

Executive Summary School Accountability Report Card, 2010–11

For Central Union High

Address:	1001 Brighton Ave., El Centro, CA, 92243-3110	Phone:	760-336-4300
Principal:	Jeff Magin, Principal	Grade Span:	9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Central Union High School is located in El Centro, California. El Centro is situated in the southern most part of California; it is located 128 miles east of San Diego, 60 miles west of Yuma, Arizona and just 10 miles north of Mexicali, Mexico. It is accessible via Interstate 8, State Highway 86 and State Highway 111. Founded in 1908, Central Union High School (CUHS) is the oldest of three high schools in the Central Union High School District. The district is comprised of CUHS and Southwest, comprehensive high schools, and Desert Oasis, an alternative high school. CUHS along with Southwest and Desert Oasis High Schools draw most of its students from five neighboring elementary districts.

CUHS serves approximately 1,781 students in grades nine through twelve and employs over eighty teachers. Ethnic composition of our student population is 90.5% Hispanic or Latino, 0.4% American Indian or Alaska Native, 4.9% White (not Hispanic), 2.5% African-American, 0.6% Asian-American, 0.1% Filipino-American, and 1% Multiple or Other.

According to the U.S. Census Bureau, El Centro's population grew 8.26% from 2000-2009. For a short time, there were multiple housing projects under construction or newly completed in the city. This situation has decreased dramatically in light of the economic recession we now face. In fact, a number of homes in the area have gone into foreclosure. Also, according to the U.S. Census Bureau's 2005-2009 American Community Survey, of El Centro's 41,241 population, 30% were foreign born and in 69.9 % of El Centro homes the language spoken at home is not English.

The high school is representative of its community in terms of both ethnic and linguistic diversity. Each year, we continue to reclassify students to Fluent English Proficient (FEP); therefore, only 24.5% of students in the school are currently identified as English learners (EL). Approximately 44.2% are Fluent English Proficient (FEP). This is, nonetheless, a higher percentage than the

statewide average of 14.2%. In 2010-11, the number of Central's students that were redesignated to FEP was 15.2%; the state only redesignated 11.4%. Spanish speaking English Learners (EL) comprise 99.3% of the EL population at Central Union High School.

Parent/ Community organizations at the school are supportive of the students. School Site Council parent representatives, English Learner Advisory Council, District English Learner Advisory Council, Spartan Band Boosters, Migrant Parents, AVID parents, and the Spartan Athletic Club (SAC) are all active on the campus.

El Centro has a significantly higher rate of poverty than the State as a whole. The unemployment rate in Imperial County was 29 percent in September 2011. This compares with an approximate unemployment rate of 11.9 percent for California and 9.1 percent for the nation during the same period (Bureau of Labor Statistics). The median income in 2009 for a household in the city is \$38,312 while the state average is \$62,363. The per capita income for El Centro is \$18,513. Therefore, 19.2% of El Centro's citizens fall below the poverty line (2005-2009 American Community Survey 5-Year Estimates). The student population of the school mirrors that of the city. Hence, CUHS qualifies as a Title I school-wide program.

Some of the campus buildings date back to the 1920's. Due to the age of the facility, constant maintenance is required. Renovations primarily are pursued during summer months while students are not on campus. Modernization has begun on our multi-purpose room, cafeteria, and band room as well as the east wing of the library building. In December 2011 or January 2012, work will begin on the English building.

Recent economic factors have caused a decrease in our enrollment. Due to foreclosures on homes and other such activities, some students have moved out of our boundaries. Additionally, many families have moved back to Mexico for financial reasons.

The bustling city of El Centro is surrounded by thousands of acres of prime farmland that has transformed the desert into one of the most productive farming regions in California with an annual crop production of over \$1 billion. Agriculture is the largest industry in Imperial County and accounts for 48% of all employment. Fifty percent of the jobs in the City of El Centro come from the service and retail sector. A recent growth in the interest of Imperial County as a filming location has spurred growth in servicing this industry (El Centro Chamber of Commerce).

