

# Barstow Unified School District Barstow Junior High School

Grades 7 through 8  
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## 2014-15 School Accountability Report Card *Published January 2016*

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## Principal's Message

Please allow me 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 an environment where every child will receive necessary tools to become an academically successful student, a socially responsible citizen, and a lifelong learner in a safe and secure academic setting. All students are actively engaged in twenty-first century standards; all students are cognizant of district measurements and progress monitoring vehicles. Via Professional Learning Communities, Barstow Junior High School's ongoing evaluation of best instructional practices using researched based efforts continues to improve upon a four year effort that has produced a 150 point Academic Performance Index increase.

With the ongoing community support and overwhelming parent participation, Barstow Junior High School will continue to promote and foster partnerships and maximize a variety of resources in an effort to reach the gold standard of an 800 API and a similar school rank of 10.

## School Vision

All students are actively engaged in twenty-first century standards as measured by district progress monitoring approaches consistent with Common Core State Standards (CCSS).

Parents and community are encouraged to actively participate in the education of their children.

Interventions and enrichment are built into master schedule and additional after school opportunities provided to meet the changing needs of students.

Barstow Junior High School's decision making practices are based on collaborative and research based efforts.

### MISSION:

Our mission is to educate every child to be an academically successful student, a socially responsible citizen, and a lifelong learner. By ensuring a safe and secure environment, students will have the opportunity to receive the necessary knowledge and skills to achieve success. With an appreciation for cultural diversity, we will create a school that will foster excellence, mutual respect, creativity, and the joy of learning, with an effective, caring, innovative staff, in partnership with home and community.

## 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 2014-15 school year, 691 students were enrolled, including 15.5% in special education, 10.3% qualifying for English Language Learner support, and 81.6% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African-Amer.	19.80%	Grade 7	316
Amer. Indian or Alaskan Native	2.00%	Grade 8	375
Asian	0.60%	Ungraded	0
Filipino	0.70%		
Hisp. or Latino	53.50%		
Pacific Islander	0.40%		
Caucasian	19.80%		
Multi-Racial	3.20%		
Students with Disabilities	15.50%		
Economically Disadvantaged	81.60%		
English Learners	10.30%		
Foster Youth	0.70%		
Total Enrollment			691

# Student Achievement

## 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 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. Comparative district and state results can be found at the CDE's website.

