

# Center High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- 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 more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Center High School
<b>Street</b>	3111 Center Court Lane
<b>City, State, Zip</b>	Antelope, Ca. 95843
<b>Phone Number</b>	916-338-6420
<b>Principal</b>	Mike Jordan
<b>E-mail Address</b>	mikejordan@centerusd.org
<b>Web Site</b>	www.CenterHigh.org
<b>CDS Code</b>	34739733430378

District Contact Information	
District Name	Center Joint Unified School District
Phone Number	916-338-6400
Superintendent	Scott Loehr
E-mail Address	superintendentsoffice@centerusd.org
Web Site	www.centerusd.org

### School Description and Mission Statement (School Year 2016-17)

#### School Profile

Center High School is located in the northern region of Antelope and serves students in grades nine through twelve. At the beginning of the 2015-16 school year, there were 1340 students enrolled with over 50% qualifying for free and reduced lunch. CHS is home to the Media Communications Academy (MCA), AVID, Project Lead the Way Biomedical Sciences and Engineering Programs, 911/Call Center/Customer Service Program, Pharmacy Technician Program, Geometry in Construction Program, and a variety of advanced placement courses. In addition, a full range of extracurricular activities/clubs and athletic teams operate year round.

#### Mission Statement

The mission of Center High School is to guide and encourage each student to reach his/her unique potential as a productive, respectful and responsible member of a multi-ethnic community.

#### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	376
Grade 10	330
Grade 11	312
Grade 12	280
<b>Total Enrollment</b>	<b>1,298</b>

#### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	13.9
American Indian or Alaska Native	1.4
Asian	7.5
Filipino	2.9
Hispanic or Latino	23.2
Native Hawaiian or Pacific Islander	0.8
White	46.9
Two or More Races	3.5
Socioeconomically Disadvantaged	58.9
English Learners	6.6
Students with Disabilities	15.2
Foster Youth	0.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	58	59		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.8	0.2
High-Poverty Schools in District	99.8	0.2
Low-Poverty Schools in District	0.0	0.0

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 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Prentice Hall, English Language Arts / 2009 Pearson Literature Grades 9-12 / 2010 Literature An Introduction to Fiction, Poetry, and Drama. Pearson/Longman. 9th edition / 2005 Prentice Hall Literature World Masterpieces Penguin Edition / 2007 Bedford/St. Martin's The Language of Composition Reading Writing Rhetoric 2nd Edition / 2013	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	CPM Publishing, Core Connections / 2014 CPM Publishing, Integrated Math 1 / 2014 CPM Integrated Math 2/2014 Houghton Mifflin, Larson & Hostetler's Pre-Calculus / 2008 Key Curriculum Press, Calculus / 2008 McDougal Littell, Algebra II / 2008 Yates, Moore, Starnes, AP Statistics: The Practice of Statistics" 3rd edition / 2008 CPM Publishing, Honors Precalculus: CPM Pre-Calculus with Trigonometry Version 4.0 / 2009	Yes	0
<b>Science</b>	Holt, Rinehart and Winston, Holt Chemistry / 2008 Holt, Rinehart and Winston, Holt Physics / 2008 McDougal Littell, Biology / 2008 Pearson Prentice Hall, Earth Science / 2008 Pearson (Benjamin Cummings) Campbell Biology ninth edition, AP Edition 2011	Yes	0
<b>History-Social Science</b>	EMC Publishing, Economics: New Ways of Thinking / 2006 Holt McDougal, Modern World History: Patterns of Interaction / 2006 Houghton Mifflin, US History - The American Pageant / 2006 McDougal Littell, The Americans Reconstruction to the 21st Century / 2006 Pearson Prentice Hall, Magruder's American Government / 2006 Holt McDougal, Psychology- Principles in Practice / 2010	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Science Laboratory Equipment	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			AC wall banger not working; blower loud; HVAC going out
<b>Interior:</b> Interior Surfaces		X		Wall covering torn; hole in wall; stained ceiling tiles; paint; worn carpet; lights out; still has big T.V. mounted