Student Enrollment

Group	Enrollment
Number of students	1,781
Black or African American	2.5%
American Indian or Alaska Native	0.4%
Asian	0.6%

Filipino	0.1%
Hispanic or Latino	90.5%
Native Hawaiian or Pacific Islander	0.0%
White	4.9%
Two or More Races	0.8%
Socioeconomically Disadvantaged	71.7%
English Learners	41.8%
Students with Disabilities	8.5%

Teachers

Indicator	Teachers
Teachers with full credential	68
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	1
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	44%
Mathematics	32%
Science	41%
History-Social Science	37%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	758
Statewide Rank (from 2010 Base API Report)	5
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 18 of 18
2011–12 Program Improvement Status (PI Year)	Year 1

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

The school is in good condition. Due to the age of some of the buildings, upkeep is done on an as-needed basis.

Repairs Needed

No major repairs needed at this time. Custodial/maintenance personnel take care of issues as they arise. Construction/modernization continues on campus. Library east wing has been completed; English building, multipurpose room, kitchen, and band area are still under construction. MPR, kitchen, and band area are set to be completed in April 2012.

Corrective Actions Taken or Planned

None needed at this time.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0

Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,081.80
District	\$6,346.33
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	89.56

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	24%
Graduates Who Completed All Courses Required for University of California or California State University Admission	18.2%

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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 this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Central Union High	District Name	Central Union High
Street	1001 Brighton Ave.	Phone Number	(760) 336-4500
City, State, Zip	El Centro, CA, 92243-3110	Web Site	www.cuhsd.net
Phone Number	760-336-4300	Superintendent	C. Thomas Budde
Principal	Jeff Magin, Principal	E-mail Address	tbudde@cuhsd.net
E-mail Address	jmagin@cuhsd.net	CDS Code	13631151333004

School Description and Mission Statement (School Year 2010–11)

Central's Mission:

We, at Central Union High School, strongly support the premise that our students must each have the opportunity to be graduated from this institution with the knowledge and skills necessary to function in an increasingly complex world. To this end, we are committed to the following Expected School Learning Results:

WE ARE

Socially conscious

- Serve in the community
- Learn tolerance and be tolerant of others' differences
- Demonstrate good citizenship
- Utilize appropriate language registers

Problem solvers

- Develop and utilize research skills for research presentations/papers
- Apply knowledge in classroom assignments, projects, and presentations
- Solve complex math problems (including word problems)

Achievers in academics, arts, and extra-curricular activities)

- Increase literacy (reading, writing, speaking, listening) in all content areas
- Utilize functional documents
- Increase capabilities in math
- Maintain a 2.0 GPA
- Score proficient or higher on CST/CMA/CAPA and CAHSEE
- Participate in academic challenges and in clubs, sports, or other extra-curricular activities (robotics, science fair, Acadec, Mock Trial, etc.)

Responsible

- Demonstrate appropriate behavior
- Maintain satisfactory attendance
- Come prepared for class (assignments, supplies, PE clothes, etc.)
- Develop college, career, and life skills
- Utilize time effectively

Technologically literate

- Utilize technology and write research papers with works cited
- Collect and analyze data through Internet research
- Evaluate the credibility and relevance of research findings
- Utilize programs and applications to demonstrate proficiency of word processing and Powerpoint
- Monitor and take action based on Student Portal and other school data (current grades, missing assignments, STAR, CAHSEE, and CST/CMA/CAPA subtest scores)

Analytical thinkers

- Inquire about complex concepts to gain understanding
- Use higher order thinking skills to solve problems
- Evaluate arguments (claims) of others and support one's own arguments with clear evidence
- Evaluate one's own work and/or the work of others

Opportunities for Parental Involvement (School Year 2010–11)

Parents are encouraged to participate in multiple activities at Central Union High School.

