

Barstow Unified School District Central High School

Grades 9 through 12
James Davis, Principal



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2009-10 School Accountability Report Card *Published February 2011*

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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 2009-10 school year, 311 students were enrolled, including 16% in special education, 13% qualifying for English Language Learner support, and 41% qualifying for free or reduced price lunch. Central High School achieved a 2010 Academic Performance Index (API) score of 542.

Student Enrollment by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-Amer.	20.90 %	Grade 9	34
Amer. Indian or Alaskan Native	2.25 %	Grade 10	52
Asian	0.64 %	Grade 11	98
Filipino	0.32 %	Grade 12	127
Hisp. or Latino	47.27 %		
Pacific Islander	1.61 %		
Caucasian	27.65 %		
Multi-Racial	0.32 %		
Total Enrollment			311

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

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. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 27% of Central High School's tenth grade students who took the test passed the math portion of the exam and 37% 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.

Physical Fitness

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. The 2009-2010 data was not available to the time this publication was prepared.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Central High School			District			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	12	10	12	37	43	44	46	50	52
Math	3	7	6	32	37	43	43	46	48
Science	10	7	19	26	32	44	46	50	54
Social Science	4	7	5	17	19	26	36	41	44

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	Central High School							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	17	*	*	17		13	*	*
Math	*	*	*	13		11	*	*
Science	*			26		13	*	
Social Science	*	*	*	*		*	*	

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	BUSD	Central High School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	44		10	16	*	16	*	
Math	43		6	12	*	8	*	
Science	26		16	22	*	18	*	
Social Science	44		13	*	*	*	*	

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2009-10							
	English			Math			
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced	
All Students	63	37	12	73	27	6	
Male	79	21	4	76	24	4	
Female	48	52	20	69	31	8	
African-Amer.	*	*	*	*	*	*	
Amer. Indian or Alaskan Native	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	
Filipino	*	*	*	*	*	*	
Hisp. or Latino	57	43	10	72	28	3	
Pacific Islander	*	*	*	*	*	*	
Caucasian	*	*	*	*	*	*	
Multi-Racial	69	31	19	68	32	11	
English Learners	*	*	*	*	*	*	
Economically Disadvantaged	69	31	9	76	24	3	
Migrant Educ.	*	*	*	*	*	*	
Students with Disabilities	*	*	*	*	*	*	

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

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Central High School			BUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	16.7	18.5	12	37.3	40.2	39	52.9	52.0	54
Math	4.5	9.1	6	36.5	32.6	28	51.3	53.3	53.4

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.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth			
Seventh			
Ninth			

Alternative School Accountability Model (ASAM)		
Performance Indicators	Actual Performance Rate	Performance Standard Achieved
Attendance	88.8%	Sufficient
Credit Completion	95.2%	Sufficient
High School Graduation	89.3%	Sufficient

Alternative School Accountability Model

Schools that cannot participate in the API due 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.

Central High School's performance indicators used to evaluate progress are Attendance, Credit Completion, and High School Graduation. 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 each category and corresponding performance rating (2009-10 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/.

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 2009-10 AYP cycle, high schools must achieve a 55.6% or higher proficiency rate in English/Language Arts and 54.8% 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 680 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83.1%.

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 2009-10		
Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?		
AYP Indicator	CHS	BUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	No	Yes
Math	No	Yes
<i>Percent Proficient</i>		
Language Arts	N/A	No
Math	N/A	No
API Score	No	Yes
Graduation Rate	Pending	Pending

Reported data based upon performance of all subgroups for each of the areas listed

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 2009-10, 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		
	CHS	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		2
% of Schools Currently Identified for PI		N/A

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 flyers, principal newsletters, 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

Chaperone
Classroom Helper
Office Helper
School Events

Committees

School Site Council

School Activities

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

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 and 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:

- Two portable classrooms added to campus

Every morning before school begins, the principal inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and no evening custodians are assigned to Central 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 principal communicates with the custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1936
Acreage	5
Square Footage	-
Quantity	
Permanent Classrooms	11
Portable Classrooms	5
Restrooms (sets)	1
Cafeteria	1
Library	1
Auditorium	1
Computer Lab	1
Gymnasium	1
Staff Work Room	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 2009-10 school year, Central High School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection

The district's maintenance department inspects Central High School on an annual basis in accordance with Education Code §17592.72(c)(1). Central 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 Thursday, September 23, 2010. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2009-10, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Thursday, September 23, 2010			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

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

Rating Description

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal and teachers patrol the campus, entrance areas, and designated common areas. The principal, teachers, and 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, updated, and discussed with school staff in September 2010.

Classroom Environment

Discipline & Climate for Learning

Central 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			
	CHS		
	07-08	08-09	09-10
Suspensions (#)	65	51	66
Suspensions (%)	30.52 %	20.56 %	20.82 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	BUSD High Schools		
	06-07	07-08	08-09
Suspensions (#)	925	772	979
Suspensions (%)	43.41 %	37.01 %	48.42 %
Expulsions (#)	25	63	7
Expulsions (%)	1.17 %	3.02 %	0.35 %

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. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	11.3	11	*	*
Math	18.9	7	*	*
Science	*	*	*	*
Social Science	18.3	6	*	*
Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	15.4	11	*	*
Math	19.8	6	3	*
Science	*	*	*	*
Social Science	18.8	4	2	*

