

Barstow Unified School District Challenges Community Day

Grades 2 through 6
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2014-15 School Accountability Report Card *Published January 2016*

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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 2014-15 school year, 6 students were enrolled, including 16.7% in special education, 16.7% qualifying for English Language Learner support, and 100% qualifying for free or reduced price lunch.

| Student Enrollment by Ethnicity / Grade Level 2014-15 | | | |
|--|---------|-------------|---|
| Ethnic Group | % | Grade Level | # |
| African-Amer. | 16.70% | Grade 2 | 0 |
| Amer. Indian or Alaskan Native | 0.00% | Grade 3 | 1 |
| Asian | 0.00% | Grade 4 | 4 |
| Filipino | 0.00% | Grade 5 | 1 |
| Hisp. or Latino | 50.00% | Grade 6 | 0 |
| Pacific Islander | 0.00% | Ungraded | 0 |
| Caucasian | 16.70% | | |
| Multi-Racial | 16.70% | | |
| Students with Disabilities | 16.70% | | |
| Economically Disadvantaged | 100.00% | | |
| English Learners | 16.70% | | |
| Foster Youth | 0.00% | | |
| Total Enrollment | | | 6 |

Student Achievement

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. 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 2014-15 | | | |
|---|--------------------------|-------------|------------|
| Grade Tested | Number of Standards Met: | | |
| | Four of Six | Five of Six | Six of Six |
| Fifth | -- | -- | -- |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 assessments by 2014. Meeting 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. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient. The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. 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 Criteria & Compared to District and State Performance 2014-15 | | | |
|---|-----|------|------------|
| Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below? | | | |
| AYP Criteria | CCD | BUSD | California |
| Overall Results | Yes | No | Yes |
| <i>Participation Rate</i> | | | |
| English Language Arts | Yes | Yes | Yes |
| Mathematics | Yes | Yes | Yes |
| <i>Percent Proficient</i> | | | |
| English Language Arts | N/A | N/A | N/A |
| Mathematics | N/A | N/A | N/A |
| Met Attendance Rates | N/A | Yes | Yes |
| Met Graduation Rate | N/A | No | Yes |

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 2014-15, 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 2015-16 | | |
|--|-------------|-----------|
| | CCD | BUSD |
| PI Status | Not Title I | In PI |
| First Year of PI | N/A | 2006-2007 |
| Year in PI | N/A | Year 3 |
| No. of Schools Currently in PI | | 6 |
| % of Schools Currently in PI | | 50.0% |

Note: Cells with N/A values do not require data.

California Standardized Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the CDE's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

| California Standards Tests for All Students in Science -- Three-Year Comparison | | | | | | | | | |
|---|---|-------|-------|----------|-------|-------|------------|-------|-------|
| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | Challenges Community Day | | | District | | | California | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Science (grades 5, 8, and 10) | N/A | -- | -- | 51 | 48 | 40 | 59 | 60 | 56 |

| California Standards Tests Results by Student Group in Science (School Year 2014-15) | |
|---|---|
| Group | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |
| All Students (District) | 40 |
| All Students (School) | -- |
| Male | |
| Female | |
| African-Amer. | -- |
| Amer. Indian or Alaskan Native | |
| Asian | |
| Filipino | |
| Hispanic or Latino | -- |
| Pacific Islander | |
| Caucasian | -- |
| Multi-Racial | -- |
| English Learners | -- |
| Economically Disadvantaged | -- |
| Migrant Educ. | |
| Students with Disabilities | -- |
| Foster Youth | |

Note: Scores are not shown when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

| California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15 | | | |
|---|--------------------------|----------|------------|
| | Challenges Community Day | District | California |
| English-Language Arts/Literacy | 9 | 30 | 44 |
| Mathematics | -- | 24 | 33 |

