

Barstow Unified Challenges Community Day

Grades 2 through 6
Cari Mauldin, Principal



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2012-13 School Accountability Report Card *Published January 2014*

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Principal's Message

Challenges Community Day's staff is committed to implementing an intensive, balanced, standards-based curriculum to ensure each child's success. This annual report card to the community will share valuable information about our instructional programs, academic achievements, school facilities and safety, highly qualified staff, textbooks, and finances compared to other schools and districts in the state.

A special emphasis is placed on providing an instructional program designed to boost student confidence and increase subject matter proficiency. Staff and parents work together to create a learning environment that has high expectations, promotes students' academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and its program and welcome all to support our efforts.

Mission Statement

We take responsibility, everyone shows respect, all strive for excellence and use mustang manners.

School Profile

Challenges Community Day is located in the eastern region of Barstow and serves students in grades two through six following a traditional calendar. At the beginning of the 2012-13 school year, 7 students were enrolled, including 29% qualifying for English Language Learner support and 86% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African-Amer.	42.90%	Grade 2	3
Amer. Indian or Alaskan Native	0.00%	Grade 3	2
Asian	0.00%	Grade 4	1
Filipino	0.00%	Grade 5	0
Hisp. or Latino	28.60%	Grade 6	1
Pacific Islander	0.00%		
Caucasian	0.00%		
Multi-Racial	28.60%		
Total Enrollment			7

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 2013 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2013/>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Challenges Community Day			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	*	*	*	45	47	46	54	56	55
Math	*	*	*	46	45	45	50	50	50
Science	*	*	*	42	48	52	57	60	59
Social Science				30	31	35	48	49	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13								
	Challenges Community Day							
	African- Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	*					*		*
Math	*					*		*
Science	*					*		*
Social Science								

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13								
	BUSD	Challenges Community Day						
	All	All	Male	Female	English Learners	Economically Dis-advantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	46	*	*	*	*	*		*
Math	45	*	*	*	*	*		*
Science	52	*	*	*	*	*		*
Social Science	35							

Physical Fitness

In the spring of each year, Challenges Community Day is required by the state to administer a physical fitness test to all students in grade five. 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. Due to the moderate number of students tested, and in order to protect confidentiality, fitness scores are not disclosed for Challenges Community Day..

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2012-13			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	*	*	*

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			
	2010	2011	2012
Statewide Rank	N/A	N/A	N/A
Similar Schools Rank	N/A	N/A	N/A

Results generated from 2010, 2011, and 2012 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	*	*	*
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	N/A	N/A	*
Asian	N/A	N/A	*
Filipino	N/A	N/A	*
Hisp. or Latino	*	*	*
Multi-Racial	*	*	*
Pacific Islander	N/A	N/A	*
Caucasian	N/A	N/A	*
Students with Disabilities	N/A	N/A	*
Economically Disadvantaged	*	*	*
English Learners	*	*	*

* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Results generated from 2011, 2012, and 2013 Growth API Reports

Academic Performance Index (API) Growth by Student Group						
	CCD		BUSD		State	
	No. of Students	Growth	No. of Students	Growth	No. of Students	Growth
All Students	*		3,895	757	4,655,989	790
Students with Disabilities			507	537	527,476	615
Economically Disadvantaged	*		3,026	737	2,774,640	743
English Learners	*		744	727	1,482,316	721
African-Amer.	*		543	688	296,463	708
Amer. Indian or Alaskan Native			61	749	30,394	743
Asian			35	869	406,527	906
Filipino			37	894	121,054	867
Hisp. or Latino	*		2,046	752	2,438,951	744
Multi-Racial	*		133	790		
Pacific Islander			50	818	25,351	774
Caucasian			990	788	1,200,127	853

* Fewer than 10 students were tested and results were not disclosed for privacy purposes

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 2012-13 AYP cycle, elementary and middle schools must achieve a 89.2% or higher proficiency rate in all subgroup populations for English/Language Arts and 89.5% 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 770 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 2012-13		
Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?		
AYP Indicator	CCD	BUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	Yes	No
API Score	N/A	Yes
Graduation Rate	N/A	Yes

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 2012-13, Challenges Community Day did not participate in the Title I program and is therefore not required to comply with program mandates.

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		
	CCD	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		7
% of Schools Currently Identified for PI		70.0%

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 the school marquee, the school website, announcements and Infinite Campus phone system. Contact the school office at (760) 253-7713 for more information on how to become involved in your child's learning environment.