2009-10 data not available at the time of production of this report

Dropouts

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, 2008-09 data is 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 2005-06 school year, 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			
	CHS		
	06-07	07-08	08-09
Dropout Rate	26.2%	37.2%	24.7%
Graduation Rate	69.6%	66.7%	50.0%
	BUSD		
	06-07	07-08	08-09
Dropout Rate	6.9%	9.5%	8.3%
Graduation Rate	67.7%	61.9%	63.1%
	California		
	06-07	07-08	08-09
Dropout Rate	4.4%	3.9%	4.5%
Graduation Rate	80.6%	80.2%	78.5%

Graduation Requirements

Students must accumulate 220 course credits, pass the math portion of CAHSEE and pass the language arts portion of CAHSEE to receive a high school diploma from Central High School. Alternative methods of acquiring a diploma are available through the Continuation School, Community day school, and Adult school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Central High School. The following table illustrates the percentage of students graduating from Central High School who have met both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2008-09**		
Central High School	BUSD	California
50.0 %	63.1 %	78.4 %
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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Central High School revolve around the California State Content Standards and Frameworks. During the 2009-10 school year, Central High School held two staff development days devoted to:

- Data Direct
- Infinite Campus
- Direct Interactive Instruction

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. Central High School supports ongoing professional growth throughout the year on minimum days. Teachers met 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 2009-10 school year, Central High School's teachers attended the following events hosted by the Barstow Unified School District:

- SB472 Instructional Material Training
- English Learner Professional Development

- Direct Interactive Instruction
- Grade Level Collaboration

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. 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		
2007-08	2008-09	2009-10
2	2	2

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, September 28, 2010, 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 #13-2010-2011 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 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 2010-11 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
History-Social Science		
2007	Glencoe/McGraw-Hill, <i>Economics: Principles and Practices</i>	0 %
2006	Kennedy, <i>American Pageant</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2007	Pearson Prentice Hall, <i>World History</i>	0 %
Language Arts		
2007	Holt, Rinehart and Winston, <i>World Literature</i>	0 %
2007	McDougal Littell, <i>Language Network</i>	0 %
2007	Pearson Prentice Hall, <i>Timeless Voices, Timeless Themes</i>	0 %
2007	Scott Foresman, <i>England in Literature</i>	0 %
Math		
2007	Pearson Prentice Hall, <i>Algebra I</i>	0 %
Science		
2007	Glencoe/McGraw-Hill, <i>Biology: The Dynamics of Life</i>	0 %
2007	Pearson Prentice Hall, <i>Biology, The Web of Life</i>	0 %
2007	Pearson Prentice Hall, <i>Chemistry</i>	0 %
2007	Pearson Prentice Hall, <i>Conceptual Physics</i>	0 %

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

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. Central High School offers only those classes required to earn a high school diploma. Any students returning to a comprehensive high school setting will have the option to pursue four-year college required courses.

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/>.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, 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 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.

Professional Staff

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) 2009-10		
	No. of Staff	FTE
Counselor	1	0.9

FTE = Full-Time Equivalent

Teacher Assignment

During the 2009-10 school year, Central High School had 10 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 2009-10		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Central High School	100.0 %	0.0 %
District Totals		
All Schools	84.0 %	16.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

	Teacher Credentials & Assignments			
	CHS			BUSD
	07-08	08-09	09-10	09-10
Total Teachers	10	10	10	308
Teachers with full credentials	10	10	10	303
Teachers without full credentials	0	0	0	5
Teachers in alternate routes to certification	1	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	3	1	0
Total teacher misassignments	6	0	1	5
Teacher misassignments for English learners	3	0	1	5
Other misassignments of certificated staff	3	0	0	0
Teacher vacancies	2	0	0	1

	Teacher Credentials & Assignments (cont'd)	
	CHS	BUSD
	10-11	10-11
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

	Teacher Education Levels 2009-10	
	CHS	BUSD
Doctorate	8.3 %	0.7 %
Master's degree plus 30 or more semester hours	58.3 %	35.5 %
Master's degree	16.7 %	20.1 %
Bachelor's degree plus 30 or more semester hours	16.7 %	35.5 %
Bachelor's degree	0.0 %	8.2 %
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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	BUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$37,175	\$41,209
Mid-Range Teacher Salary	\$57,097	\$65,228
Highest Teacher Salary	\$78,351	\$83,339
Superintendent Salary	\$135,864	\$179,589
Average Principal Salaries:		
High School	\$98,302	\$119,247
Percentage of General Fund Expenditures for:		
Teacher Salaries	39%	40.7%
Administrative Salaries	6.2%	5.9%

Expenditures Per Student

For the 2008-09 school year, Barstow Unified School District spent an average of \$8,146 of total general funds to educate each student (based on 2008-09 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/ and 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 2008-09 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-Age Families Education Program (Cal-SAFE)
- California Instructional School Garden
- California Peer Assistance & Review Program for Teachers (CPARP)
- Community-Based Tutoring Grants
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority Schools Grants Program
- Instructional Materials
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School & Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Staff Development

- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2008-09					
	Dollars Spent per Student				
	CHS	BUSD	% Diff. School & Dist.	State Avg., Dist.	% Diff. School & State
				Size & Type	
ADA*	143	6144	N/A	N/A	N/A
Total**	\$5,051	\$8,324	60.68	N/A	N/A
Restr.†	\$4,881	\$3,103	157.30	N/A	N/A
Unrestr.††	\$170	\$5,221	3.26	\$5,681	3.00
Avg. Teacher Salary	\$65,154	\$56,093	116.15	\$56,953	114.40

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool located 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 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 December 2010. Data to prepare the school facilities section were acquired in January 2011.