

Center High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Center High School
Street	3111 Center Court Lane
City, State, Zip	Antelope, Ca. 95843
Phone Number	916-338-6420
Principal	Jerald Ferguson
E-mail Address	jferguson@centerusd.org
Web Site	https://centerhigh.edlioschool.com/
CDS Code	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 2017-18)

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 2017-18 school year, there were approximately 1300 students enrolled with 60% qualifying for free or reduced lunch. Center High School 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, CARE program, and a variety of advanced placement and honors 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 2016-17)

Grade Level	Number of Students
Grade 9	345
Grade 10	362
Grade 11	301
Grade 12	322
Total Enrollment	1,330

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	12.9
American Indian or Alaska Native	1.1
Asian	8
Filipino	3.8
Hispanic or Latino	24.1
Native Hawaiian or Pacific Islander	1.1
White	45.4
Two or More Races	3.5
Socioeconomically Disadvantaged	57.1
English Learners	7.5
Students with Disabilities	14.5
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	59	62	62	
Without Full Credential	0	1	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	1
Vacant Teacher Positions	0	0	1

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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
Mathematics	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
Science	Holt, Rinehart and Winston, Holt Chemistry / 2007 Holt, Rinehart and Winston, Holt Physics / 2007 McDougal Littell, Biology / 2008 Pearson Prentice Hall, Earth Science / 2006 Pearson (Benjamin Cummings) Campbell Biology ninth edition, AP Edition 2011	Yes	0
History-Social Science	McDougal Littell, Modern World History / 2006 McDougal Litell, The Americans: Reconstruction to the 21st Century / 2006 Henretta, America's History: 8th Edition / 2014 Magruder's, American Government / 2012 EMC Publishing, Economics: New Ways of Thinking / 2007 Krugman, Economics: 2nd Edition / 2015 McGraw-Hill, Geography: The Human and Physical World / 2015 McGraw-Hill, Sociology and You / 2014 Holt McDougal, Psychology Principles in Practice / 2010 Pearson, Psychology AP Edition: 4th Edition / 2015	Yes	0
Science Laboratory Equipment (grades 9-12)	Science Laboratory Equipment	Yes	0

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: May 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			AC wall banger not working; blower loud; HVAC going out
Interior: Interior Surfaces		X		Wall covering torn; stained ceiling tiles; paint needed on interior of some doors; worn carpet; lights out.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Cluttered storeroom
Electrical: Electrical	X			Outlet cover missing; electrical wires need to be in box
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Fountains old; fountains off
Safety: Fire Safety, Hazardous Materials	X			Electrical panel room cleaned;
Structural: Structural Damage, Roofs	X			Hole in wall; exterior trim losing paint; skirting missing; stained external plaster; stained tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Door handle loose; door signage deteriorated; K model handles; door closers old; "99" panic bar old; exterior door trim leaking; doors need to be replaced; fences cut.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: May 2017				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	63	65	44	47	48	48
Mathematics (grades 3-8 and 11)	44	42	34	34	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	295	285	96.61	64.54
Male	143	138	96.5	58.39
Female	152	147	96.71	70.34
Black or African American	34	33	97.06	51.52
American Indian or Alaska Native	--	--	--	--
Asian	24	22	91.67	77.27
Filipino	13	13	100	92.31
Hispanic or Latino	80	78	97.5	63.64
Native Hawaiian or Pacific Islander	--	--	--	--
White	131	127	96.95	61.6
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	188	181	96.28	56.67
English Learners	31	28	90.32	14.29
Students with Disabilities	39	35	89.74	2.94

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	296	272	91.89	41.98
Male	144	131	90.97	42.52
Female	152	141	92.76	41.48
Black or African American	34	30	88.24	24.14
American Indian or Alaska Native	--	--	--	--
Asian	24	20	83.33	75
Filipino	13	13	100	61.54
Hispanic or Latino	81	76	93.83	30.99
Native Hawaiian or Pacific Islander	--	--	--	--
White	131	123	93.89	45.83
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	189	174	92.06	34.55
English Learners	32	26	81.25	8
Students with Disabilities	40	32	80	6.45

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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	52	49	57	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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

Career Technical Education Participation (School Year 2016-17)

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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	95.79
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	22.01

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.2	16.1	12.4

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 State priority: Parental Involvement (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 2017-18)

Parents are encouraged to get involved in their student's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents/guardians 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 free CHS phone app, and Facebook. Contact the school office at 916-338-6420 for more information on how to become involved in your student's learning environment.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	3.8	7.2	4.1	6.3	14.8	7.8	11.5	10.7	9.7
Graduation Rate	94.34	92.12	91.38	90.61	83.19	87.94	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	95.71	93.84	87.11
Black or African American	91.43	92.68	79.19
American Indian or Alaska Native	100	100	80.17
Asian	95	95.45	94.42
Filipino	83.33	100	93.76
Hispanic or Latino	100	95.6	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	92.41	90.61	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	100	99.47	85.45
English Learners	78.57	68.75	55.44
Students with Disabilities	76	75.93	63.9
Foster Youth	0	100	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	6.8	16.2	9.4	5.3	9.1	7.6	3.8	3.7	3.6
Expulsions	0.0	0.4	0.3	0.0	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 the safety committee and approved by the School Site council in December, 2017.

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 2017-18)

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	80

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	24	19	25	11	24	23	20	15	23	27	23	16
Mathematics	24	18	21	10	24	12	27	5	24	18	26	4
Science	28	5	15	8	26	7	14	10	29	6	11	17
Social Science	25	11	17	10	24	16	10	13	24	15	22	12

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	426
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6787	1250	5537	71012
District	N/A	N/A	6377	\$74,900
Percent Difference: School Site and District	N/A	N/A	-13.2	-1.4
State	N/A	N/A	\$6,574	\$69,649
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 2016-17)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2017/18 school year, the district received categorical, special education, and support programs funds from:

- 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, Sports 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,765	\$44,144
Mid-Range Teacher Salary	\$65,520	\$69,119
Highest Teacher Salary	\$83,753	\$86,005
Average Principal Salary (Elementary)	\$102,788	\$106,785
Average Principal Salary (Middle)	\$107,689	\$111,569
Average Principal Salary (High)	\$121,196	\$121,395
Superintendent Salary	\$161,507	\$178,104
Percent of Budget for Teacher Salaries	39%	34%
Percent of Budget for Administrative Salaries	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 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	3	N/A
All courses	9	12.6

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 and leadership teams 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.