

Barstow Unified School District Barstow Junior High School

Grades 7 through 8
Carolyn Norman, Principal



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

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The statistical information disclosed in this report is obtained from the California Department of Education and the Barstow Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in 12/8. Those to prepare the school facilities section were acquired in 01/2009.

Principal's Message

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

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

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

Mission Statement

The mission of Barstow Junior High School is to provide a safe, secure, and productive learning environment for all students by recognizing the unique nature and strengths of each student and assisting them in achieving his or her fullest potential intellectually, emotionally, physically, and socially.

School Profile

Barstow Junior High School is located in the eastern region of Barstow and serves students in grades seven through eight following a traditional calendar. At the beginning of the 2007-08 school year, 1026 students were enrolled, including 13% in special education, 9% qualifying for English Language Learner support, and 58% qualifying for free or reduced price lunch. Barstow Junior High School achieved a 2008 Academic Performance Index (API) score of 621 and did not meet all 2008 Adequate Yearly Progress criteria.

Percentage of Students by Ethnicity
2007-08 Enrollment: 1026

Hispanic or Latino	46.69 %
Caucasian	28.56 %
African-Amer.	18.81 %
Amer. Indian or Alaskan Native	1.85 %
Pacific Islander	1.66 %
Filipino	1.07 %
Asian	0.68 %
Multiple/No Response	0.68 %

Student Achievement

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Barstow Junior High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with those of other students in the state who took the same test. The STAR is comprised of the California Standards Tests (CST), Aprenda 3, and the California Alternative Performance Assessment (CAPA).

The CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

California Standardized Tests (CST)

The California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, Barstow Junior High School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, 37.7% of the grade seven students were in the "healthy fitness zone". Comparative District and state results can be found at the CDE's Website www.cde.ca.gov/ta/tg/pf/.

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

	Barstow Junior High School			District			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	27	30	30	30	32	37	42	43	46
Math	23	13	13	27	28	32	40	40	43
Science	20	22	27	18	24	26	35	38	46
Social Science	16	21	14	16	14	17	33	33	36

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

	Barstow Junior High School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	24	41	*	62	24	37	40
Math	10	6	*	38	11	26	18
Science	17	*	*	*	22	33	36
Social Science	11	*	*	*	8	8	25

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

	Barstow Junior High School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	24	36	9	23	4	
Math	13	14	2	10	1	
Science	28	26	12	21	7	
Social Science	15	14	0			

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2005	2006	2007
Statewide Rank	3	2	2
Similar Schools Rank	2	2	1

Results generated from 2005, 2006, and 2007 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
	API Score	Increase/Decrease in API Score		
Results	2008	2005-06	2006-07	2007-08
Schoolwide - All Students	621	-4	-14	-7
Ethnic Subgroups				
African-Amer.	573	22	13	-12
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	601	-12	-23	7
Pacific Islander	*	*	*	*
Caucasian	666	1	-20	-15
Other Subgroups				
Students with Disabilities	391	*	4	-35
Economically Disadvantaged	579	7	-2	-12
English Learners	*	*	*	*

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

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's

standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2007-08 AYP cycle, elementary and middle schools must achieve a 35.2% or higher proficiency rate in English/Language Arts and 37% 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 620 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 2007-08		
<i>Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	BJHS	BUSD
Overall Results	No	No
<i>Participation Rate - 2007-08</i>		
Language Arts	No	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	No	No
Math	No	No
API Score 0 or Increase API by 0 point	Yes	Yes
Graduation Rate	N/A	No

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Barstow Junior High School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program

Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	BJHS	BUSD
PI Status	In PI	In PI
Implementation Year	1998-1999	2006-2007
Year in PI	Year 5	Year 3
No. of Schools Currently in PI		5
% of Schools Currently Identified for PI		38.5%

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 school newsletters, an automated telephone message system, the school marquee, the school newspaper, and the school website. Contact Leticia Ortiz at (760) 255-6204 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Extra-Curricular Activities
Band Volunteer

Committees

School Site Council
English Learner Advisory Council

School Activities

Back to School Night
Open House
Student Performances

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Barstow Junior High School's original facilities were built in 1964; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Every morning before school begins, the custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and three evening custodians are assigned to Barstow Junior High School. The day custodian is responsible for:

