

# Barstow Unified School District Central High School

Grades 9 through 12  
Carolyn Norman, Principal



405 North Second Avenue  
Barstow, CA 92311  
PH: (760) 255-6063 FAX: (760) 256-2125

## 2011-12 School Accountability Report Card *Published February 2013*

Barstow Unified School District  
551 South Avenue H  
Barstow, CA 92311  
(760) 255-6000

### Website Address

www.barstow.k12.ca.us

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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 receive a standards-based, challenging curriculum by dedicated professional staff 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 2011-12 school year, 300 students were enrolled, including 12% in special education, 16% qualifying for English Language Learner support, and 66% qualifying for free or reduced price lunch. Central High School achieved a 2012 Academic Performance Index (API) score of 548.

Student Enrollment by Ethnicity / Grade Level 2011-12			
Ethnic Group	%	Grade Level	#
African-Amer.	17.33 %	Grade 9	13
Amer. Indian or Alaskan Native	1.00 %	Grade 10	20
Asian	0.33 %	Grade 11	93
Filipino	0.33 %	Grade 12	174
Hisp. or Latino	53.67 %		
Pacific Islander	1.33 %		
Caucasian	25.67 %		
Multi-Racial	1.67 %		
Total Enrollment			300

## 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 Report Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2012 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2012/>.

### 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; 38% of Central High School's tenth grade students who took the test passed the math portion of the exam and 41% 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. Due to the moderate number of students tested, and in order to protect confidentiality, fitness scores are not disclosed for Central High School.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Central High School			District			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	12	10	6	44	45	47	52	54	56
Math	6	17	4	43	46	45	48	50	51
Science	19	8	5	44	42	48	54	57	60
Social Science	5	8	3	25	30	31	44	48	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12								
	Central High School							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	*	*	*	13	*	3	*	*
Math	*	*	*	6	*	5	*	*
Science	*	*	*	10	*	4	*	*
Social Science	*	*	*	*	*	7	*	*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12								
	BUSD	Central High School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	47	6	4	8	*	6	6	*
Math	45	4	4	4	*	3	*	*
Science	48	5	6	4	*	10	*	*
Social Science	31	3	5	1	*	5	*	*

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2011-12						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	86	14	*	98	3	*
Male	95	5	*	96	4	*
Female	73	27	*	100	*	*
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hisp. or Latino	83	17	*	96	4	*
Pacific Islander	*	*	*	*	*	*
Caucasian	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	90	10	*	100	*	*
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		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	12	18	14	39	42	40	54	59	56
Math	6	8	3	28	38	39	54	56	58

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 2011-12			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	N/A	N/A	N/A
Seventh	N/A	N/A	N/A
Ninth	N/A	N/A	N/A

### 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			
	2009	2010	2011
Statewide Rank	**	**	**
Similar Schools Rank	**	**	**

Results generated from 2009, 2010, and 2011 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2009-10	2010-11	2011-12
Schoolwide - All Students	0	91	-3
<b>Ethnic Subgroups</b>			
African-Amer.	N/A	*	*
Amer. Indian or Alaskan Native	N/A	*	*
Asian	N/A	*	*
Filipino	N/A	*	*
Hisp. or Latino	*	*	*
Multi-Racial	N/A	N/A	*
Pacific Islander	N/A	*	*
Caucasian	*	*	*
<b>Other Subgroups</b>			
Students with Disabilities	N/A	*	*
Economically Disadvantaged	*	*	*
English Learners	N/A	*	*

Results generated from 2010, 2011, and 2012 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2012 Growth API		
	School	District	State
African-Amer.		673	710
Amer. Indian or Alaskan Native		737	742
Asian		877	905
Filipino		826	869
Hisp. or Latino	557	745	740
Pacific Islander		776	775
Caucasian	566	783	853
Multi-Racial		808	849
Economically Disadvantaged	548	727	737
English Learners	480	707	716
Students with Disabilities		533	607
All Students	548	750	788

## 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 2011-12 AYP cycle, high schools must achieve a 77.8% or higher proficiency rate in English/Language Arts and 77.4% 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 740 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 90%.

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 2011-12		
<i>Did the school and district meet or exceed 2012 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	CHS	BUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	No	No
API Score	No	Yes
Graduation Rate	Yes	Yes

*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 2011-12, 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/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status		
	CHS	BUSD
PI Status	Not in PI	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%

## 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  
ASB

### 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:

- Touch-up painting (2012/13)

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 one part-time evening custodian 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 evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with 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 2011-12 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 Tuesday, February 12, 2013. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2011-12, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Tuesday, February 12, 2013			
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, 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, updated, and discussed with school staff in September 2012.

## 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		
	09-10	10-11	11-12
Suspensions (#)	66	30	25
Suspensions (%)	20.82 %	9.58 %	8.33 %
Expulsions (#)	0	1	0
Expulsions (%)	0.00 %	0.32 %	0.00 %
BUSD High Schools			
Suspensions (#)	979	295	226
Suspensions (%)	48.42 %	16.10 %	12.98 %
Expulsions (#)	7	13	23
Expulsions (%)	0.35 %	0.71 %	1.32 %

*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	2009-10			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	15.4	1	*	*
Math	19.8	6	3	*
Science	*	*	*	*
Social Science	18.8	4	2	*
Subject	2010-11			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	13.4	13	*	*
Math	13.0	12	*	*
Science	16.7	3	*	*
Social Science	17.1	7	*	*
Subject	2011-12			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	13.8	13	*	*
Math	10.4	5	*	*
Science	*	*	*	*
Social Science	17.0	4	*	*

## 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, 2010-11 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		
	08-09	09-10	10-11
Dropout Rate	37.2%	36.9%	19.9%
Graduation Rate	66.7%	46.7%	65.3%
	BUSD		
	08-09	09-10	10-11
Dropout Rate	9.5%	36.9%	19.9%
Graduation Rate	61.9%	46.7%	65.3%
	California		
	08-09	09-10	10-11
Dropout Rate	3.9%	16.6%	14.4%
Graduation Rate	80.2%	74.7%	76.3%

## 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 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* 2010-11**		
Central High School	BUSD	California
65.3 %	65.3 %	69.2 %
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 2011-12 school year, Central High School held staff development devoted to:

- Data Director
- Infinite Campus
- Direct Interactive Instruction
- Interwrite Pad System

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 early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need.

