

Barstow Unified School District Central High School



Grades 9 through 12
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2007-08 School Accountability Report Card *Published January 2009*

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The statistical information disclosed in this report is obtained from the California Department of Education and the Barstow Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in 12/2008.

Principal's Message

I'd like to welcome you to Central 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.

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

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

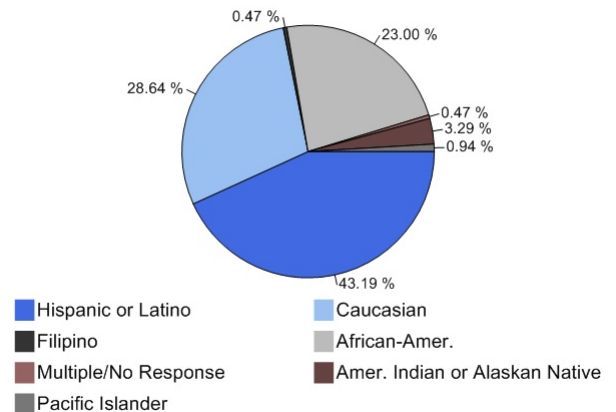
Mission Statement

Central High School will provide a safe and positive environment where young men and women of culturally diverse backgrounds develop into ethical individuals with personal integrity and initiative while learning critical thinking skills and becoming literate communicators who are responsible members of a changing society.

School Profile

Central High School is located in the central region of Barstow and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2007-08 school year, 213 students were enrolled, including 17% in special education, 14% qualifying for English Language Learner support, and 45% qualifying for free or reduced price lunch.

Percentage of Students by Ethnicity
2007-08 Enrollment: 213



Student Achievement

California English Language Development Test

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

Standardized State Assessments

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

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

California Standardized Tests (CST)

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

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

Physical Fitness

In the spring of each year, Central High School is required by the state to administer a physical fitness test. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Due to the moderate number of students tested, and in order to protect confidentiality, fitness scores are not disclosed for Central High School.

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

	Central High School			District			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	13	14	12	30	32	37	42	43	46
Math	4	4	3	27	28	32	40	40	43
Science	6	5	10	18	24	26	35	38	46
Social Science	2	2	4	16	14	17	33	33	36

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

	Central High School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	5	*	*		10	*	18
Math	6	*	*		0	*	0
Science	7	*			8	*	*
Social Science	5	*			2	*	4

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

	Central High School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	11	14	0	3	3	
Math	6	0	*	0	8	
Science	19	3	*	0	*	
Social Science	4	4	0			

**California High School Exit Exam
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	Central High School			BUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	13.3	7.1	16.7	37.6	33.4	37.3	51.1	48.6	52.9
Math	7.1	3.6	4.5	29.8	34.1	36.5	46.8	49.9	51.3

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 34% of Central High School's tenth grade students who took the test passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Academic Performance Index

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

**California High School Exit Exam
Percentage of Students Scoring in Each Performance Level
2007-08**

	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	83.3	16.7	0.0	95.5	0.0	4.5
Male	81.8	18.2	0.0	100.0	0.0	0.0
Female	*	*	*	*	*	*
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	100.0	0.0	0.0
Pacific Islander	*	*	*	*	*	*
Caucasian	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	100.0	0.0	0.0
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

Owing to its small population and unique demographics, Central High School participates in the Alternative School Accountability Model (ASAM) as its measurement tool to determine schoolwide growth in academic proficiency. More information on the ASAM is provided in the following section of this report.

* To maintain confidentiality, scores are not disclosed when fewer than 10 students are tested.

**Percentage of Students Passing CAHSEE & Meeting District
Graduation Requirements*
2006-07****

Central High School	BUSD	California
97.0 %	78.0 %	80.5 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published

** Most current information available

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade.

Alternative School Accountability Model

Schools that cannot participate in the API owing to student population size may apply to participate in the Alternative School Accountability Model (ASAM). Central High School has adopted ASAM, which is based on the results of standardized tests and other state board- and district-approved performance indicators. Alternative schools, like all schools, must seek to meet state standards of learning and achievement. Schools serving a majority of students who are at high risk for behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts must also meet the challenge of addressing personal and social issues that confront students and interfere with their abilities to reach grade level standards. ASAM accurately reflects the growth of students enrolled in alternative schools based on multiple indicators of progress including academic performance as well as other aspects of growth.