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Badly cluttered storeroom
<b>Electrical:</b> Electrical	X			Outlet cover missing; electrical wires need to be in box
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X		Fountains old; fountains off
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Electrical panel room cleaned;
<b>Structural:</b> Structural Damage, Roofs	X			Hole in wall; exterior trim losing paint; skirting missing; stage divider material separating from panels; stained external plaster; dry rot; stained tiles
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Door handle loose; door signage deteriorated; K model handles; door closers old; 99" panic bar old; big roll up window broken; alarm doors need tune up; emergency door latch bad; door needs dogging hardware; exterior door trim; door leaks; electric box over door needs cover; doors need to be replaced; fences cut; worn mullen

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	62	63	41	44	44	48
<b>Mathematics</b>	45	44	31	34	34	36

Note: Percentages are not calculated 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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	308	295	95.8	63.2
Male	11	161	154	95.7	61.6
Female	11	147	141	95.9	65.0
Black or African American	11	38	38	100.0	39.5
American Indian or Alaska Native	11	--	--	--	--
Asian	11	28	27	96.4	92.6
Filipino	11	--	--	--	--
Hispanic or Latino	11	65	60	92.3	62.1
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	144	140	97.2	65.9
Two or More Races	11	13	11	84.6	63.6
Socioeconomically Disadvantaged	11	179	174	97.2	56.3
English Learners	11	17	14	82.3	28.6
Students with Disabilities	11	37	33	89.2	15.6
Foster Youth	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	307	291	94.8	44.2
Male	11	160	151	94.4	49.0
Female	11	147	140	95.2	39.1
Black or African American	11	38	37	97.4	19.4
American Indian or Alaska Native	11	--	--	--	--
Asian	11	28	27	96.4	63.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	11	--	--	--	--
Hispanic or Latino	11	65	60	92.3	34.5
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	144	138	95.8	51.1
Two or More Races	11	12	10	83.3	50.0
Socioeconomically Disadvantaged	11	178	170	95.5	33.3
English Learners	11	17	14	82.3	28.6
Students with Disabilities	11	37	31	83.8	10.3
Foster Youth	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15		2013-14	2014-15		2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	48	52	49	56	57	60	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	320	301	94.1	48.5
Male	164	154	93.9	50.0
Female	156	147	94.2	46.9
Black or African American	46	43	93.5	39.5
Asian	24	22	91.7	40.9
Filipino	13	12	92.3	66.7
Hispanic or Latino	76	75	98.7	38.7
White	142	132	93.0	56.8
Two or More Races	11	11	100.0	45.5
Socioeconomically Disadvantaged	195	188	96.4	43.6
English Learners	22	19	86.4	5.3
Students with Disabilities	48	44	91.7	13.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

**Career Technical Education Programs (School Year 2015-16)**

Center High School receives funding through the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Center High School to provide its students with the academic and technical skills needed to succeed in a knowledge and skills-based economy and helps provide programs that prepare students for both postsecondary education and careers of their choice.

During the 2015-16 school year, Center High School offered the following career technical education programs as elective courses:

- |   |   |
|---|---|
| Computer Graphics                             | Newspaper Productions                           |
| Advanced Computer Graphics                    | Yearbook Productions                            |
| 911 Dispatcher/Customer Service/Call Center   | Project Lead the Way (PLTW) Biomedical Sciences |
| Pharmacy Technician                           | Principles of Biomedical Sciences               |
| Career Technical Education - articulated with | Human Body Systems                              |
| American River College                        | Project Lead the Way (PLTW) Engineering         |
| Digital Photography                           | Principles of Engineering                       |
| Broadcasting                                  | Introduction to Engineering Design              |
| Advanced Broadcasting                         |   |

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of pupils participating in CTE	727
% of pupils completing a CTE program and earning a high school diploma	97.93
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	18

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	96.74
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	23.1

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.4	22.9	16.3

Note: Percentages are not calculated 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.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement (School Year 2016-17)**

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 daily bulletins, email, flyers, letters, parent conferences, progress reports, school newsletters, School Messenger (automated telephone message delivery system), the school marquee, the school website, the "Blue and Gold" newspaper, the free CHS phone app, and Facebook. Contact the school office at 916-338-6420 for more information on how to become involved in your child's learning environment.