Parental involvement is a key element in student academic achievement. CUHS works toward a team approach to student achievement which involves students, teachers, parents, staff members, and administrators. Parents and community members are welcomed in our school to help us continue a learning environment that helps our students feel encouraged and supported in their academic endeavors and extra-curricular activities.

CUHS begins the school year with an open house (Back to School) night to encourage the parents to meet the teachers and become familiar with the school facilities. Annually, we hold a Title I Parent Night (which we renamed SUCCESS Night) to let parents know about the programs and services that are offered on campus to assist them in encouraging their students to get involved and make sound instructional/learning decisions. Parents and students are invited to attend our WASC Focus Groups bimonthly to contribute in discussions about school improvement. Parent group meetings are another way that CUHS shares information with the community. School Site Council, Band Boosters, Spartan Athletic Club, English Learner Advisory Council (ELAC), Migrant Parents and Bilingual Advisory Board all meet on a monthly basis. The School Site Council parent representatives are elected for two-year terms with elections held in conjunction with open house. The school also provides parent workshops to help parents understand school processes, school requirements, teen issues, and parenting strategies.

Student progress is shared with parents every nine weeks with reports being mailed to each home. It is very important that parents are informed when their child is not performing at a satisfactory level; therefore, progress reports to the parents of any student who is at-risk of earning a D or an F are sent out 4.5 weeks into each grading period. CUHS also mails home newsletters periodically throughout the year in both English and Spanish. The Imperial Valley Press is another venue utilized for more communication with the home and community. Implementation of a Parent Portal began three years ago and is being fully implemented. Parents, when given a username and password, are able to log-in to view their child's attendance, grades, discipline records, etc. This has the potential to arm parents with the information they need to make decisions that will support their child's academic and behavioral growth. Students, beginning in 09-10, also have access to a Portal, which allows them the opportunity to keep abreast of their progress.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students
Grade 9	561
Grade 10	471
Grade 11	390
Grade 12	359

Total Enrollment	1,781
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Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	2.5%
American Indian or Alaska Native	0.4%
Asian	0.6%
Filipino	0.1%
Hispanic or Latino	90.5%
Native Hawaiian or Pacific Islander	0.0%
White	4.9%
Two or More Races	0.8%
Socioeconomically Disadvantaged	71.7%
English Learners	41.8%
Students with Disabilities	8.5%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.3	19	55	0	24.2	24	46	1	28.0	10	34	25
Mathematics	29.4	10	25	20	26.5	12	36	2	31.8	5	15	33
Science	26.8	6	43	4	26.2	5	36	2	31.3	3	15	22
Social Science	28.1	8	21	15	23	10	17	16	32.4	6	2	28

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

III. School Climate

School Safety Plan (School Year 2010–11)

Each year, Central Union High School, per Ed. Code 35294, reviews the status of and incidents involving crime and violence on the school campus. Included in the CUHS Safety Plan are child abuse reporting procedures, routine and emergency disaster procedures, procedures for notification of teachers of dangerous pupils, a sexual harassment policy, and a school discipline policy. The plan is reviewed and updated by a team which includes administrators, teachers, classified staff, and parents. The plan is then available for review by the community and is additionally reviewed by the School Site Council and School Board. The procedures are in the Faculty and Student Handbooks and/or the School Safety Plan and Disaster Plan Handbooks. Other safety practices include an annually updated safety folder, faculty training during Earthquake Awareness month, and random drug dog checks. In 2009-10, we began 3-in-1 drills (lockdowns, earthquakes and fire). Two full-time security guards, one part-time security officer, a school resource officer, and a community liaison officer monitor student activity, assist in potentially dangerous situations, and investigate absences. A drug and alcohol counselor and psychologist facilitate support groups, peer counseling, mediation, and anger management.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	5.20%	9.41%	7.19%	6.57%	8.73%	6.76%
Expulsions	0.23%	0.23%	0.00%	0.10%	0.10%	0.00%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Maintenance is a continual process due to the age of some of the buildings on campus. Maintenance and custodial staff are excellent about ensuring that problems are taken care of in a timely manner.