- Restrooms
- Office Area Cleaning
- Classroom Cleaning

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

- Restroom Cleanup
- Office Area Cleaning
- Classroom Cleaning

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

Campus Description	
Year Built	1964
	Quantity
Permanent Classrooms	42
Restrooms (student use)	2 sets
Libraries	1
Gymnasiums	1
Cafeteria	1
Multipurpose Rooms	1
Boys & Girls Locker Room	1
Fitness Lab	1

Deferred Maintenance

Barstow Junior High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Barstow Junior High School received a portion of \$369,198 in deferred maintenance funds.

Facilities Inspection

The district's maintenance department inspects Barstow Junior High School on an annual basis in accordance with Education Code §17592.72(c)(1). Barstow Junior High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, September 16, 2008. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2007-08, all restrooms were fully functional and available for student use.

County Williams Inspection Results

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

took place on September 16, 2008. Results of the inspection are provided below.

Section 3. Windows/Doors/Gates/Fences

- Auditorium/MPR: Doors scrapes the ground and remains ajar
- Boys Locker Room: Exterior door broken and chained closed; broken door jam
- C9: Door scrapes the floor
- D2: Door scrapes the floor and difficult to open
- Girls Locker Room: Door broken
- Gym: Door broken
- Inner Hallway C Wing: North door won't open and scrapes the floor; South door doesn't close properly
- Inner Hallway D Wing: North door scrapes the floor
- Lunch Room: Door scrapes the floor and difficult to open
- Playground: Hole in fence by basketball courts; Bent fence in south/east corner.

Section 4. Interior Surfaces

- Auditorium/MPR: broken and chipped tiles
- B4: Carpeting torn in several places
- Boys locker Room: many ceiling tiles missing, with holes, stained, and bulging
- Boys Rest Room (Stand Alone): Ceiling tile damaged
- Computer Lab: back vinyl ripped in north room
- D8: Ceiling loose and damaged from holes

Section 5. Hazardous Materials

- Admin Office: Peeling paint behind toilet in men's restroom
- Auditorium/MPR: Peeling paint
- School grounds: peeling paint throughout

Section 6. Structural damage

- Girls Locker Room: Shower stall rusted and broken

Section 7. Fire Safety

- Gym: Exit sign/emergency light broken and grate hanging
- Inner Hallway C wing: Fire extinguisher out of date

Section 8. Electrical

- Boys Rest Room (Stand Alone): One light bulb and light cover missing
- Gym: Lights out and missing covers; Exterior light cover broken

Section 9. Pest/vermin Infestation

- Gym: Evidence of bird nest in broken light cover outside

Section 10. Drinking fountains

- D2: Sinks dirty
- Staff Lounge: Sink dirty

Section 11. Restrooms:

- Boys Locker Room: One faucet handle missing

Section 14. Playgrounds/School Grounds

- Playground: Hole in asphalt outside Gymnasium

Section 15. Overall Cleanliness

- Inner hallway D Wing: Science equipment room dirty

- Playground: trash throughout play area and under drinking fountain
- School grounds: Trash in student areas between classrooms

School Facility Good Repair Status			
Most Recent Inspection: Tuesday, September 16, 2008			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	Auditorium/MPR: Doors scrapes the ground and remains ajar. Boys Locker Room: Exterior door broken and chained closed; broken door jam. C9: Door scrapes the floor. D2: Door scrapes the floor and difficult to open. Girls Locker Room: Door broken. Gym: Door broken. Inner hallway C Wing: North door won't open and scrapes the floor; South door doesn't close properly. Inner hallway D wing: North door scrapes the floor. Lunch Room: Door scrapes the floor and difficult to open. Playground: Hole in fence by basketball courts; Bent fence in south/east corner.
(4)	B4: Carpeting torn in several places. Auditorium/MPR: broken and chipped tiles. Boys Locker Room: many ceiling tiles missing, with holes, stained, and bulging. Boys Rest Room: Ceiling tile damaged. Computer lab: back vinyl wall ripped in north room. D8: ceiling tile loose and damaged from holes.
(5)	Admin office: Peeling paint behind toilet in Mens Restroom. Auditorium/MPR: Peeling paint. Kitchen: Chemicals not stored properly (remedied) School grounds: Peeling paint throughout
(6)	Girls Locker Room: Shower stall wall rusted and broken. Girls Restroom: paint peeling on building exterior
(7)	Gym: exit sign/emergency light broken and grate hanging. Inner hallway C Wing: Fire extinguisher out of date.
(8)	Boys Rest Room: One light bulb and light cover missing. Gym: Lights out and missing covers; Exterior light cover broken.
(9)	Gym: Evidence of bird nest in broken light cover outside.
(10)	D2: Sinks Dirty. Staff lounge: sink dirty
(11)	Boys Locker Room: One faucet handle missing.
(14)	Playground: Hole in asphalt outside gymnasium
(15)	School Grounds: Trash in student areas between classrooms. Playground: Trash throughout play area and under drinking fountain. Inner Hallway D Wing: science equipment room dirty.

