

Barstow Unified School District Central High School

Grades 9 through 12
James Davis, Principal
james_davis@busdk12.com



405 North Second Avenue
Barstow, CA 92311
PH: (760) 255-6063 FAX: (760) 256-2125
www.barstow.k12.ca.us/CHS
CDS #: 36676113630712

2020-21 School Accountability Report Card *Published January 2022*

Barstow Unified School District
551 South Avenue H
Barstow, CA 92311-2500
(760) 255-6000
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 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

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.

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

School Description

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 2020-21 school year, 136 students were enrolled, including 19.9% in special education, 6.6% qualifying for English Language Learner support, and 91.2% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	43.40%	Grade 9	5
Male	56.60%	Grade 10	7
Non-Binary	0.00%	Grade 11	39
Amer. Indian or Alaska Native	0.70%	Grade 12	85
Asian	0.70%	Ungraded	0
Black or African-Amer.	30.10%		
Filipino	0.00%		
Hisp. or Latino	48.50%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	7.40%		
White	12.50%		
English Learners	6.60%		
Foster Youth	1.50%		
Homeless	14.70%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	91.20%		
Students with Disabilities	19.90%		
Total Enrollment			136

Student Achievement

Physical Fitness

In the spring of each year, Central High School is required by the state to administer a physical fitness test to all students in grade nine. 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 reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2020-21			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Ninth	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

CAASPP Test Results in ELA by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	62	24	38.71	61.29	18.18
Female	28	10	35.71	64.29	--
Male	34	14	41.18	58.82	30.77
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	14	5	35.71	64.29	--
Filipino	0	0	0	0	0
Hisp. or Latino	36	15	41.67	58.33	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	16	6	37.50	62.50	--
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	55	21	38.18	61.82	10.53
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Mathematics by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	62	28	45.16	54.84	0.00
Female	28	11	39.29	60.71	0.00
Male	34	17	50.00	50.00	0.00
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	14	4	28.57	71.43	--
Filipino	0	0	0	0	0
Hisp. or Latino	36	18	50.00	50.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	16	2	12.50	87.50	--
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	55	23	41.82	58.18	0.00
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Science (grades 5, 8, and 10)	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	19-20	20-21	19-20	20-21	19-20	20-21
	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

Any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

CAASPP Test Results in Science by Student Group (2020-21)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	145	19	13.10	86.90	10.53
Female	60	8	13.33	86.67	--
Male	85	11	12.94	87.06	9.09
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	40	5	12.50	87.50	--
Filipino	0	0	0	0	0
Hisp. or Latino	76	9	11.84	88.16	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	2	11.76	88.24	--
English Learners	15	2	13.33	86.67	--
Foster Youth	--	--	--	--	--
Homeless	26	4	15.38	84.62	--
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	124	17	13.71	86.29	5.88
Students with Disabilities	16	0	0.00	100.00	--

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in *Teacher Preparation and Placement*, including the *Teacher Credentials & Misassignments* chart; *Instructional Materials*, including the *Textbooks* chart; and *School Facilities & Maintenance*, including the *Campus Description* and *School Facility Good Repair Status* charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and

special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

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, the school website, and the Parent Involvement Coordinator. Contact the Parent Involvement Coordinator 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

English Learner Advisory Council
School Site Council
Associated Student Body (ASB)

School Activities

Back to School Night
End of the Year Field Trip
Graduation Ceremony
Parent Conferences

Float for Barstow Mardi Gras Parade
Senior BBQ
Black History Multicultural Celebration
Quarterly Award Assemblies
Student Assemblies

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:

2020-21 Campus Improvements:

- Refinishing of the stage floor
- Improvement to storage areas
- Additional landscaping

2021-22 Campus Improvements:

- Re-pipe boys' restroom
- Installation of new carpet in rooms 21 & 22

Every morning before school begins, the principal inspects 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:

- 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	3.6
Square Footage	23,243
Quantity	
Permanent Classrooms	11
Portable Classrooms	5
Restrooms (sets)	1
Cafeteria	1
Library	1
Auditorium	1
Computer Lab	1
Gymnasium/Weight Room	1
Staff Work Room	1
Wood Technology Room	1

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 Friday, September 10, 2021. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Friday, September 10, 2021			
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, teachers, and the counselor patrol the campus, entrance areas, and designated common areas. The principal, teachers, the custodian, 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, teachers, and the counselor 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 October 2021.