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

2014-15 CAASPP Assessment Results Disaggregated by Student Groups

| English Language Arts - Grade 3 | | | | | | | |
|---------------------------------|------------------|----------|---|---------------------------|----|----|----|
| Student Groups | Total Enrollment | # Tested | % Tested of All Students Total Enrollment | Percent Performance Level | | | |
| | | | | 1 | 2 | 3 | 4 |
| All Students | 2 | 2 | 100.0 | -- | -- | -- | -- |
| Male | 2 | 2 | 100.0 | -- | -- | -- | -- |
| African-Amer. | 2 | 2 | 100.0 | -- | -- | -- | -- |
| Economically Disadvantaged | 2 | 2 | 100.0 | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

| Mathematics - Grade 3 | | | | | | | |
|----------------------------|------------------|----------|---|---------------------------|----|----|----|
| Student Groups | Total Enrollment | # Tested | % Tested of All Students Total Enrollment | Percent Performance Level | | | |
| | | | | 1 | 2 | 3 | 4 |
| All Students | 2 | 1 | 50.0 | -- | -- | -- | -- |
| Male | 2 | 1 | 50.0 | -- | -- | -- | -- |
| African-Amer. | 2 | 1 | 50.0 | -- | -- | -- | -- |
| Economically Disadvantaged | 2 | 1 | 50.0 | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

| English Language Arts - Grade 4 | | | | | | | |
|---------------------------------|------------------|----------|---|---------------------------|----|----|----|
| Student Groups | Total Enrollment | # Tested | % Tested of All Students Total Enrollment | Percent Performance Level | | | |
| | | | | 1 | 2 | 3 | 4 |
| All Students | 6 | 6 | 100.0 | -- | -- | -- | -- |
| Male | 6 | 5 | 83.3 | -- | -- | -- | -- |
| Female | 6 | 1 | 16.7 | -- | -- | -- | -- |
| African-Amer. | 6 | 1 | 16.7 | -- | -- | -- | -- |
| Hisp. or Latino | 6 | 3 | 50.0 | -- | -- | -- | -- |
| Caucasian | 6 | 1 | 16.7 | -- | -- | -- | -- |
| Multi-Racial | 6 | 1 | 16.7 | -- | -- | -- | -- |
| English Learners | 6 | 1 | 16.7 | -- | -- | -- | -- |
| Economically Disadvantaged | 6 | 6 | 100.0 | -- | -- | -- | -- |
| Students with Disabilities | 6 | 1 | 16.7 | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

| Mathematics - Grade 4 | | | | | | | |
|----------------------------|------------------|----------|---|---------------------------|----|----|----|
| Student Groups | Total Enrollment | # Tested | % Tested of All Students Total Enrollment | Percent Performance Level | | | |
| | | | | 1 | 2 | 3 | 4 |
| All Students | 6 | 6 | 100.0 | -- | -- | -- | -- |
| Male | 6 | 5 | 83.3 | -- | -- | -- | -- |
| Female | 6 | 1 | 16.7 | -- | -- | -- | -- |
| African-Amer. | 6 | 1 | 16.7 | -- | -- | -- | -- |
| Hisp. or Latino | 6 | 3 | 50.0 | -- | -- | -- | -- |
| Caucasian | 6 | 1 | 16.7 | -- | -- | -- | -- |
| Multi-Racial | 6 | 1 | 16.7 | -- | -- | -- | -- |
| English Learners | 6 | 1 | 16.7 | -- | -- | -- | -- |
| Economically Disadvantaged | 6 | 6 | 100.0 | -- | -- | -- | -- |
| Students with Disabilities | 6 | 1 | 16.7 | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

| English Language Arts - Grade 5 | | | | | | | |
|---------------------------------|------------------|----------|---|---------------------------|----|----|----|
| Student Groups | Total Enrollment | # Tested | % Tested of All Students Total Enrollment | Percent Performance Level | | | |
| | | | | 1 | 2 | 3 | 4 |
| All Students | 2 | 2 | 100.0 | -- | -- | -- | -- |
| Male | 2 | 2 | 100.0 | -- | -- | -- | -- |
| African-Amer. | 2 | 1 | 50.0 | -- | -- | -- | -- |
| Hisp. or Latino | 2 | 1 | 50.0 | -- | -- | -- | -- |
| Economically Disadvantaged | 2 | 2 | 100.0 | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

| Mathematics - Grade 5 | | | | | | | |
|----------------------------|------------------|----------|---|---------------------------|----|----|----|
| Student Groups | Total Enrollment | # Tested | % Tested of All Students Total Enrollment | Percent Performance Level | | | |
| | | | | 1 | 2 | 3 | 4 |
| All Students | 2 | 2 | 100.0 | -- | -- | -- | -- |
| Male | 2 | 2 | 100.0 | -- | -- | -- | -- |
| African-Amer. | 2 | 1 | 50.0 | -- | -- | -- | -- |
| Hisp. or Latino | 2 | 1 | 50.0 | -- | -- | -- | -- |
| Economically Disadvantaged | 2 | 2 | 100.0 | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

