

# Barstow Unified Barstow Junior High School

Grades 7 through 8  
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## 2013-14 School Accountability Report Card *Published January 2015*

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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 three 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 2013-14 school year, 789 students were enrolled, including 12.7% in special education, 10% qualifying for English Language Learner support, and 74.5% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African-Amer.	17.40%	Grade 7	417
Amer. Indian or Alaskan Native	1.90%	Grade 8	372
Asian	1.10%		
Filipino	0.60%		
Hisp. or Latino	53.20%		
Pacific Islander	0.80%		
Caucasian	21.70%		
Multi-Racial	3.30%		
Total Enrollment			789

# Student Achievement

## 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 other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Barstow Junior High School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CST and CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. 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>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Barstow Junior High School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English									
Language Arts	50	51	48	45	47	46	54	56	55
Mathematics	42	39	41	46	45	45	49	50	50
Social Science	45	37	40	30	31	35	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science (grades 5, 8, and 10)	66	66	59	49	52	49	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	49
All Students (School)	59
Male	60
Female	57
African-Amer.	46
Amer. Indian or Alaskan Native	
Asian	
Filipino	
Hisp. or Latino	54
Pacific Islander	
Caucasian	74
Multi-Racial	50
English Learners	27
Economically Disadvantaged	54
Migrant Educ.	
Students with Disabilities	21

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown 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.

## 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 2013-14			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Seventh	24.5	12.8	52.6

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.

## 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			
	2011	2012	2013
Statewide Rank	5	4	4
Similar Schools Rank	7	4	7

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

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	42	-9	3
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	31	-8	14
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	62	-6	-37
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	54	-14	9
English Learners	6	2	16

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

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

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

## 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.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 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 Indicator & Compared to District Performance 2013-14		
<i>Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	BJHS	BUSD
Overall Results	*	*
<i>Participation Rate</i>		
English Language Arts	*	*
Mathematics	*	*
<i>Percent Proficient</i>		
English Language Arts	*	*
Mathematics	*	*
Met API Criteria	*	*
Graduation Rate	N/A	*

A "\*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

## 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 2013-14, 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 2014-15		
	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		54.5%

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

\*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

## 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 *Standardized State Assessments*, including the STAR 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

Chaperone  
Classroom Helper  
Tutoring  
Extracurricular Activities  
Band Volunteer

### Committees

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

### School Activities

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

## 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:

- Installation of new office and classroom doors
- Painting of PBIS logos in Administrative Offices
- Posting of banners in the hallways
- Painting of bathroom stall doors
- Painting of boys' and girls' locker rooms
- Addition of poster boards throughout the school for teacher use

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	-
Square Footage	-
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

### 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 2013-14 school year, Barstow Junior High School received \$3,126 in deferred maintenance funds for the repair and maintenance of campus facilities.

### 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 Friday, November 21, 2014. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Friday, November 21, 2014			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

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

**Rating Description**

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, teachers, and campus monitors patrol the campus, entrance areas, and designated common areas. Administrators, the custodian, campus monitors, counselors, and the 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, teachers, and campus monitors supervise 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 May 2014.

## 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			
	11-12	12-13	13-14
	BJHS		
# of Students Suspended	240	207	154
# of Students Expelled	2	0	0
	BUSD		
# of Students Suspended	753	791	706
# of Students Expelled	8	6	4
	California		
# of Students Suspended	366629	329370	279383
# of Students Expelled	9553	8266	6611

*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	Avg. Class Size	2011-12		
		Number of Classrooms		
		1-22	23-32	33+
English	25.2	19	35	6
Mathematics	25.4	10	34	4
Science	26.9	5	20	3
Social Science	25.1	6	23	1
		2012-13		
		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
		2013-14		
		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

\*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 2013-14 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
- Illuminate Training
- Instructional Strategies
- Professional Learning Communities