Collection of data to create baseline reports for comparison with other schools began in the 2001-02 school year. The ASAM table in this report illustrates the actual performance rates of Central High School's students in 2006-07. (2007-08 results were not available at the time this report was published). A "Commendable" or "Sufficient" performance rating indicates a school met or exceeded expectations. "Growth Plan" indicates that the school is making obvious efforts to improve performance. For more information on ASAM, visit the state's website at www.cde.ca.gov/ta/ac/am/.

Alternative School Accountability Model (ASAM)		
Performance Indicators	Actual Performance Rate	Performance Standard Achieved
Attendance	80.1	Growth Plan
Credit Completion	92.3	Sufficient
High School Graduation	95	Sufficient

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2007-08 AYP cycle, high schools must achieve a 33.4% or higher proficiency rate in English/Language Arts and 32.2% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 620 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83%.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2007-08		
<i>Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	CHCS	BUSD
Overall Results	No	No
<i>Participation Rate - 2007-08</i>		
Language Arts	No	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	Yes	No
Math	No	No
API Score <i>0 or Increase API by 0 point</i>	Yes	Yes
Graduation Rate	No	No

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Central High School did not participate in the Title I program and is therefore not required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	CHCS	BUSD
PI Status	N/A	In PI
Implementation Year	N/A	2006-2007
Year in PI	N/A	Year 3
No. of Schools Currently in PI		5
% of Schools Currently Identified for PI		38.5%

N/A = not participating in Title I Program

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 principal newsletters, flyers, and the school website. Contact the school office at (760) 255-6063 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Office Helper
Chaperone
School Events

Committees

School Site Council

School Activities

Back to School Night
End of Year Field Trip
Graduation Ceremony
Parent Conferences
Monthly Award Assemblies
Float for Barstow Mardi Gras Parade
Student Auction

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. Central High School's original facilities were built in 1936; 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 Fiber Optic Computer Infrastructure

Every morning before school begins, the principal inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Central High School. The day custodian is responsible for:

- Groundskeeping
- Restrooms
- Cafeteria Cleanup/Setup

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

- Restroom Cleanup
- Office Area Cleaning
- Classroom Cleaning

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

Campus Description	
Year Built	1936
Acreage	5
Quantity	
Permanent Classrooms	11
Portable Classrooms	3
Restrooms (student use)	1
Libraries	1
Computer Labs	1
Gymnasiums	1
Staff Work Rooms	1
Cafeteria	1
Auditorium	1
Weight Room	1
Wood Technology Room	1

Deferred Maintenance

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

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, the principal and teachers patrol the campus, entrance areas, and designated common areas. The principal, teachers, and the counselor monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal and teachers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

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

Classroom Environment

Instructional Time

All instructional time offered at Central High School either meets or exceeds California's

Education Code requirements. For the 2007-08 school year, Central High School offered 180 days of instruction. The state requires continuation school students to receive 32,400 minutes of instruction.

Discipline & Climate for Learning

Central High School's discipline policies are based upon a school wide discipline plan, which is used as a guide to develop school rules, promote responsibility, and promote respect. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Central High School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

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

Administrators and teachers reinforce students demonstrating good citizenship, positive behavior, and student achievement at the end of each month. Central High School sponsors the following behavioral incentives: Student of the Month, Highly Productive Students, and Graduation Walk. Academic honors include Citizenship awards, Perfect Attendance Awards, Academic Achievement Awards, and Student of the Year Awards.

Extracurricular and enrichment programs held after school promote academic achievement. Central High School offers Tutoring, Study Hall, and CAHSEE Prep. Sports programs promote teamwork and good sportsmanship. Intramural sports are held during breaks and include volleyball, basketball, and foosball.