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
Seventh	20.5	17.8	51.7

*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/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Criteria & Compared to District and State Performance 2014-15			
<i>Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?</i>			
AYP Criteria	BJHS	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	Yes	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, 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/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status 2015-16		
	BJHS	BUSD
PI Status	In PI	In PI
First Year of PI	1998-1999	2006-2007
Year in PI	Year 5	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](http://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)								
	Barstow Junior High School			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)	65	59	47	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)	47
Male	52
Female	44
African-Amer.	42
Amer. Indian or Alaskan Native	--
Asian	--
Filipino	--
Hisp. or Latino	43
Pacific Islander	--
Caucasian	66
Multi-Racial	--
English Learners	21
Economically Disadvantaged	9
Migrant Educ.	--
Students with Disabilities	44
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/](http://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			
	Barstow Junior High School	District	California
English-Language Arts/Literacy	28	30	44
Mathematics	22	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 7							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	313	305	97.4	57	22	18	1
Male	313	150	47.9	64	17	16	1
Female	313	155	49.5	51	26	19	1
African-Amer.	313	70	22.4	67	21	7	1
Amer. Indian or Alaskan Native	313	7	2.2	--	--	--	--
Asian	313	1	0.3	--	--	--	--
Filipino	313	2	0.6	--	--	--	--
Hisp. or Latino	313	144	46.0	60	23	15	1
Pacific Islander	313	3	1.0	--	--	--	--
Caucasian	313	68	21.7	46	18	32	3
Multi-Racial	313	10	3.2	--	--	--	--
English Learners	313	30	9.6	83	10	3	0
Economically Disadvantaged	313	261	83.4	62	22	13	1
Students with Disabilities	313	51	16.3	86	6	2	0
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 7							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	313	298	95.2	59	21	13	6
Male	313	148	47.3	61	20	13	6
Female	313	150	47.9	58	23	14	5
African-Amer.	313	68	21.7	66	21	10	3
Amer. Indian or Alaskan Native	313	7	2.2	--	--	--	--
Asian	313	1	0.3	--	--	--	--
Filipino	313	2	0.6	--	--	--	--
Hisp. or Latino	313	142	45.4	60	22	12	6
Pacific Islander	313	3	1.0	--	--	--	--
Caucasian	313	65	20.8	51	22	18	9
Multi-Racial	313	10	3.2	--	--	--	--
English Learners	313	29	9.3	83	10	7	0
Economically Disadvantaged	313	254	81.2	64	20	11	4
Students with Disabilities	313	49	15.7	92	4	2	2
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 8							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	377	352	93.4	34	28	34	3
Male	377	168	44.6	42	29	27	2
Female	377	184	48.8	28	28	40	4
African-Amer.	377	58	15.4	50	21	22	5
Amer. Indian or Alaskan Native	377	5	1.3	--	--	--	--
Asian	377	4	1.1	--	--	--	--
Filipino	377	3	0.8	--	--	--	--
Hisp. or Latino	377	201	53.3	31	33	34	1
Caucasian	377	71	18.8	31	23	39	6
Multi-Racial	377	10	2.7	--	--	--	--
English Learners	377	37	9.8	65	27	8	0
Economically Disadvantaged	377	281	74.5	38	27	31	3
Students with Disabilities	377	36	9.5	92	6	0	0
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 8							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	377	350	92.8	46	29	15	9
Male	377	168	44.6	52	27	11	10
Female	377	182	48.3	41	32	19	8
African-Amer.	377	58	15.4	69	10	10	7
Amer. Indian or Alaskan Native	377	5	1.3	--	--	--	--
Asian	377	4	1.1	--	--	--	--
Filipino	377	3	0.8	--	--	--	--
Hisp. or Latino	377	198	52.5	44	35	14	7
Caucasian	377	72	19.1	33	35	18	14
Multi-Racial	377	10	2.7	--	--	--	--
English Learners	377	36	9.5	78	19	3	0
Economically Disadvantaged	377	278	73.7	49	29	14	7
Students with Disabilities	377	36	9.5	100	0	0	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 newsletters, the school marquee, the school website, and Infinite Campus (automated telephone messages). Contact Leticia Ortiz at (760) 255-6204 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Band Volunteer  
Chaperone  
Classroom Helper  
Extracurricular Activities  
Tutoring

### Committees

African-American Parent Advisory Committee  
English Learner Advisory Council  
School Site Council  
Parent Engagement Group

### School Activities

Advancement Via Individual Determination (AVID)  
Associated Student Body (ASB)  
Back to School Night  
Black History Essay Contest  
College Awareness Month  
Community Health Fair  
Marching Band/Jazz Band  
Open House  
Parent Night  
Stop Bullying Now (SBN) Club  
Student Performances  
Synthetic Drug Presentation  
Talent Show  
Transition Program (6th grade students invited to visit the campus)

## 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. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Repair interior classrooms
- Convert two classrooms into AVID tutoring labs
- Update sound reduction in MPR
- Touch-up paint on building

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 three evening custodians are assigned to Barstow Junior High School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Groundskeeping
- Office area cleaning
- Restroom cleaning

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

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Groundskeeping
- Multipurpose room cleanup
- Gymnasium cleanup
- Locker room cleanup
- Securing campus

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

Campus Description	
Year Built	1964
Acreage	44
Square Footage	61,451
Quantity	
Permanent Classrooms	36
Portable Classrooms	6
Restrooms (sets)	2
Cafeteria	1
Library	1
Boys & Girls Locker Room	1
Fitness Lab	1
Gymnasium	1
Multipurpose Room	1

### 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 Wednesday, December 02, 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: Wednesday, December 02, 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. As students arrive on campus each morning, administrators, campus monitors, and teachers patrol the campus, entrance areas, and designated common areas. Administrators, the custodian, campus monitors, counselors, and school resource officer monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators, campus monitors, and teachers 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, updated, and discussed with school staff in June 2015.