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

Rating Description

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, teachers, administrators, and campus monitors patrol the campus, entrance areas, and designated common areas. The custodian, administrators, campus monitors, and counselors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, teachers, campus monitors, and administrators monitor student behavior

and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Barstow Junior High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Barstow Junior High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed by school staff in October 2008 and updated in October 2008. Staff responsibilities and safety plan updates were discussed with staff in October 2008.

Classroom Environment

Instructional Time

All instructional time offered at Barstow Junior High School either meets or exceeds California's Education Code requirements. For the 2007-08 school year, Barstow Junior High School offered 180 days of instruction comprised of 158 regular days and 22 modified days. Modified days were used for parent conferences and professional development. The state requires middle school students to receive 54,000 minutes of instruction; Barstow Junior High School offered a total of 64,376 minutes of instruction for the 2007-08 school year for all grade levels.

Discipline & Climate for Learning

Barstow Junior High School's discipline policies are based upon the district's conduct code, which is used as a guide to develop school rules, encourage positive choices in behavior, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Barstow Junior High School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

At the beginning of the school year, school rules, disciplinary policies, and behavioral expectations are shared with students in the classroom by their teacher and in the student handbook. Students are reminded throughout the school year of their individual responsibility to make good choices in behavior at school wide assemblies.

Administrators and teachers reinforce students demonstrating good citizenship, positive behavior, and student achievement at the end of the each quarter. Academic honors include Honor Roll, Principal's Honor Roll, Most

Improved Awards, Citizenship Awards, Academic Achievement Awards, Outstanding Boy Awards, Outstanding Girl Awards, Athletic Awards, and Band Awards.

Extracurricular and enrichment programs held after school promote academic achievement and create increased interest in school. Barstow Junior High School offers Band, ASB (Associated Student Body), and GATE (Gifted & Talented Education). Sports programs promote teamwork and good sportsmanship. Sports teams include volleyball, wrestling, basketball, soccer, track, and cheerleading.

Suspensions & Expulsions			
	BJHS		
	05-06	06-07	07-08
Suspensions (#)	842	618	648
Suspensions (%)	76.75 %	60.18 %	63.16 %
Expulsions (#)	35	23	27
Expulsions (%)	3.19 %	2.24 %	2.63 %
BUSD Middle Schools			
Suspensions (#)	842	618	648
Suspensions (%)	76.75 %	60.18 %	63.16 %
Expulsions (#)	35	23	27
Expulsions (%)	3.19 %	2.24 %	2.63 %

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

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2005-06			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	28.5	10	32	12
Math	28.2	2	25	7
Science	31.3	2	21	14
Social Science	28.9	4	20	7
2006-07				
Subject	Avg. Class Size	Number of Classrooms		
English	26.3	10	46	4
Math	25.8	6	23	3
Science	31.3	*	23	8
Social Science	31.2	*	29	3
2007-08				
Subject	Avg. Class Size	Number of Classrooms		
English	27.3	27	17	26
Math	25.6	13	29	3
Science	33.2	*	8	21
Social Science	32.7	1	8	20

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Barstow Junior High School revolve around the California State Content Standards and Frameworks. Professional development activities support adoption of new curriculum and implementation of new programs. Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. During the 2007-08 school year, Barstow Junior High School held two (2) staff development days devoted to:

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

Barstow Junior High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum at Barstow Junior High 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, October 14, 2008, the Barstow Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution # 11--2008-2009 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 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 the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for health, foreign language, and

visual/performing arts curricula. During the 2008-09 school year, Barstow Unified School District certifies that each student, including English learners, enrolled in a health, foreign language, and/or visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Grades
Language Arts		
2002	McDougal Littell, <i>Reading and Language Arts Program</i>	7-8
2007	Sopris West, <i>Language!</i>	7-8
Math		
2008	Pearson Prentice Hall, <i>Algebra I</i>	8
2008	Pearson Prentice Hall, <i>Mathematics California</i>	7-8
Science		
2007	Pearson Prentice Hall, <i>California Science Explorer</i>	7-8
Social Science		
2006	McDougal Littell, <i>California Middle School Social Studies Series</i>	7-8

School Leadership

Barstow Junior High School's principal works closely with the assistant principal, school leadership team, and teaching staff in providing a well-balanced, standards-based curriculum. Principal Carolyn Norman is responsible for the day-to-day operations of the school and overall instructional program. The principal and assistant principal work as a team to fulfill the many responsibilities associated with running an effective educational program. Also coordinating efforts with the principal is the Leadership Team, comprised of the principal, assistant principal, counselor, department heads, and the dean of students. The Leadership Team meets monthly throughout the year to discuss curricular strategies, evaluate student performance, and identify staff development needs.

Principal Carolyn Norman has been in the educational field for 21 years and serving Barstow Junior High School as principal for three years. Previous positions held in other schools include: assistant principal and classroom teacher. Principal Carolyn Norman holds a bachelor's degree in Math, a master's degree in Educational Administration, a Clear Single Subject Teaching Credential and a Clear Administrative Services Credential.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 7 through 8 who have been identified as academically gifted through district-administered assessments. Students participate in enrichment activities after school. Instruction is provided by teachers who are GATE Trained.

For students whose primary language is not English and who have limited English proficiency, Barstow Junior High School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. Teachers use differentiated instruction and SDAIE (Specially-Designed Academic Instruction In English) strategies to maximize student understanding of lesson content and concepts. English learners may be placed in an ELD (English Language Development) class in lieu of an elective and as a supplement to their core language arts class. ELD lessons focus on developing listening, speaking, reading, and writing skills as quickly as possible, enabling students to successfully participate in the regular education program. Some students may receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided through a team-teaching approach. For designated time periods, students regroup based on language fluency to receive targeted instruction at their proficiency level. Barstow Junior High School's teachers utilize Hampton Brown's High Point series, a state-approved reading intervention program and textbook adoption. Barstow Junior High School monitors progress of English Learners on a regular basis and adjusts instruction to meet the current individual learning levels. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Barstow Junior High School's special education program is staffed by special education teachers and designated specialists. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with small group and individualized instruction in-class and in the resource room. A portion of instruction may be provided in a special day class. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary.

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

struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Tutoring
- Compass Learning
- Study Island
- Math & Language Arts Block

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

Professional Staff

Substitute Teachers

Barstow Junior High School occasionally experiences difficulties finding substitute teachers to fill vacancies. On those occasions when a substitute teacher is not available, the absent teacher's class is separated and students are placed in a classroom of the same grade level to receive instruction by a fully credentialed teacher.

Substitutes are available through a county pool that is comprised primarily of aspiring teachers, retirees, and teachers holding a 30-day substitute permit. Substitutes must have:

- A bachelor's degree
- Passed the CBEST (California Basic Education Skills Test)

Teacher Evaluations

Evaluation procedures and criteria for Barstow Junior High School's teachers are defined in the district's collective bargaining agreement. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are evaluated twice annually; permanent/tenured teachers are evaluated once every year. Tenured teachers whose previous evaluations either met or exceeded standards may be evaluated at least every five years if agreed upon by the teacher and school principal. Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations.

