



School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Barstow Junior High School	District Name	Barstow Unified School District
Street	1000 Armory Road	Phone Number	760 255-6006
City, State, Zip	Barstow, CA 92311-5401	Web Site	www.barstow.k12.ca.us
Phone Number	760 255-6204	Superintendent	Jerry Bergmans, Ph.D.
Principal	Carolyn Norman	E-mail Address	jerry_bergmans@busdk12.com
E-mail Address	carolyn_norman@busdk12.com;scott_smith@busdk12.com	CDS Code	36676116098537

School Description and Mission Statement

This section provides information about the school's goals and programs.

Barstow Jr. High School is located on 1000 Armory Road. Our school was built in 1964 and has served High School, Jr. High, and Middle School students in the eastern side of town. Barstow Jr. High School was re-established in 2004 as part of a restructuring effort, and the school now serves 7th & 8th grade students for Barstow and the surrounding communities.

The mission of Barstow Jr. High School is to provide a safe, secure, and productive learning environment for all students by recognizing the unique nature of each student and assisting each and every one in achieving his/her full potential intellectually, emotionally, physically and socially. To achieve these ends, administrators, teachers, and staff work closely with parents and district officials to maintain a curriculum that is fully aligned with state standards, to promote and recognize student values and achievements, to emphasize professional development for teachers and paraprofessionals, and to raise awareness of powerful teaching and learning to continually improve student performance on standardized tests.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

At Barstow Jr. High School, we encourage our parents to take an active part in their children's education. Our parents regularly volunteer their time to assist teachers in the classroom or with extra-curricular activities. If you would like to volunteer at our school, please call Leticia Ortiz at 255-6204.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 7	528
Grade 8	499
Total Enrollment	1027

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	19 %	White (not Hispanic)	29.8 %
American Indian or Alaska Native	2.34 %	Multiple or No Response	1.07 %
Asian	1.36 %	Socioeconomically Disadvantaged	51 %
Filipino	1 %	English Learners	11 %
Hispanic or Latino	43 %	Students with Disabilities	14 %
Pacific Islander	1.66 %		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	32	3	26	30	28.5	10	32	12	26	16	46	4
Mathematics	29.4	1	22	11	28.2	2	25	7	26	6	23	3
Science	33.2		11	20	31.3	2	21	14	31		23	8
Social Science	33		9	22	28.9	4	20	7	31		29	3

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Date of Last Review/Update: August 2006

Date Last Discussed with Staff: June 2007

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

We strongly believe in a balanced discipline plan, which stresses a positive approach to student management. We are proud of our program which places emphasis on student responsibility and accountability. Barstow Junior High School staff is proud of our students, and we have high expectations for each student inside and outside the classroom. In addition, Student Study Teams meet on a regular basis to discuss the special needs that some of our students have. Each student has the right to a safe, secure, and productive learning environment.

We have started a counseling program on campus from outside professionals once a week. The main areas of counseling include anger management and drug/alcohol abuse. We work closely with our professionals to help students when we become aware of any instances of alcohol/drug abuse whether on or off campus.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	78.4	76.8	60.2	42.5	38.5	35.7
Expulsions	2.5	3.2	2.2	1.1	1.1	0.8

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Our facility offers adequate space for a well-balanced core curriculum along with a diverse program in elective/exploratory classes. We offer an excellent physical education program along with gymnasium and multipurpose room facilities. No emergency deficiencies were observed. Good Repair deficiencies were observed and is reported in Section IV and V. Inspection was completed by Maintenance and Operations staff on 9/11/07. SBCSS Williams Inspection 9/16/08.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. There were no reported complaints on the quarterly reports filed with the county.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	
Mechanical Systems	[X]	[]	[]	
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	Broken window between doors room E-2. Complete 10/17/07
Interior Surfaces (walls, floors, and ceilings)	[X]	[]	[]	Floor tile cracked under sink room E-2 Girl's Gym: Shower stall wall (metal) in shower
Hazardous Materials (interior and exterior)	[X]	[]	[]	
Structural Damage	[X]	[]	[]	
Fire Safety	[X]	[]	[]	No Fire Extinguishers: B-5,C-2,C-5,C-9,D-4.
Electrical (interior and exterior)	[X]	[]	[]	
Pest/Vermin Infestation	[X]	[]	[]	
Drinking Fountains (inside and outside)	[X]	[]	[]	Drinking Fountain functional issue E-1, E-2. Complete 10/25/07
Restrooms	[X]	[]	[]	Missing soap dispenser Girls Restroom MPR. Complete 10/17/07
Sewer	[X]	[]	[]	
Playground/School Grounds	[X]	[]	[]	
Roofs	[X]	[]	[]	
Overall Cleanliness	[X]	[]	[]	