- Professional Reading Kozol
- RIGOR of Common Core
- Schoolwide Interventions
- Smarter Balanced Assessment Consortium
- Technology Training

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 2013-14 school year, Barstow Junior High School's teachers attended the following events hosted by the Barstow Unified School District:

- Common Core State Standards
- English Language Learners
- Illuminate Training
- Infinite Campus
- Pacing Guides Training

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		
2011-12	2012-13	2013-14
0	1	4

### Instructional Materials

All textbooks used in the core curriculum at Barstow Junior High School are currently being aligned to the Common Core 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 Wednesday, October 01, 2014, 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 #9-2014-2015 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 2014-15 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>		
2007	Holt McDougal, <i>McDougal Littell Literature</i>	0 %
2007	Sopris West Educational Services, <i>Language!</i>	0 %
<b>History-Social Science</b>		
2005	McDougal Littell, <i>McDougal Littell California Middle School Social Studies Series</i>	0 %
<b>Mathematics</b>		
2014	Houghton Mifflin Harcourt School Publishers, <i>California Go Math</i>	0 %
2007	Pearson Prentice Hall, <i>Prentice Hall Mathematics California</i>	0 %
2005	Prentice Hall, <i>Algebra A</i>	0 %
<b>Science</b>		
2006	Pearson Prentice Hall, <i>Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science</i>	0 %

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

## Professional Staff

### Counseling & Support Staff

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) 2013-14		
	No. of Staff	FTE
Academic Counselor	2	2.0
Health Clerk	1	1.0
Library Technician	1	1.0
Library/Media Assistant	1	1.0
Nurse	1	*
Psychologist	1	*
Speech/Language/Hearing Specialist	1	*

\* as needed

Counselor-to-Student Ratio: 1:395

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 2013-14 school year, Barstow Junior High School had 28 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 2013-14		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Barstow Junior High School	82.0 %	18.0 %
<b>District Totals</b>		
All Schools	92.0 %	8.0 %
High-Poverty	92.0 %	8.0 %
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
	12-13	13-14	14-15	14-15
Total Teachers	32	31	30	230
Teachers with full credentials	32	28	24	222
Teachers without full credentials	0	3	6	8
Teachers teaching outside subject area	4	5	1	6
Total teacher misassignments	0	0	0	1
Teacher misassignments for English learners	0	0	0	1
Teacher vacancies	0	0	4	8

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: 2012-13 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2012-13		
	BUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$37,175	\$41,243
Mid-Range Teacher Salary	\$57,097	\$64,893
Highest Teacher Salary	\$78,351	\$83,507
Superintendent Salary	\$141,000	\$183,557
<b>Average Principal Salaries:</b>		
Middle School	\$89,623	\$109,964
<b>Percentage of Budget:</b>		
Teacher Salaries	36%	40%
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 2012-13 school year, Barstow Unified School District spent an average of \$8,248 of total general funds to educate each student (based on 2012-13 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 2012-13 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- Class Size Reduction, Grades K-3 (optional)
- Community Day Schools
- Continuation Education
- Economic Impact Aid (EIA)
- 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
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2012-13					
	Dollars Spent per Student				
	BJHS	BUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	706	N/A	N/A	N/A	N/A
Total**	\$5,846	N/A	N/A	N/A	N/A
Restr.†	\$1,533	N/A	N/A	N/A	N/A
Unrestr.††	\$4,313	\$3,979	108.38	\$4,690	91.95
Avg. Teacher Salary	\$61,984	\$61,814	100.28	\$67,762	91.47

\* Average Daily Attendance

\*\* Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

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

## 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 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 Barstow Branch Library, a branch of San Bernardino County Library.

Address: 304 E. Buena Vista, Barstow  
Phone Number: (760) 256-4850  
WebSite: <http://www.sbcounty.gov/library/home/>  
Number of Computers Available: 16

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Barstow Unified. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in November 2014. Data to prepare the school facilities section were acquired in December 2014.