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to prepare an improvement plan in collaboration with the school administrator; teacher's evaluations are conducted annually until a satisfactory evaluation is obtained. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08		
	No. of Staff	FTE
Counselor	3	3.0
Health Clerk	1	1.0
Library Clerk	1	1.0
Library Technician	1	1.0

FTE = Full-Time Equivalent

Teacher Assignment

During the 2007-08 school year, Barstow Junior High School had 34 teachers who met all credential requirements in accordance with state guidelines. Many of Barstow Junior High School's teachers supplement their regular credential with a credential to teach English language learners.

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2007-08		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Barstow Junior High School	88.2 %	11.8 %
District Totals		
All Schools	90.0 %	10.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	BJHS			BUSD
	05-06	06-07	07-08	07-08
Total Teachers	45	45	44	342
Teachers with full credentials	37	35	34	301
Teachers without full credentials	8	10	10	41
Teachers in alternate routes to certification	6	4	6	25
Pre-Internship	0	0	0	0
Teachers with emergency permits	4	4	3	13
Teachers with waivers	0	2	1	6
Teachers teaching outside subject area	11	9	9	30
Total teacher misassignments	36	20	10	54
Teacher misassignments for English learners	18	10	8	24
Other misassignments of certificated staff	18	10	2	30
Teacher vacancies	0	15	18	67

Teacher Credentials & Assignments (cont'd)		
	BJHS	BUSD
	08-09	08-09
Total teacher misassignments		
Teacher misassignments for English learners		
Other misassignments of certificated staff		
Teacher vacancies		

Teacher Education Levels 2007-08		
	BJHS	BUSD
Doctorate	2.3 %	0.9 %
Master's degree plus 30 or more semester hours	31.8 %	28.4 %
Master's degree	18.2 %	15.8 %
Bachelor's degree plus 30 or more semester hours	36.4 %	43.6 %
Bachelor's degree	11.4 %	11.4 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided

average salary data from school districts having similar average daily attendance throughout the state. (Note: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

- Title I
- Title II
- Title III – Limited English Proficient
- Title IV
- Title V – Innovative Education Strategies
- Tobacco Use and Prevention Education
- Vocational and Applied Technology

Salary Comparison 2006-07		
	BUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$37,175	\$39,692
Mid-Range Teacher Salary	\$57,097	\$62,830
Highest Teacher Salary	\$78,351	\$80,472
Superintendent Salary	\$135,864	\$166,547
Average Principal Salaries:		
Middle School	\$89,623	\$104,522
Percentage of General Fund Expenditures for:		
Teacher Salaries	39.2%	40.2%
Administrative Salaries	5.7%	5.8%

Expenditures Per Student

For the 2006-07 school year, Barstow Unified School District spent an average of \$7,786 of total general funds to educate each student (based on 2006-07 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Barstow Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received categorical, special education, and support programs funds for:

- Cal-SAFE
- Community Based Tutoring
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented
- High Priority Schools
- Instructional Materials
- Peer Assistance & Review
- Pupil Retention Grant
- Regional Occupation Centers and Programs
- School Improvement Program
- School Safety
- School & Library Improvement Block Grant
- Special Education
- Special Education Transportation
- Staff Development
- Targeted Instruction Improvement Grant

Expense of Education Per Pupil 2006-07					
	Dollars Spent per Student				
	BJHS	BUSD	% Diff. School & Dist.	State	
				Avg., Dist. Same Type	% Diff. School & State
ADA*	928	6402	N/A	N/A	N/A
Total**	\$4,988	\$8,339	59.82	N/A	N/A
Restr.†	\$1,347	\$2,831	47.58	N/A	N/A
Unrestr.††	\$3,641	\$5,508	66.11	\$5,300	68.71
Avg. Teacher Salary	\$54,291	\$54,291	100.00	\$62,157	87.34

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Barstow Junior High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Barstow Junior High School's SARC and access the internet at any of the county's public libraries. The closest public library to Barstow Junior High School is the Barstow Library, located at 304 E Buena Vista St, Barstow, CA 92311.

Hours: Monday 12pm-8pm Tuesday 10am-6pm Wednesday 12pm-8pm Thursday 10am-6pm Friday 10am-6pm and Saturday 9am-5pm
Phone Number: (760) 256-4850
Number of Computers Available: 12
Printers Available: Yes