This year, the school is undergoing major construction/modernization. The east wing of the library building has been completed. It houses our counseling department, multiple computer labs, and a couple of classrooms. Modernization continues on the multipurpose room, kitchen, and band room. Plumbing and electrical systems in the kitchen have been completed replaced and will assist us in being better prepared to serve students. In January, work on the English building began. It has been gutted and

more English classrooms will be available in this building once it is completed than were available before the construction. Promethean Boards will be purchased and installed to assist us in improving interaction with students and student engagement in the classroom.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			None
Interior: Interior Surfaces		X			None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X		Custodial Staff take care action as needed
Electrical: Electrical		X			None
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			Roofs have been replaced from asphalt to vinyl
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	71	73	68	167
Without Full Credential	10	7	2	7
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	6

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	2	1	0
Total Teacher Misassignments*	5	1	0
Vacant Teacher Positions	1	0	2

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	97.94%	2.06%
All Schools in District	97.11%	2.89%
High-Poverty Schools in District	97.11%	2.89%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	445

Counselor (Social/Behavioral or Career Development)	LEA Provided	
Library Media Teacher (librarian)	0.6	
Library Media Services Staff (paraprofessional)	1	
Psychologist	1.33	
Social Worker	LEA Provided	
Nurse	0.4	
Speech/Language/Hearing Specialist	0.13	
Resource Specialist (non-teaching)	3	
Migrant Staff	1.4	

Note: Cells shaded in black do not require data.

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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2003-Holt Literature & Language Arts 9-10-Class sets	Not Applicable (High School)	0
	2004-Holt Literature & Language Arts 11-Class sets		
	2000-Holt Elements of Literature 9-12 -Take Home Books		
	2005-Bedford-AP Literature -50 Essays: A Portable Anthology-Take Home Books		
	2005-Pearson-Everyday Use: Rhetoric At Work in Reading & Writing Class Set		

Foreign Language	2006-Holt-Allez Viens!: Level 1 & 2-Take Home and Class Set	Not Applicable (High School)	0 0 0 0
	2002-MH-Dos Mundos, Fifth Edition -Class Set		
	2006-Espanol Para Nosotros: cursos para hispano hablante Level 1&2 online access-Take Home		
	1988,1994-DC Heath-Spanish for Mastery III -Take Home, class set		
Health	2004-Glencoe Health, McGraw/Hill -Class Set, Take Home	Not Applicable (High School)	0 0
	2004-Glencoe Health, McGraw/Hill (with online access) -Take Home		
Visual and Performing Arts	2006-Glencoe-Music!: It's role and importance in our lives-Class Set 1994-Art in Focus: Third Edition-Class Set	Not Applicable (High School)	0 0
Science Laboratory Equipment (grades 9-12)	Science Department Inventory of all materials and equipment completed October 2010 indicates labs are well equipped and complete.	Not Applicable (High School)	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8287.43	\$2205.63	\$6081.80	\$60,148.70
District			\$6346.33	\$69,895
Percent Difference – School Site and District			-4.17%	-13.94%
State			\$5,455	\$68,269
Percent Difference – School Site and State			11.49%	-11.8946%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money where use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Academic Coach Position – A part-time coach is funded to provide teachers with instruction and facilitation of new strategies to improve student achievement. This person also works on staff development.

Adaptive Physical Education Classes – Available for students unable to participate in the standard Physical Education curriculum.

Advanced Placement Classes – Available in traditional setting or on-line for college-going students or for students looking for more rigor and challenge in the curriculum

Advancement via Individual Determination (AVID) – CUHS won a Golden Bell award in 2003-04 for the AVID program. That was the school's sixth year as an AVID National Demonstration School. AVID provides students guidance, academic tutoring support and encouragement to enroll in courses that prepare them to enter four year colleges.