**State Priority: Pupil Engagement**

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	4.70	3.80	7.20	8.40	6.30	14.80	11.40	11.50	10.70
Graduation Rate	93.90	94.34	92.12	89.08	90.61	83.19	80.44	80.95	82.27

**Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)**

Group	Graduating Class of 2015		
	School	District	State
All Students	93	87	86
Black or African American	100	86	78
American Indian or Alaska Native	100	80	78
Asian	100	100	93
Filipino	100	100	93
Hispanic or Latino	82	77	83
Native Hawaiian/Pacific Islander	100	100	85
White	92	85	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	88	83	66
English Learners	47	36	54
Students with Disabilities	91	84	78

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	8.8	6.7	16.1	7.0	5.3	9.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.4	0.0	0.0	0.2	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

The Center High School School Site Safety Plan is reviewed and updated on a yearly basis. Components of the plan include child abuse reporting procedures, disaster response processes and procedures, sexual harassment policy, as well as, goals for improving both the safety of the school and overall school climate. The latest plan was reviewed, updated, and discussed with school staff in December of 2016.

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Federal Intervention Program (School Year 2016-17)**

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	15	26	12	24	19	25	11	24	19	25	11
Mathematics	26	12	19	13	24	18	21	10	24	18	21	10
Science	26	6	11	9	28	5	15	8	28	5	15	8
Social Science	26	7	22	8	25	11	17	10	25	11	17	10

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	400
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values 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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	6787	1250	5537	71012
District	N/A	N/A	6377	\$72,010
Percent Difference: School Site and District	N/A	N/A	-13.2	-1.4
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-2.5	5.4

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

## Types of Services Funded (Fiscal Year 2015-16)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2015/16 school year, the district received categorical, special education, and support programs funds for:

- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Partnership Academies Program
- Special Education
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Transportation
- Transportation: Special Education
- Vocational Programs

With this additional funding, Center High School offers the following programs and services:

- Workability Program for special education students who qualify through the Department of Rehabilitation. This program provides employment related services to participants.
- Media Communications Academy (MCA)
- Homeless and foster care services through Americorp workers on campus
- Career Technical Education courses and programs including Geometry in Construction, Project Lead the Way biomedical and engineering, 911 Dispatcher/Call Center/Customer Service Program, Pharmacy Technician Program, SEAM Academy, TV Broadcasting, and Computer Graphics.
- Tutorial and Study Skills courses
- Advanced Placement (AP) courses including English, biology, statistics, calculus A/B, government, United States history, and Spanish.
- Support classes in English and math for students who are struggling in those academic areas
- LTEL tutorials and classes
- 3 full-time academic counselors
- 1 College and Career Center Coordinator

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$38,236	\$42,063
<b>Mid-Range Teacher Salary</b>	\$63,000	\$64,823
<b>Highest Teacher Salary</b>	\$80,532	\$84,821
<b>Average Principal Salary (Elementary)</b>	\$100,968	\$101,849
<b>Average Principal Salary (Middle)</b>	\$102,760	\$107,678
<b>Average Principal Salary (High)</b>	\$115,747	\$115,589
<b>Superintendent Salary</b>	\$156,295	\$169,152
<b>Percent of Budget for Teacher Salaries</b>	41%	35%
<b>Percent of Budget for Administrative Salaries</b>	4%	6%

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

**Advanced Placement (AP) Courses (School Year 2015-16)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	3	N/A
Science	1	N/A
Social Science	5	N/A
All courses	13	.9

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)****Staff Development**

All training and curriculum development activities at Center High School revolve around the California State Content Standards and Frameworks. Decisions concerning selection of staff development activities are performed by the administrative team 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. Center 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 training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. Many teachers also participate in professional development opportunities on weekends and during the summer.