| English Language Arts - Grade 6 | | | | | | | |
|---------------------------------|------------------|----------|---|---------------------------|----|----|----|
| Student Groups | Total Enrollment | # Tested | % Tested of All Students Total Enrollment | Percent Performance Level | | | |
| | | | | 1 | 2 | 3 | 4 |
| All Students | 1 | 1 | 100.0 | -- | -- | -- | -- |
| Male | 1 | 1 | 100.0 | -- | -- | -- | -- |
| Multi-Racial | 1 | 1 | 100.0 | -- | -- | -- | -- |
| Economically Disadvantaged | 1 | 1 | 100.0 | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

| Mathematics - Grade 6 | | | | | | | |
|----------------------------|------------------|----------|---|---------------------------|----|----|----|
| Student Groups | Total Enrollment | # Tested | % Tested of All Students Total Enrollment | Percent Performance Level | | | |
| | | | | 1 | 2 | 3 | 4 |
| All Students | 1 | 1 | 100.0 | -- | -- | -- | -- |
| Male | 1 | 1 | 100.0 | -- | -- | -- | -- |
| Multi-Racial | 1 | 1 | 100.0 | -- | -- | -- | -- |
| Economically Disadvantaged | 1 | 1 | 100.0 | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments & NCLB Compliance charts; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in *California Assessment of Student Performance and Progress*, including the CST - Science Results and CAASPP charts; *Academic Performance Index*, including API chart; and *College Preparation & Work Readiness*, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in *California High School Exit Exam*, including the CAHSEE charts; and *Physical Fitness*, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in *Parent Involvement*.

Pupil Engagement – State Priority 5: Covered in *Dropouts* and in *Graduation Requirements*, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

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 announcements, the school marquee, the school website, and Infinite Campus (automated telephone messages). 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 is located on Lenwood Elementary School's campus; 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 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. The restroom is 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 |
| Library (shared w/Lenwood Elem.) | 1 |
| Multipurpose Room/Cafeteria (shared w/Lenwood Elem) | 1 |
| Staff Lounge/Work Room (shared w/Lenwood Elem.) | 1 |

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 Thursday, December 03, 2015. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

| School Facility Good Repair Status | | | |
|---|---------------|------|------|
| Most Recent Inspection: Thursday, December 03, 2015 | | | |
| 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

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

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 proceed to their classroom where they are supervised by a teacher and one 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. 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 2015.

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 | | | |
|--------------------------|--------|--------|--------|
| | 12-13 | 13-14 | 14-15 |
| CCD | | | |
| # of Students Suspended | 0 | 1 | 2 |
| # of Students Expelled | 0 | 0 | 0 |
| BUSD | | | |
| # of Students Suspended | 791 | 706 | 696 |
| # of Students Expelled | 6 | 4 | 0 |
| California | | | |
| # of Students Suspended | 329370 | 279383 | 243603 |
| # of Students Expelled | 8266 | 6611 | 5692 |

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

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 | | | | |
|--|-----------------|----------------------|-------|-----|
| | | 2012-13 | | |
| Grade | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ |
| Other | | 7.0 | 3 | |
| | | 2013-14 | | |
| Grade | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ |
| Other | | 5.0 | 3 | |
| | | 2014-15 | | |
| Grade | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ |
| 5 | | 6.0 | 3 | |

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Challenges Community Day revolve around the Common Core State Standards. During the 2014-15 school year, Challenges Community Day held staff development training devoted to:

- Common Core State Standards
- Data Analysis
- English Language Learner Instruction
- Positive Behavior Interventions and Supports (PBIS)

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 2014-15 school year, Challenges Community Day's teachers attended the following events hosted by the Barstow Unified School District:

- Crisis Prevention Intervention (CPI) Training
- English/Language Arts (ELA) Curriculum Guides
- Report Cards/Specification and Technology Scope and Sequence
- Think Central Go Math!