Algebra Support Class – Sixty-six EL Sophomore students were identified to receive extra support in Algebra.

Anger Management Classes – Available through the Family Resource Center

Attendance Reporting - In 2005-06, CUHS began an attendance policy reporting student absences online so that parents can be notified at the earliest possible moment when their child is missing school. This is helping to keep the students in class and reduce the truancy rate and helps them stay focused on their learning program.

Automotive Youth Education Services (AYES) – Provides students with the opportunity to participate in an internship program exploring careers in the automotive industry.

Cafeteria Services – Breakfast and lunch are available on campus. We provide free meals for those who qualify. Throughout the district, students from low-income families participate in the breakfast and lunch programs.

Cal-Safe – Provides a comprehensive, integrated, community-linked, school based program for expectant and parenting students and their children.

Credit Recovery – This is an on-line program for students who have fallen behind in coursework and/or credits. It is offered as an after-school program. Currently it is not A-G approved; therefore, only students who are not contemplating admission to a four-year university after high school should think about enrolling in this program.

Cali-Q-ity Recovery – This is an online program for students who have fallen behind in coursework and/or credits in English and History classes. It is offered as an after-school program. Currently it is A-G approved.

Counseling Department - The Counseling Department provides one on one counseling services to students as well as referral services to the appropriate agencies.

Dress Code and Discipline Policy - Each year copies of the dress code policy and school discipline policy are provided for all parents in the pre-registration packet.

Drug and Alcohol Counselor – Available for students on campus.

Family Resource Center - Family Resource Center in conjunction with the departments of Social Services, ICOE, and IVROP provide health services, support groups, crisis intervention, conflict resolution, referral services, counseling, mentoring, CPR/First Aide classes, cash aid/eligibility, anger management and parent education workshops for students and their parents. A registered school nurse, school psychologist and social workers provide coordinated health,

psychological and social services for our students and their families.

Link Crew – Mentoring program for freshman students provided by junior and senior students. Social and academic activities are conducted to assist freshmen in making a smoother transition to high school, get more involved in school functions, and feel supported to do better academically.

Legal Services/Law Enforcement Academy – Provides students with career exploration opportunities in Legal Services and Law Enforcement careers. Fifty percent of students enrolled in this program must be at-risk students, so this program works diligently to assist struggling students in improving their motivation and academic achievement.

Probation Officer – An Imperial County Probation Officer provides assistance and counseling to effectively help very high at-risk students.

Regional Occupational Program (ROP) – Students 16 and older have access to a variety of occupational training courses held at various sites throughout the community.

Resource Teachers – This school has both an English Learner Program Resource Teacher and a Program Improvement Resource Teacher. These two people are instrumental in the improvement of categorical programs and implementation of new programs. In addition, these people help with staff development and facilitation of content team meetings, WASC Focus group meetings, and Assessment FOR Learning information dissemination and training.

School Psychologist – The District Psychologist coordinates services and educational programs for our special-education students. Our school psychologist also holds parenting classes, peer counseling sessions, anger management classes, and conflict/resolution sessions. She also serves as the Family Resource Center coordinator.

School Resource Officer – A uniformed El Centro City Police Officer provides classroom presentations upon request and supervision on campus.

Special Education Program – Provides the support to promote success in the appropriate educational setting as determined and listed in the Individual Education Plan process.

Student Success Teams (SST) – A Student Success Team is comprised of at least two certificated staff members that meet with at-risk students and their parents on an individual basis to discuss student needs, address student concerns, inform of interventions available through the school, and recommend the necessary support service(s).

Study Skills Class – Provides support to a class of 28 students that were socially promoted from junior high. These students were not major behavior issues in junior high but were in need of major of academic assistance to be successful in high school. This class provides students with understanding what it takes to be a good student: study skills, organization, etc.