Suspensions & Expulsions			
	CHCS		
	05-06	06-07	07-08
Suspensions (#)	67	107	65
Suspensions (%)	32.68 %	50.47 %	30.52 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
BUSD High Schools			
Suspensions (#)	917	855	925
Suspensions (%)	42.83 %	39.90 %	43.41 %
Expulsions (#)	34	15	25
Expulsions (%)	1.59 %	0.70 %	1.17 %

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

Teaching Load

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

Teaching Load Distribution Departmentalized Instruction				
Subject	2005-06			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English				
Math				
Science				
Social Science				
2006-07				
Subject	Avg. Class Size	Number of Classrooms		
English		1-20	21-32	33+
Math				
Science				
Social Science				
2007-08				
Subject	Avg. Class Size	Number of Classrooms		
English	11.3	11	*	*
Math	18.9	7	*	*
Science	*	*	*	*
Social Science	18.3	6	*	*

Graduation & Dropout Rates

High schools are required to disclose, by student group, the percentage of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption.

Central High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring CAHSEE test results and performance, parent conferences, and counseling. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2006-07 data are the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2004-05 and 2005-06 school years, dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) * 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	CHCS		
	04-05	05-06	06-07
	Dropout Rate	47.3%	31.6%
Graduation Rate	50.6%	78.3%	67.7%
	BUSD		
	04-05	05-06	06-07
	Dropout Rate	6.8%	5.1%
Graduation Rate	83.4%	78.3%	67.7%
	California		
	04-05	05-06	06-07
	Dropout Rate	3.1%	3.5%
Graduation Rate	85.0%	83.0%	79.5%

Curriculum & Instruction

Staff Development

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

- Data analysis
- Instructional strategies

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

Instructional Materials

All textbooks used in the core curriculum at Central High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Tuesday, October 14, 2008, the Barstow Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution # 11--2008-2009 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (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, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for their visual/performing arts curricula. During the 2008-09 school year, Barstow Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Grades
History-Social Science		
2007	Glencoe/McGraw-Hill, <i>Economics Principles & Practices</i>	9-12
2007	Houghton Mifflin, <i>American Pageant</i>	9-12
2007	McDougal Littell, <i>The American Reconstruction to the 21st Century</i>	9-12
2007	McGraw-Hill, <i>Economics</i>	9-12
2007	Prentice Hall, <i>World History: The Modern World</i>	9-12
Language Arts		
2007	Holt, Rinehart & Winston, <i>World Literature</i>	9-12
2007	McDougal Littell, <i>Language Network</i>	9-12
2007	Prentice Hall, <i>Everyday Use</i>	9-12
2007	Prentice Hall, <i>Timeless Voices, Timeless Themes</i>	9-12
2007	Scott Foresman, <i>England in Literature</i>	9-12
Math		
2008	Pearson Prentice Hall, <i>Algebra I</i>	9-12
Science		
2007	McGraw-Hill, <i>Biology</i>	9-12
2007	Prentice Hall, <i>Biology CA Edition</i>	9-12
2007	Prentice Hall, <i>Chemistry CA Edition</i>	9-12
2007	Prentice Hall, <i>Conceptual Physics</i>	9-12

School Leadership

The administrative team is comprised of the principal, who works closely with teachers, parents, and school staff. Principal James Davis is responsible for the day-to-day operations of the school and overall instructional program.

Principal James Davis has been in the educational field for 18 years and serving Central High School for four years (as of 2007-08). Previous positions held in other schools include: principal, assistant principal, and classroom teacher. Principal James Davis holds a bachelor's degree in Education with an emphasis in Math and a master's degree in Educational Administration.

Specialized Instruction

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

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

Central High School's special education program is staffed by instructional aides and a resource specialist program teacher. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with small group and individualized instruction in-class and in the resource room. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Central High School takes advantage of the district's participation in the Desert/Mountain Special Education Local Plan Area (SELPA), which provide a pool of professional resources and expertise in the field of special education.

Central High School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using STAR test results, district benchmark assessments, and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. Intervention strategies include:

- Tutoring
- CAHSEE Prep Classes

- PLATO Classes
- Independent Study Program

Classroom teachers monitor student performance on daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Students Enrolled in UC/CSU Courses 2006-07*	
	%
Students enrolled in courses required for UC/CSU admission	52.7
Graduates who completed all courses required for UC/CSU admission	0

*Most current data available

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During intake, students meet with the counselor to discuss their four-year academic plan and are introduced to Central High School's technical and career education programs; the counselor meets at least

twice a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Central High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Regional Occupational Programs
- 2+2 Articulation Agreements

Students enrolled in Central High School's career education programs are offered free child care when needed to eliminate barriers that may interfere with students' efforts in acquiring job skills.