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[]	[X]	[]	[]

"Good Repair" means the facility is maintained in a manner that assures that is is clean, safe, and functional as determined pursuant to a Facility Inspection Tool developed by the State of California Office of Public School Construction.

The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	33	37	35	306
Without Full Credential	9	8	10	36
Teaching Outside Subject Area of Competence	1	11		N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	18	10	
Total Teacher Misassignments	18	10	
Vacant Teacher Positions	0	0	

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	77.6 %	22.4 %
All Schools in District	85 %	15 %
High-Poverty Schools in District	82 %	18 %
Low-Poverty Schools in District	%	%

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Barstow Unified School District has a pool of substitute teachers that are available for substituting on a regular basis.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Barstow Unified School District evaluates all new teachers once a year. Tenured teachers are evaluated once every other year.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	513
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays availability to each pupil, including English Learners, of a standards-aligned (kindergarten and grades one through materials twelve) and state-adopted (kindergarten and grades one through eight) or locally-adopted (grades nine through twelve) textbook or instructional materials, or both, to use in class and to take home.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	K-5: Houghton Mifflin, 2003 6-12: McDougal Littell, 2001	0
Mathematics	K-5: Scott Foresman, 2001 6 th : <i>Mathematics Structure and Method, Course I</i> , McDougal Littell, 2001 7 th : <i>Mathematics Structure and Method, Course II</i> , McDougal Littell, 2001 8 th : <i>Algebra</i> , McDougal Littell, 2000 9-12: <i>Algebra 1 and 2, Geometry</i> , McDougal Littell, 1998 <i>Calculus of a Single Variable</i> , and <i>Pre Calculus with Limits</i> , Houghton Mifflin, 2006 and 1997	0
Science	K-5: Scott Foresman, 2008 6-8: Pearson-Prentice Hall, 2008 9-12: <i>Chemistry</i> (2008), <i>Conceptual Physics</i> (2006), <i>Biology</i> (2008) – Prentice Hall, <i>Physics</i> – Holt, 2007	0
History-Social Science	K-5: Scott Foresman, 2006 6-8: McDougal Littell, 2006 9-12: <i>Economics</i> - McGraw Hill 2004 <i>American Government: Continuity and Change</i> – Pearson Longman 2004 <i>World History: The Modern World</i> – Prentice Hall 2006 <i>The Americans: Reconstruction to the 21st Century</i> , McDougal Littell 2006	0
Foreign Language	French: <i>Discovery French</i> – ECM/ Paradigm German: <i>Deutsch Aktuell</i> – ECM/ Paradigm Spanish: <i>Paso a Paso</i> – Scott Foresman	0
Health	9-12: <i>Health Skills for Wellness</i> - Prentice Hall	0
Science Laboratory Equipment (grades 9-12)		0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6404	\$2661	\$2743	\$53,361
District	N/A	N/A	\$7033	\$49,779
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$4,943	\$58,776
Percent Difference – School Site and State	N/A	N/A		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Lottery, Title I, AB825, EIA:LEP, Title III, Special Ed, Title V, Title II, GATE, and TRSSP