Supplemental Classes for struggling 10th grade students in English – This is an English class that serves as an extra boost for students with weaknesses in reading and writing skills. It focuses on skills and strategies that can be implemented in all core classes and serves as an extension of their English class to provide intervention and/or enrichment activities to ensure mastery of essential standards. This year, the support classes are offered to English Learners with a focus on CAHSEE to assist them in passing CAHSEE on their first try.

Supplemental Classes for 11th and 12th grade students who have not passed CAHSEE – Classes are offered in both English and Math. Students are placed according to their need.

Tutoring – At Central, we strongly believe in providing interventions and proactive solutions to our high-risk population. We encourage students to attend tutoring which is provided Monday through Thursday after school. Teachers also offer tutoring both before and after school in their classrooms; some are available on Saturdays as well.

Transportation Services – Students are eligible for transportation when they (1) live more than 2.5 miles from school of residence, (2) are enrolled in special education, or (3) participate in school-sponsored trips.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,325	\$41,858
Mid-Range Teacher Salary	\$71,390	\$65,907
Highest Teacher Salary	\$97,454	\$85,023

Average Principal Salary (High)	\$111,185	\$114,791
Superintendent Salary	\$146,342	\$153,090
Percent of Budget for Teacher Salaries	41.00%	36.00%
Percent of Budget for Administrative Salaries	7.00%	6.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding
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	the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	38%	39%	44%	38%	38%	43%	49%	52%	54%
Mathematics	18%	26%	32%	17%	22%	28%	46%	48%	50%
Science	40%	36%	41%	38%	36%	40%	50%	54%	57%
History-Social Science	28%	29%	37%	27%	30%	35%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	43%	28%	40%	35%
All Students at the School	44%	32%	41%	37%
Male	40%	32%	44%	41%
Female	49%	33%	38%	34%
Black or African American	41%	30%	0%	47%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	43%	32%	40%	35%
White	64%	47%	60%	61%
Two or More Races	50%	23%	0%	0%
Socioeconomically Disadvantaged	38%	29%	37%	31%

English Learners	10%	15%	8%	6%
Students with Disabilities	22%	20%	0%	8%
Students Receiving Migrant Education Services	38%	29%	30%	30%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	41%	43%	58%	44%	46%	52%	52%	54%	59%
Mathematics	47%	44%	62%	48%	49%	56%	53%	54%	56%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	48%	29%	24%	44%	39%	18%

All Students at the School	42%	30%	28%	38%	41%	21%
Male	46%	30%	24%	37%	43%	20%
Female	38%	31%	32%	38%	39%	22%
Black or African American	45%	36%	18%	45%	55%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	42%	30%	28%	38%	41%	21%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	23%	38%	38%	31%	31%	38%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	49%	31%	20%	44%	40%	17%
English Learners	93%	6%	1%	75%	25%	0%
Students with Disabilities	94%	6%	0%	100%	0%	0%
Students Receiving Migrant Education Services	59%	26%	15%	38%	41%	21%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.30%	19.30%	29.20%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The *statewide API rank* ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The *similar schools API rank* reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	4	4	5
Similar Schools	5	5	7

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	8	22	30
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	11	22	33

Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	4	38	24
English Learners	3	33	15
Students with Disabilities		39	39

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

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,298	758	2,925	739	4,683,676	778
Black or African American	33	719	49	712	317,856	696
American Indian or Alaska Native	6		10		33,774	733
Asian	7		40	919	398,869	898
Filipino	1		1		123,245	859
Hispanic or Latino	1,174	755	2,625	730	2,406,749	729
Native Hawaiian or Pacific Islander	0		4		26,953	764
White	64	825	173	830	1,258,831	845
Two or More Races	11	797	21	819	76,766	836
Socioeconomically Disadvantaged	913	732	2,005	710	2,731,843	726

English Learners	685	708	1,664	686	1,521,844	707
Students with Disabilities	113	516	233	526	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
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Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2010-2011
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		100.0%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's 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 course 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 admissions requirements, please visit the *UC Admissions Information Web page* at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–	2008–	2009–	2007–	2008–	2009–	2007–	2008–	2009–