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. Challenges Community Day's original facilities were built in 1945; 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 is shared with Lenwood Elementary School. The day custodian is responsible for cleaning the classroom and the evening custodian is responsible for cleaning the restroom. Restrooms are checked once a day for cleanliness and subsequently cleaned as needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1945
Acreage	-
Square Footage	-
	Quantity
Permanent Classrooms	1
Portable Classrooms	0
Restrooms (sets)	1
Multipurpose Room/Cafeteria	1
Staff Lounge/Work Room(s)	1
Library	1

Deferred Maintenance

Challenges Community Day 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 2012-13 school year, Challenges Community Day did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection

The district's maintenance department inspects Challenges Community Day on an annual basis in accordance with Education Code §17592.72(c)(1). Challenges Community Day 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, March 05, 2014. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2012-13, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Wednesday, March 05, 2014			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

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

Rating Description

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. Upon arrival, students go directly to their classroom where they are supervised by a teacher and an aide. The teacher and aide monitor student behavior in the cafeteria during breakfast time and in the playground during recess. Paraeducators monitor lunch time activity. At the end of the day when students are dismissed, the teacher and paraeducators monitor student behavior to ensure a safe and orderly departure.

Challenges Community Day 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 Challenges Community Day in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Challenges Community Day uses the same safety plan as Lenwood Elementary. 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 May 2013.

Classroom Environment

Discipline & Climate for Learning

Challenges Community Day'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			
	CCD		
	10-11	11-12	12-13
Suspensions (#)	0	2	0
Suspensions (%)	0.00 %	18.18 %	0.00 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	BUSD Elementary Schools		
	10-11	11-12	12-13
Suspensions (#)	418	283	346
Suspensions (%)	11.81 %	8.21 %	10.06 %
Expulsions (#)	2	1	1
Expulsions (%)	0.06 %	0.03 %	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				
Grade	2011-12			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
1	11.0	3		
Grade	2012-13			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
2	3.0	3		
3	2.0	3		
6	1.0	3		

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Challenges Community Day revolve around the California State Content Standards and Frameworks. During the 2012-13 school year, Challenges Community Day held staff development training devoted to:

- Data analysis
- Instructional strategies
- English Language Learner Instruction
- Common Core State Standards

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. Challenges Community Day supports ongoing professional growth throughout the year on early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2012-13 school year, Challenges Community Day's teachers attended the following events hosted by the Barstow Unified:

- Common Core State Standards
- EL Program 2 Training

Challenges Community Day 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		
2010-11	2011-12	2012-13
0	0	1

Instructional Materials

All textbooks used in the core curriculum at Challenges Community Day 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 10, 2013, the Barstow Unified'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 #4 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2013-14 school year, Barstow Unified 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, <i>Scott Foresman History-Social Science for California</i>	0 %
Language Arts		
2010	Harcourt Brace, Houghton Mifflin, <i>California Recommended Literature K-12</i>	0 %
Math		
2007	Houghton Mifflin Company, <i>Houghton Mifflin California Math</i>	0 %
Science		
2007	Pearson Scott Foresman, <i>Scott Foresman California Science</i>	0 %

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

Professional Staff

Counseling & Support Staff

Challenges Community Day 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 Challenges Community Day'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) 2012-13		
	No. of Staff	FTE
Counselor	0	0
Health Clerk	1	0.5
Library Clerk	1	0.5
Nurse	1	*
Psychologist	1	*

* as needed
FTE = Full-Time Equivalent

Teacher Assignment

During the 2012-13 school year, Challenges Community Day had one teacher 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 2012-13		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Challenges Community Day	100.0 %	0.0 %
District Totals		
All Schools	85.2 %	14.8 %
High-Poverty	85.2 %	14.8 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	CCD			BUSD
	10-11	11-12	12-13	12-13
Total Teachers	1	1	1	258
Teachers with full credentials	1	1	1	256
Teachers without full credentials	0	0	0	2
Teachers teaching outside subject area	0	0	0	25
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	CCD	BUSD
	13-14	13-14
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Teacher vacancies	0	1

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: 2011-12 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2011-12		
	BUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$37,175	\$40,928
Mid-Range Teacher Salary	\$57,097	\$64,449
Highest Teacher Salary	\$78,351	\$82,826
Superintendent Salary	\$138,000	\$183,968
Average Principal Salaries:		
Elementary School	\$87,435	\$102,640
Percentage of General Fund Expenditures for:		
Teacher Salaries	37%	40%
Administrative Salaries	6%	6%

Expenditures Per Student

For the 2011-12 school year, Barstow Unified spent an average of \$7,974 of total general funds to educate each student (based on 2011-12 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 receives state and federal categorical funding for special programs. For the 2011-12 school year, the district received categorical, special education, and support programs funds for:

- Economic Impact Aid (EIA)
- Lottery: Instructional Materials
- Special Education
- Title I
- Title II
- Title III
- Transportation
- Transportation: Special Education
- Vocational Programs
- Education Jobs Fund
- Medi-Cal Billing Option

Expense of Education Per Pupil 2011-12					
	Dollars Spent per Student				
	CCD	BUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
Total**	\$2,695	N/A	N/A	N/A	N/A
Restr.†	\$2,695	N/A	N/A	N/A	N/A
Unrestr.††	\$0	\$4,013	0.00	\$5,537	0.00
Avg. Teacher Salary	\$59,864	\$60,928	98.25	\$67,106	89.21

* 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 Challenges Community Day 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 Challenges Community Day's SARC and access the internet at any of the county's public libraries. The closest public library to Challenges Community Day 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. 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 December 2013.