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,743	\$38,479
Mid-Range Teacher Salary	\$53,361	\$60,306
Highest Teacher Salary	\$69,486	\$74,193
Average Principal Salary (Elementary)	\$81,715	\$92,985
Average Principal Salary (Middle)	\$83,760	\$98,305
Average Principal Salary (High)	\$91,871	\$107,384
Superintendent Salary	\$124,476	\$155,314
Percent of Budget for Teacher Salaries	39 %	41 %
Percent of Budget for Administrative Salaries	6 %	6 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	30	27	30	29	30	32	40	42	43
Mathematics	27	23	13	27	27	28	38	40	40
Science		20	22	12	18	24	27	35	38
History-Social Science	17	16	21	18	16	14	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	25	8	17	17
American Indian or Alaska Native	48	33	*	*
Asian	53	29	55	36
Filipino	46	31	*	*
Hispanic or Latino	22	10	15	16
Pacific Islander	27	7	*	*
White (not Hispanic)	41	18	31	26
Male	27	14	27	24
Female	33	12	16	18
Economically Disadvantaged	24	10	18	19
English Learners	8	2	10	7
Students with Disabilities	6	1	8	6
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	33	32	35	29	30	33	41	42	42
Mathematics	37	34	33	39	40	40	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	29	22
American Indian or Alaska Native	50	64
Asian	*	*
Filipino	*	*
Hispanic or Latino	27	26
Pacific Islander	*	*
White (not Hispanic)	46	46
Male	29	33
Female	40	34
Economically Disadvantaged	28	27
English Learners	18	12
Students with Disabilities	7	11
Students Receiving Migrant Education Services		

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

The District has developed criterion-referenced tests in the areas of reading/language arts and math. These tests are administered each trimester and allow teachers the opportunity to assess what students know and what needs to be retaught for mastery. CRT scores are indicated on the individual student report card.

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
7	40

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004-05	2005-06	2006-07
Statewide	3	3	2
Similar Schools	5	2	2

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School		-4	-16	626
African American		22	6	578
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino		-12	-24	593
Pacific Islander				
White (not Hispanic)		1	-21	680
Socioeconomically Disadvantaged		7	-3	590
English Learners	N/A			
Students with Disabilities	N/A	-32	3	424

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	No	No
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2006-2007
Year in Program Improvement	Year 5	Year 2
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	38.5

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Barstow Junior High School has a Principal that administrates all aspects of the school, including climate, instruction, and staff. An Assistant Principal shares the administration of the school primarily responsible to the student discipline. The Dean of Students completes the administrative team and is primarily responsible to developing and implementing intervention programs at Barstow Junior High School. Instruction at Barstow Junior High School is standards based with an emphasis on use of questioning to effect learning by teachers and students. Strategies to deliver the standards include use of the Marzano Instructional Strategies that most effect student achievement. Teachers discuss development and use of standards benchmark assessment by departments during teacher collaboration days.

At Barstow Junior High School, ALL students are grouped for instruction in the content areas of Language Arts and Mathematics. This allows for full inclusion of all special education students (except for the Severely Handicapped). Placement in these classes is determined by publisher-approved placement testing, with additional consideration given to teacher judgment and other test scores available. Special educators work with general educators in both teaching and supporting all students. Students may be in different placement levels in Language Arts and Mathematics, or at the same level in both. The categories in both Language Arts and Mathematics follow the guidelines for placement form the State Adopted publisher materials.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

1. Alignment of curriculum to state standards, CRT's, SAT 9
2. Evaluation of CRT's for validity and reliability
3. Revise/Upgraded retention procedures, documentation
4. Implementation of State Standards
5. Alignment of curriculum with Intermediate School (vertical teaming)
6. Assessment of available data to improve instruction
7. Computer/Internet training to utilize effectively in the classroom
8. Classroom Management using Marvin Marshall and Fred Jones
9. Differentiated instructions and assessments
10. AVID
11. Compass Learning
12. Intro to Algebra

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
7	64,802	54,000
8	64,802	54,000

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

At Barstow Jr. High School we receive funding to support various programs to meet the needs of our students. These include but are not limited to:

Title I – This funding is for the purpose of assisting students who are:
Low Achieving
Limited-English Proficient
American Indian
At-Risk

In need of Assistance in Reading EIA:LEP – This funding focuses on the education of English Learners; i.e., students with a primary language other than English who are limited English proficient.

Title II – This funding is utilized to improve the teacher quality at Barstow Junior High School.

GATE -Provides challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers.

AB825 -A program utilized to improve instruction, services, school environment, and organization at school site according to plans developed by School Site Council.