	08	09	10	08	09	10	08	09	10
Dropout Rate (1-year)	3.5	3.5	2.3	3.4	4.6	2.5	4.9	5.7	4.6
Graduation Rate	89.28	88.30	89.56	88.80	85.80	89.28	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	340	863	N/D
Black or African American	6	14	N/D
American Indian or Alaska Native	2	3	N/D
Asian	1	8	N/D
Filipino	0	0	N/D
Hispanic or Latino	308	763	N/D
Native Hawaiian or Pacific Islander	0	0	N/D
White	16	56	N/D
Two or More Races	7	19	N/D
Socioeconomically Disadvantaged	201	493	N/D
English Learners	50	152	N/D
Students with Disabilities	29	73	N/D

Note: “N/D” means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010–11)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Central works with Imperial Valley Regional Occupational Program (IVROP) in offering courses to our students, other school’s students, and some adult learners. We offer courses in computer

graphics, computer repair, technology explorations, child care services, legal services/ law enforcement technology, computer office systems, computer accounting, woodworking, and automotive technologies and repair.

CUHS' automotive program is quite strong in preparing students for the workforce. Central participates in the Automotive Youth Education Services (AYES) program and is NATEF certified. NATEF was founded in 1983 as an independent, non-profit organization with a single mission: To evaluate technician training programs against standards developed by the automotive industry and recommend qualifying programs for certification (accreditation) by ASE, the National Institute for Automotive Service Excellence. Central's auto program is certified in the areas of brakes, electrical/electronic systems, engine performance, and suspension and steering. Students in the automotive program participate in job shadowing and visit local dealerships for tours. Highly-qualified students are placed in internships with local dealerships.

The Legal Services/Law Enforcement classes include a Mock Academy put on in coordination with the El Centro Police Department. Students go on several field trips to observe the different occupations available to them in the region. An Academy Tech class is offered to students enrolled in the Academy in grades 10-12. Class work in all Academy classes provides students with the opportunity to learn processes, procedures, and reporting techniques.

Our Computerized Office Systems is articulated with our local junior college, Imperial Valley College, and four of our automotive classes (Engine Performance, Electrical/Electronic Systems, Suspension and Steering, Brake/Brake Repair) are articulated with Cuyamaca College.

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	269
Percent of pupils completing a CTE program and earning a high school diploma	24%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	63.3%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	18.2%

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
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Computer Science	0	
English	3	
Fine and Performing Arts	0	
Foreign Language	1	
Mathematics	1	
Science	2	
Social Science	3	
All courses	10	2.4%

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Every year, immediately prior to the start of the school year, the district holds staff development opportunities. One day is set aside for new staff members and two are utilized for whole staff training. In addition, there is one day set aside at the beginning of second semester for staff development. The district has also dedicated time for staff development on our collaborative Wednesdays. Thirteen Wednesdays out of the year, students are released at 12:05 PM. Teachers report at 1:00 and work collaboratively with their content teams on curriculum, assessments, best/teaching strategies, etc. In total, approximately eight school days are set aside for professional development. This number, of course, does not take into consideration the number of days that teachers are released from their duties during the school day to attend trainings on or off campus.

Our main push has been in the areas of English Learner instructional strategies, improved writing (Six Traits and 3.8 paragraphs), intervention models and strategies, checking for understanding, improved student learning and language targets, data access and usage, and assessment strategies. Professional development opportunities headed by our Academic Coach on campus have focused on three topics: Classroom Assessment for Student Achievement (Stiggins), Classroom Instruction that Works (Marzano), and EL Strategies (Walqui). At the beginning of the year, teachers chose a strand to follow. Once a month (on Tuesdays), each group gets together to learn new information, talk about how what they applies worked, etc.

Central Union High

Provided by the Ed-Data Partnership

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