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		
2009-10	2010-11	2011-12
2	0	0

### 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, August 28, 2012, 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 #8 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 2012-13 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>History-Social Science</b>		
2007	Glencoe/McGraw-Hill, <i>Economics: Principles and Practices</i>	0 %
2006	Kennedy, <i>American Pagaent</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2007	Pearson Prentice Hall, <i>World History</i>	0 %
<b>Language Arts</b>		
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 %
<b>Math</b>		
2007	Pearson Prentice Hall, <i>Algebra I</i>	0 %
<b>Science</b>		
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. 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 2010-11*	
	%
Students enrolled in courses required for UC/CSU admission	25.80
Graduates who completed all courses required for UC/CSU admission	0.0

\*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 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 once 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:

- Regional Occupational Programs
- Workability
- Career/Partnership Academies
- Career Pathways
- 2+2 Articulation Agreements

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- Classroom observation

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.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to

graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

Central High School's career/partnership academies are a "school within a school program. Components include rigorous academics with a career focus, a team of teachers, and active business involvement. During the 2011-12 school year, Central High School offered the following career academy programs:

- Mojave XP Academy
- Valor Academy
- STEM Academy

Students enrolled in the career/partnership academies are enrolled in core classes where instructional content is more closely related to the student's chosen field of study. Core curriculum teachers and partnership academy teachers collaborate regularly to ensure three-year terms and coursework are in alignment with state standards and students' needs.

During the 2011-12 school year, Central High School offered the following career technical education programs as elective courses:

- ROP Digital Design
- ROP Auto Collision Repair
- ROP TV/Video Production
- ROP Emergency First Responder
- ROP Intro to Health Careers
- ROP Medical Terminology
- ROP Sports Therapy
- ROP Customer Service Occupations
- ROP Restaurant Occupations
- ROP Restaurant 1 & 2
- ROP Welding Technologies
- ROP Woodworking Occupations
- Intro to Engineering Design
- Principals of Engineering Design
- Computer App/Key
- Computer Literacy
- Intro to Computers
- Computer Business App
- Metal 1 & 2
- Auto 1, 2 & 3
- Entrepreneurship
- Intro To Management
- Intro to Marketing
- TPP
- Computer Game Design

## 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) 2011-12		
	No. of Staff	FTE
Counselor	1	0.90
Nurse	1	*
Psychologist	1	*

\* as needed

FTE = Full-Time Equivalent

### Teacher Assignment

During the 2011-12 school year, Central High School had 16 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 2011-12		
	Taught by NCLB- Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Central High School	67.4 %	32.6 %
<b>District Totals</b>		
All Schools	94.5 %	5.5 %
High-Poverty	94.5 %	5.5 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	CHS			BUSD
	09-10	10-11	11-12	11-12
Total Teachers	10	15	16	264
Teachers with full credentials	10	15	16	263
Teachers without full credentials	0	0	0	1
Teachers in alternate routes to certification	0	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	1	4	6	33
Total teacher misassignments	1	0	0	0
Teacher misassignments for English learners	1	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	CHS	BUSD
	12-13	12-13
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 2011-12		
	CHS	BUSD
	Doctorate	7.1 %
Master's degree plus 30 or more semester hours	50.0 %	36.0 %
Master's degree	21.4 %	21.5 %
Bachelor's degree plus 30 or more semester hours	21.4 %	35.6 %
Bachelor's degree	0.0 %	5.7 %
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: 2010-11 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2010-11		
	State Average of Districts in Same Category	
	BUSD	
Beginning Teacher Salary	\$37,175	\$40,656
Mid-Range Teacher Salary	\$57,097	\$64,181
Highest Teacher Salary	\$78,351	\$82,486
Superintendent Salary	\$138,000	\$181,081
<b>Average Principal Salaries:</b>		
High School	\$98,302	\$117,845
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	37%	40%
Administrative Salaries	5%	6%

### Expenditures Per Student

For the 2010-11 school year, Barstow Unified School District spent an average of \$8,111 of total general funds to educate each student (based on 2010-11 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 2010-11 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Class Size Reduction, Grades K-3 (optional)
- Economic Impact Aid (EIA)
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Title X, McKinney-Vento Homeless Assistance
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2010-11					
	Dollars Spent per Student				
	CHS			State Avg., Dist. Same Size & Type	
	CHS	BUSD	% Diff. School & Dist.	% Diff. School & State	
ADA*	251	5770	N/A	N/A	N/A
Total**	\$6,761	\$7,997	84.54	N/A	N/A
Restr.†	\$5,798	\$2,688	215.67	N/A	N/A
Unrestr.††	\$963	\$5,309	18.14	\$5,455	17.65
Avg. Teacher Salary	\$67,724	\$59,325	114.16	\$57,948	116.87

\* 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 October 2011. Data to prepare the school facilities section were acquired in February 2012.