable Classrooms	5
Restrooms (sets)	2
Multipurpose Room/Cafeteria	1
Library	1
Computer Lab	1
Staff Lunch/Work Room	1

Deferred Maintenance

Skyline North Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, Skyline North Elementary School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection

The district's maintenance department inspects Skyline North Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Skyline North Elementary 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 Tuesday, September 21, 2010. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2009-10, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Tuesday, September 21, 2010			
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	✔		

Overall Summary of School Facilitiy 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, the principal, teachers, and instructional assistants are strategically assigned to designated entrance areas. Playground supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal and teachers monitor student behavior to ensure a safe and orderly departure.

Skyline North Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear visitor stickers while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Skyline North Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2010.

Classroom Environment

Discipline & Climate for Learning

Skyline North Elementary 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			
	SNES		
	07-08	08-09	09-10
Suspensions (#)	13	6	16
Suspensions (%)	5.33 %	2.47 %	3.97 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	BUSD Elementary Schools		
Suspensions (#)	999	217	533
Suspensions (%)	26.41 %	6.90 %	14.83 %
Expulsions (#)	15	3	1
Expulsions (%)	0.40 %	0.10 %	0.03 %

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

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
	2007-08			
	Avg. Class	Number of Classrooms		
Grade	Size	1-20	21-32	33+
K	17.7	3		
1	19.5	2		
2	20.0	1		
3	20.0	2		
4	23.0		2	
Combo K-3	18.0	2		
	2008-09			
	Avg. Class	Number of Classrooms		
Grade	Size	1-20	21-32	33+
K	19.7	3		
1	21.0	1	1	
2	21.5		2	
3	23.0		2	
4	22.5		2	

Combo classes are any combination of the grades shown.
2009-10 data not available at the time of production of this report

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Skyline North Elementary School revolve around the California State Content Standards and Frameworks. During the 2009-10 school year, Skyline North Elementary School held two staff development days devoted to:

• Data Analysis
• Instructional Strategies
• Testing Strategies
• Direct Interactive Instruction
• Love and Logic

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. Skyline North Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2009-10 school year, Skyline North Elementary School's teachers attended the following events hosted by the Barstow Unified School District:

• SB472 Instructional Material Training
• English Learner Professional Development
• Direct Interactive Instruction
• Grade Level Collaboration

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

job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
2	2	2

Instructional Materials

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

On Tuesday, September 28, 2010, 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 #13-2010-2011 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2010-11 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
History-Social Science		
2005	Pearson Scott Foresman, *Scott Foresman History-Social Science for California*	0 %
Language Arts		
2010	Harcourt Brace, Houghton Mifflin, *California Recommended Literature K-12*	0 %
Math		
2007	Houghton Mifflin Company, *Houghton Mifflin California Math*	0 %
Science		
2007	Pearson Scott Foresman, *Scott Foresman California Science*	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

Professional Staff

Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	0	0
Health Clerk	1	0.5
Nurse	1	*

* as needed
FTE = Full-Time Equivalent

Teacher Assignment

During the 2009-10 school year, Skyline North Elementary School had 17 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 2009-10		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB- Compliant Teachers
Skyline North Elementary School	100.0 %	0.0 %
District Totals		
All Schools	84.0 %	16.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	SNES			BUSD
	07-08	08-09	09-10	09-10
Total Teachers	15	14	17	308
Teachers with full credentials	15	14	17	303
Teachers without full credentials	0	0	0	5
Teachers in alternate routes to certificaton	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	5
Teacher misassignments for English learners	0	0	0	5
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	2	1	0	1

Teacher Credentials & Assignments (cont'd)		
	SNES	BUSD
	10-11	10-11
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2009-10		
	SNES	BUSD
Doctorate	0.0 %	0.7 %
Master's degree plus 30 or more semester hours	29.4 %	35.5 %
Master's degree	11.8 %	20.1 %
Bachelor's degree plus 30 or more semester hours	52.9 %	35.5 %
Bachelor's degree	5.9 %	8.2 %
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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	BUSD	State Average of Districts in Same Category
Beginning Teacher Salary	$37,175	$41,209
Mid-Range Teacher Salary	$57,097	$65,228
Highest Teacher Salary	$78,351	$83,339
Superintendent Salary	$135,864	$179,589
Average Principal Salaries:		
Elementary School	$87,435	$103,189
Percentage of General Fund Expenditures for:		
Teacher Salaries	39%	40.7%
Administrative Salaries	6.2%	5.9%

Expenditures Per Student
For the 2008-09 school year, Barstow Unified School District spent an average of $8,146 of total general funds to educate each student (based on 2008-09 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Barstow Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received categorical, special education, and support programs funds for:

• ARRA: State Fiscal Stabilization Fund
• Arts & Music Block Grant
• CA High School Exit Examination
• CA School-Age Families Education Program (Cal-SAFE)
• California Instructional School Garden
• California Peer Assistance & Review Program for Teachers(CPARP)
• Community-Based Tutoring Grants
• 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
• Partnership Academies Program
• 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
• Tobacco-Use Prevention Education
• Transportation
• Transportation: Special Education
• Vocational Programs

Expense of Education Per Pupil 2008-09					
	Dollars Spent per Student				
	SNES	BUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	226	6144	N/A	N/A	N/A
Total**	$7,846	$8,324	94.25	N/A	N/A
Restr.†	$3,026	$3,103	97.52	N/A	N/A
Unrestr.††	$4,820	$5,221	92.31	$5,681	84.84
Avg. Teacher Salary	$55,242	$56,093	98.48	$56,953	97.00

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 Skyline North Elementary 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 Skyline North Elementary School's SARC

and access the internet at any of the county's public libraries. The closest public library to Skyline North Elementary School is 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 section were acquired in December 2010. Data to prepare the school facilities section were acquired in January 2011.