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- On-the-job observation
- Classroom observation

Work experience students are partnered with local community organizations and local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Central High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Central High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Professional Staff

Substitute Teachers

Central High School occasionally experiences difficulties finding substitute teachers to fill vacancies. On those occasions when a substitute teacher is not available, teachers share the responsibility and cover the absent teacher's classroom during their prep period.

Substitutes are available through a county pool that is comprised primarily of aspiring teachers,

retirees, and teachers holding a 30-day substitute permit. Substitutes must have:

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

Teacher Evaluations

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

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

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

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

Counseling & Support Staff

Central 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 Central High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08		
	No. of Staff	FTE
Counselor	1	0.8

FTE = Full-Time Equivalent

Teacher Assignment

During the 2007-08 school year, Central High School had 10 teachers who met all credential

requirements in accordance with state guidelines. Many of Central High School's teachers supplement their regular credential with a credential to teach English language learners.

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

Percentage of Core Classes 2007-08		
	Taught by NCLB- Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Central High School	80.0 %	20.0 %
District Totals		
All Schools	90.0 %	10.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	CHCS			BUSD
	05-06	06-07	07-08	07-08
Total Teachers	9	10	10	342
Teachers with full credentials	8	9	10	301
Teachers without full credentials	1	1	0	41
Teachers in alternate routes to certification	1	2	1	25
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	13
Teachers with waivers	0	0	0	6
Teachers teaching outside subject area	2	0	0	30
Total teacher misassignments	0	10	6	54
Teacher misassignments for English learners	0	5	3	24
Other misassignments of certificated staff	0	5	3	30
Teacher vacancies	0	1	2	67

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

Teacher Education Levels 2007-08		
	CHCS	BUSD
Doctorate	10.0 %	0.9 %
Master's degree plus 30 or more semester hours	30.0 %	28.4 %
Master's degree	20.0 %	15.8 %
Bachelor's degree plus 30 or more semester hours	40.0 %	43.6 %
Bachelor's degree	0.0 %	11.4 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2006-07		
	BUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$37,175	\$39,692
Mid-Range Teacher Salary	\$57,097	\$62,830
Highest Teacher Salary	\$78,351	\$80,472
Superintendent Salary	\$135,864	\$166,547
Average Principal Salaries:		
High School	\$98,302	\$114,549
Percentage of General Fund Expenditures for:		
Teacher Salaries	39.2%	40.2%
Administrative Salaries	5.7%	5.8%

Expenditures Per Student

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

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

- Cal-SAFE
- Community Based Tutoring
- Economic Impact Aid

- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented
- High Priority Schools
- Instructional Materials
- Peer Assistance & Review
- Pupil Retention Grant
- Regional Occupation Centers and Programs
- School Improvement Program
- School Safety
- School & Library Improvement Block Grant
- Special Education
- Special Education Transportation
- Staff Development
- Targeted Instruction Improvement Grant
- Title I
- Title II
- Title III – Limited English Proficient
- Title IV
- Title V – Innovative Education Strategies
- Tobacco Use and Prevention Education
- Vocational and Applied Technology

Expense of Education Per Pupil 2006-07					
	Dollars Spent per Student				
	CHCS	BUSD	% Diff. School & Dist.	State Avg., Dist.	% Diff. School & State
				Same Size & Type	
ADA*	122	6402	N/A	N/A	N/A
Total**	\$9,529	\$8,339	114.26	N/A	N/A
Restr.†	\$9,315	\$2,831	329.03	N/A	N/A
Unrestr.††	\$214	\$5,508	3.88	\$5,300	4.03
Avg. Teacher Salary	\$54,291	\$54,291	100.00	\$62,157	87.34

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Central 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 Central High School's SARC and access the internet at any of the county's public libraries. The closest public library to Central High School is the Barstow Library, located at 304 E Buena Vista St, Barstow, CA 92311.

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