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 | | |
|---|---------|---------|
| 2012-13 | 2013-14 | 2014-15 |
| 1 | 4 | 3 |

Instructional Materials

All textbooks used in the core curriculum at Challenges Community Day are aligned to the California State Standards. 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 22, 2015, 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 #13-2015-2016 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 2015-16 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 |
| English Language Arts | | |
| 2010 | Houghton Mifflin/HSP, <i>California Excursions</i> | 0 % |
| History-Social Science | | |
| 2005 | Pearson Scott Foresman, <i>Scott Foresman History-Social Science for California</i> | 0 % |
| Mathematics | | |
| 2014 | Houghton Mifflin Harcourt School Publishers, <i>California Go Math</i> | 0 % |
| Science | | |
| 2007 | Pearson Scott Foresman, <i>Scott Foresman California Science</i> | 0 % |

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) 2014-15 | | |
|---|--------------|-----|
| | No. of Staff | FTE |
| Academic Counselor | 0 | 0 |
| Health Clerk (shared with Lenwood Elem.) | 1 | 1.0 |
| Library Clerk (shared with Lenwood Elem.) | 1 | 0.5 |
| Nurse (shared with Lenwood Elem.) | 1 | * |
| Psychologist (shared with Lenwood Elem.) | 1 | * |

* as needed

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2014-15 school year, Challenges Community Day had 1 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 2014-15 | | |
|---------------------------------------|-----------------------------------|---------------------------------------|
| | Taught by NCLB-Compliant Teachers | Taught by non-NCLB-Compliant Teachers |
| Challenges Community Day | 100.0 % | 0.0 % |
| District Totals | | |
| All Schools | 90.0 % | 10.0 % |
| High-Poverty | 90.0 % | 10.0 % |
| Low-Poverty | 0.0 % | 0.0 % |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

| Teacher Credentials & Assignments | | | | |
|---|-------|-------|-------|-------|
| | CCD | | | BUSD |
| | 13-14 | 14-15 | 15-16 | 15-16 |
| Total Teachers | 1 | 1 | 1 | 238 |
| Teachers with full credentials | 1 | 1 | 1 | 226 |
| Teachers without full credentials | 0 | 0 | 0 | 12 |
| Teachers teaching outside subject area of competence (with full credential) | 1 | 1 | 1 | 17 |
| Teacher misassignments for English learners | 0 | 0 | 0 | 1 |
| Total teacher misassignments | 0 | 0 | 0 | 1 |
| Vacant teacher positions | 0 | 0 | 0 | 3 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

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: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

| Salary Comparison 2013-14 | | |
|------------------------------------|-----------|---|
| | BUSD | State Average of Districts in Same Category |
| Beginning Teacher Salary | \$38,290 | \$42,315 |
| Mid-Range Teacher Salary | \$58,810 | \$66,451 |
| Highest Teacher Salary | \$80,702 | \$85,603 |
| Superintendent Salary | \$145,230 | \$189,899 |
| Average Principal Salaries: | | |
| Elementary School | \$90,058 | \$105,079 |
| Percentage of Budget: | | |
| Teacher Salaries | 34% | 39% |
| Administrative Salaries | 5% | 6% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2013-14 school year, Barstow Unified School District spent an average of \$8,289 of total general funds to educate each student (based on 2013-14 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 2013-14 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- Common Core State Standards Implementation
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally defined
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Vocational Programs

| Expense of Education Per Pupil 2013-14 | | | | | |
|---|---------------------------|----------|------------------------------|---|------------------------------|
| | Dollars Spent per Student | | | | |
| | CCD | BUSD | % Diff. School & Dist. | State Avg., Dist. Same Size & Type | % Diff. School & State |
| | | | | | |
| ADA* | 3 | N/A | N/A | N/A | N/A |
| Total** | \$51,092 | N/A | N/A | N/A | N/A |
| Restr.† | \$0 | N/A | N/A | N/A | N/A |
| Unrestr.†† | \$51,092 | \$4,139 | 1234.37 | \$5,348 | 955.35 |
| Avg. Teacher Salary | \$43,103 | \$64,481 | 66.85 | \$69,257 | 62.24 |

Note: Cells with N/A values do not require data.

* Average Daily Attendance

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 AYP, CST & CAASPP 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 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 November 2015. Data to prepare the school facilities section were acquired in December 2015.