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			
	18-19	19-20	20-21
	School		
% Students Suspended	8.1	4.4	0.5
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	10.3	6.6	0.0
% Students Expelled	0.0	0.1	0.0
	State		
% Students Suspended	3.5	2.5	0.2
% Students Expelled	0.8	0.1	0.0

Note: Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Suspensions and Expulsions by Student Group (2020-21)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.5	0.0
Female	0.0	0.0
Male	0.8	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	1.6	0.0
Filipino	0.0	0.0
Hisp. or Latino	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	0.0	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	0.5	0.0
Students with Disabilities	0.0	0.0

Class Size

The Class Size 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 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Subject	2018-19			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	3.0	29		
Mathematics	4.0	17		
Science	3.0	15		
Social Science	2.0	28		
Subject	2019-20			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	3.0	33		
Mathematics	4.0	23		
Science	5.0	14		
Social Science	4.0	25		
Subject	2020-21			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	4.0	31		
Mathematics	4.0	23		
Science	5.0	14		
Social Science	3.0	34		

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

Pupil Engagement

Dropout & Graduation Rates

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 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, 2019-20 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates (Four-Year Cohort Rate)			
	School		
	17-18	18-19	19-20
Dropout Rate	34.4%	34.7%	34.6%
Graduation Rate	48.9%	63.9%	40.2%
	District		
	17-18	18-19	19-20
Dropout Rate	13.0%	9.8%	16.0%
Graduation Rate	80.5%	88.9%	74.7%
	State		
	17-18	18-19	19-20
Dropout Rate	9.6%	9.0%	9.4%
Graduation Rate	83.0%	84.5%	83.6%

Graduation Rate by Student Group (Four-year Cohort Rate) (2020-21)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	107	43	40.2
Female	43	19	44.2
Male	64	24	37.5
Non-Binary	0	0	0.0
Amer. Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African-Amer.	30	15	50.0
Filipino	0	0	0.0
Hisp. or Latino	52	17	32.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	19	8	42.1
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	23	10	43.5
Students Receiving Migrant Ed. Services	0	0	0.0
Socioeconomically Disadvantaged	103	42	40.8
Students with Disabilities	18	8	44.4

Note: For more information of the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Central High School for the 2020-21 school year. A "chronic absentee" has been

defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2020-21)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	216	196	163	83.2
Female	85	78	65	83.3
Male	131	118	98	83.1
Amer. Indian or Alaska Native	1	1	1	100.0
Asian	4	4	3	75.0
Black or African-Amer.	61	55	47	85.5
Filipino	0	0	0	0.0
Hisp. or Latino	106	99	85	85.9
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	10	10	7	70.0
White	33	27	20	74.1
English Learners	18	17	13	76.5
Foster Youth	4	3	3	100.0
Homeless	26	22	22	100.0
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	193	174	148	85.1
Students with Disabilities	31	30	23	76.7

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 2020-21 school year, Central High School held staff development training devoted to:

- ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training
- Direct Interactive Instruction
- Google Docs & Google Classroom
- Illuminate Training
- Infinite Campus
- Interwrite Pad Systems
- PLATO (Independent Study Computer Program)
- Schoolwide Positive Behavior Intervention and Support (SWPBIS)
- Writing of IEP's

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, 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 meet in both grade level and department

level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or trainings 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 2019-20, 2020-21, and 2021-22 school years, Central High School's teachers had the opportunity to attend professional development trainings focused around English Language Arts, English Language Development, Mathematics, History-Social Science, Next Generation Science Standards (NGSS), Technology, and Distance Learning Platforms.