## Classroom Environment

### Discipline & Climate for Learning

Barstow Junior High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

	Suspensions & Expulsions		
	12-13	13-14	14-15
	BJHS		
# of Students Suspended	207	154	185
# 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.*

### 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. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2012-13			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	25.0	16	43	7
Mathematics	27.0	16	30	10
Science	24.0	10	18	3
Social Science	24.0	10	19	3
Subject	2013-14			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	27.0	15	39	10
Mathematics	30.0	10	16	26
Science	26.0	5	21	4
Social Science	26.0	7	16	8
Subject	2014-15			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	28.0	15	6	33
Mathematics	26.0	16	24	14
Science	29.0	4	11	9
Social Science	28.0	6	12	9

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Barstow Junior High School revolve around the Common Core State Standards. During the 2014-15 school year, Barstow Junior High School held staff development training devoted to:

- Common Core State Standards
- Content Tutorial Training/WICOR training
- Data Analysis
- Direct Interactive Instruction
- Google Apps for Classroom
- Illuminate Training
- Instructional Strategies
- Professional Learning Communities
- RIGOR of Common Core
- Schoolwide Interventions
- Singapore Math
- Smarter Balanced Assessment Consortium
- Technology Training
- Using Digital Library

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. Barstow Junior High School supports ongoing professional growth throughout the year on early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training 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, Barstow Junior High School's teachers attended the following events hosted by the Barstow Unified School District:

- CCSS: Integrated Pathways vs Traditional Pathways
- Crisis Prevention Intervention (CPI) Training
- Report Cards/Specification and Technology Scope and Sequence
- Technology Training
- Think Central Go Math!

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. 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 Barstow Junior High School 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 SARCS 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
<b>English Language Arts</b>		
2010	Holt, Rinehart and Winston (Holt McDougal), <i>Holt Literature and Language Arts, California Edition</i>	0 %
<b>History-Social Science</b>		
2006	Holt McDougal, <i>Creating America: Beginnings through World War</i>	0 %
2006	Holt McDougal, <i>World History: Medieval and Early Modern Times</i>	0 %
<b>Mathematics</b>		
2015	Houghton Mifflin Harcourt, <i>California Integrated Mathematics I</i>	0 %
2014	Houghton Mifflin Harcourt School Publishers, <i>California Go Math</i>	0 %
<b>Science</b>		
2007	Prentice Hall, <i>Focus on Life Science, Focus on Physical Science</i>	0 %

## Professional Staff

### 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) 2014-15		
	No. of Staff	FTE
Academic Counselor	2	2.0
Health Clerk	1	1.0
Library Media Assistant	1	1.0
Library Media Technician	1	1.0
Nurse	1	*
Psychologist	1	*
Speech Therapist	1	*

\* as needed

Counselor-to-Student Ratio: 1:346

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, Barstow Junior High School had 24 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
Barstow Junior High School	79.0 %	21.0 %
<b>District Totals</b>		
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				
	BJHS			BUSD
	13-14	14-15	15-16	15-16
Total Teachers	31	30	30	238
Teachers with full credentials	28	24	25	226
Teachers without full credentials	3	6	5	12
Teachers teaching outside subject area of competence (with full credential)	5	1	2	17
Teacher misassignments for English learners	0	0	0	1
Total teacher misassignments	0	0	0	1
Vacant teacher positions	0	4	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		
	State Average of Districts in Same Category	
	BUSD	
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
<b>Average Principal Salaries:</b>		
Middle School	\$92,312	\$111,005
<b>Percentage of Budget:</b>		
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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](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 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				
	BJHS	BUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	
				% Diff. School & State	
ADA*	745	N/A	N/A	N/A	N/A
Total**	\$5,641	N/A	N/A	N/A	N/A
Restr.†	\$1,259	N/A	N/A	N/A	N/A
Unrestr.††	\$4,382	\$4,139	105.87	\$5,348	81.94
Avg. Teacher Salary	\$61,984	\$64,481	96.13	\$69,257	89.50

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 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 AYP, CST & CAASPP 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 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.