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.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2019-20	2020-21	2021-22
5	5	5

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, 2021, 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 #7, 2021-2022 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 2021-22 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
English Language Arts		
2016	Houghton Mifflin Harcourt, <i>Collections</i>	0 %
2020	National Geographic/Cengage Learning, <i>Edge</i>	0 %
2007	Prentice Hall, <i>Everyday Use: Rhetoric at Work in Reading and Writing</i>	0 %
2010	Wadsworth Publishing, <i>Reading, Reacting, Writing</i>	0 %
Foreign Languages		
2011	Pearson Prentice Hall, <i>Realidades 1</i>	0 %
2011	Pearson Prentice Hall, <i>Realidades 2</i>	0 %
2011	Pearson Prentice Hall, <i>Realidades 3</i>	0 %
History-Social Science		
2017	Bedford/St. Martin's, <i>Ways of the World, a Global History with Sources, 3rd Edition</i>	0 %
2020	Bedford/St. Martin's, <i>Ways of the World: A Global History with Sources</i>	0 %
2021	BFW/Worth Publishers, <i>Fabric of a Nation</i>	0 %
2007	McGraw Hill, <i>Economics</i>	0 %
2019	McGraw Hill, <i>Impact CA</i>	0 %
2011	Pearson Prentice Hall, <i>Government by the People, AP Edition</i>	0 %
Mathematics		
2019	Educations Solutions, <i>Foundations in Personal Finance & Financial Algebra, for Business Math</i>	0 %
2008	Houghton Mifflin, <i>Calculus of a Single Variable</i>	0 %
2016	Houghton Mifflin, <i>Integrated Math 1, 2 & 3</i>	0 %
2008	Houghton Mifflin Company, <i>PreCalculus with Limits</i>	0 %
2005	W. H. Freeman, <i>The Practice of Statistics</i>	0 %
Science		
2021	Biozone, <i>Earth and Space Sciences for NGSS</i>	0 %
2007	Holt, Rinehart and Winston, <i>Physics, California Edition</i>	0 %
2001	McGraw Hill, <i>Biology, AP Edition</i>	0 %
2021	Pearson, <i>The Cosmic Perspective</i>	0 %
2011	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2007	Prentice Hall, <i>Biology, California Edition</i>	0 %
2007	Prentice Hall, <i>Chemistry</i>	0 %
2007	Prentice Hall, <i>Conceptual Physics</i>	0 %
	Science Laboratory Equipment	0 %

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 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:

- Workability
- Career/Partnership Academies
- Career Pathways
- 2+2 Articulation Agreements
- Career Technical Education (CTE)

Individual student assessment of work readiness skills takes place through:

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

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 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 2020-21 school year, Central High School offered the following career academy programs:

- Mojave XP Academy
- STEM Academy
- Valor 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 2020-21 school year, Central High School offered the following career technical education programs as elective courses:

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

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2020-21		
	No. of Staff	FTE
Academic Counselor	1	1.0
Health Clerk	1	*
Nurse	1	*
Psychologist	1	*
Psychologist Intern	1	*
School Resource Officer (SRO)	1	*

* as needed

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Preparation and Placement

The charts below identify the number of teachers at Central High School, Barstow Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Central High School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization / Assignment (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An Authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

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: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2019-20		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$49,130	\$51,029
Mid-Range Teacher Salary	\$75,457	\$78,583
Highest Teacher Salary	\$106,789	\$99,506
Superintendent Salary	\$166,596	\$240,194
Average Principal Salaries:		
Elementary School	\$105,564	\$124,576
Middle School	\$108,205	\$131,395
High School	\$118,685	\$144,697
Percentage of Budget:		
Teacher Salaries	29%	34%
Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2019-20 school year, Barstow Unified School District spent an average of \$12,946 of total general funds to educate each student (based on 2019-20 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 2019-20 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Classified School Employee Summer Assistance Program
- College Readiness Block Grant
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV, V

Expenditures Per Pupil and School Site Teacher Salaries 2019-20					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$14,973	N/A	N/A	N/A	N/A
Restricted	\$3,684	N/A	N/A	N/A	N/A
Unrestricted	\$11,288	\$5,728	197.08	\$8,444	133.69
Average Teacher Salary	\$76,557	\$76,065	100.65	\$81,044	94.46

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

SARC Data

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Central High School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

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 2021. Data to prepare the school facilities section were acquired in October 2021.