



# Centennial High School

8601 Hageman Rd. • Bakersfield, CA 93312 • (661) 588-8601 • Grades 9-12

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<http://centennial.kernhigh.org>

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### **Kern High School District**

5801 Sundale Ave.  
Bakersfield, CA 93309-2924  
(661) 827-3100  
[www.kernhigh.org](http://www.kernhigh.org)

#### **District Governing Board**

Phillip Peters, President  
J. Bryan Batey, Vice President  
Joey O'Connell, Clerk  
Jeff Flores, Clerk Pro Tem  
Mike Williams, Member

#### **District Administration**

Bryon Schaefer, Ed.D.  
**Superintendent**  
Scott Cole, Ed.D.  
**Deputy Superintendent, Business**  
Michael Zulfa, Ed.D.  
**Associate Superintendent, Human Resources**  
Brenda Lewis, Ed.D.  
**Associate Superintendent, Instruction**  
Dean McGee, Ed.D.  
**Associate Superintendent, Educational Services and Innovative Programs**

### **School Description**

The Kern High School District's (KHSD) 38,000 student population is serviced by eighteen comprehensive high schools, one adult school, a Regional Occupational Center, five continuation high schools, and four other sites that specifically help special needs students. It is the largest grade 9-12 school district within the state of California. From its inception, Centennial has benefited from a favorable array of circumstances. Rosedale is a distinctive, autonomous community of greater Bakersfield with its own business district and a history that dates to the formative years of the city. Two decades ago, a population explosion in northwest Bakersfield began. Land surrounding the school when it opened in 1993 transitioned from almond groves into a public golf course, three substantial shopping centers, apartment complexes, and numerous residential developments of single-family dwellings. By 2006, nearly all available land within several miles of the school had been developed. Frontier High School, which is located four miles northwest of Centennial, opened in August of 2006 and significantly reduced the student enrollment at Centennial.

Centennial's student population includes a variety of academically and culturally diverse individuals. It is still considered mainly a "neighborhood school." For the 2016-17 school year, Centennial has 2,017 students in grades 9-12, including 1% are English Language Learners, and 9% are in our Special Education program. Overall, the ethnic distribution of the student population is approximately 58% Caucasian, 31% Hispanic, 2.4% African-American, 5% Asian, and 4% other. Within this student body, approximately 23% qualify for the Free/Reduced Lunch program and 30% are considered socioeconomically disadvantaged.

When enrolling at Centennial, students are introduced to We Are HAWKS! where an emphasis is placed on positive attendance, respect of others, proper behavior and academic success in line with the implementation of our Positive Behavior Interventions and Supports (PBIS). Centennial further meets the needs of its student population by offering academic programs such as English Language Development (ELD), Special Education programs, Gifted and Talented Education (GATE), Independent Study, Home/Hospital Instruction, Intervention, Kern Learn, and Honors and Advanced Placement (AP).

Centennial High School promotes a college preparatory learning environment that assists all students in attaining their highest level of academic achievement. Centennial High School also provides students with opportunities to excel in areas of special interest. In addition to the array of course offerings that meet the A-G University of California/ California State University entrance requirements, the school offers specialized offerings, including the following courses: Project Lead The Way (PLTW) Engineering, PLTW Biomedical Sciences, Regional Occupation Program (ROP), English Learners (EL), Advancement Via Individual Determination (AVID), Pre-ACCESS, ACCESS, business education, Media Arts 1 & 2, industrial technology, visual and performing arts, Introduction to Skilled Trades, Journalism, Yearbook, Virtual Enterprise, "We the People" civics education, Robotics, Mock Trial, and strong body.

Centennial's curricular emphasis is solidly grounded on the Common Core State Standards (CCSS), while maintaining particular attention to the various learning styles and needs represented by all students. Students at Centennial communicate effectively by expressing ideas orally, visually, and in written language; they achieve academically within the classroom and on state assessments; they contribute their talents socially by providing service to the school and community. Additionally, students' Instructional Reading Levels (IRLs) and math placement scores are assessed four times within the school year by utilizing STAR Renaissance software in order to both show student growth and student need. This, in turn, allows instructors to better differentiate their instruction to meet the needs of their students.

Centennial has 78 certificated personnel, four administrators, one library media teacher, five guidance counselors, an intervention specialist, school psychologist, mental health clinician, a Special Education Program Specialist, 54 classified personnel, and a campus police officer to help ensure the needs of both staff and students are met. The school site, located on 44 acres, consists of 77 classrooms in 17 permanent buildings, four portable classrooms, one performing arts center, one library media center, one cafeteria/student store, and one gymnasium.

Centennial High School has never been a Program Improvement school and has never received Title 1 funding. In the spring of 2011, Centennial was recognized as a California Distinguished School. Additionally, Centennial received a six-year accreditation, with a three-year mid-term revisit from Western Association of Schools and Colleges in June 2017.

Centennial Golden Hawks strive to be:

Honest  
Ambitious  
Well-Rounded  
Kind  
Spirited

**Vision Statement & Mission Statement:** Centennial High School's vision and mission statements create the philosophical framework upon which the school exists. Centennial's vision and mission statements clearly focus on 21st-century skills for all students. The emphasis on programs and services which prepare students to graduate from high school and to succeed after graduation is clearly articulated and understood by all stakeholders. The creation of research-based instructional strategies and of a results-oriented culture are the principles which guide the school.

**VISION STATEMENT:** Centennial High School students today have the personal and social opportunities necessary to become productive, informed, and participating citizens of tomorrow.

**MISSION STATEMENT:** The mission of Centennial High School is to provide programs and services for ALL students to graduate from high school prepared to succeed in the workplace or at the postsecondary level.

**Schoolwide Learner Outcomes (SLOs):**

Demonstrate 21st-century skills, including technical and career readiness.

Demonstrate critical thinking skills, including the ability to create, analyze, and evaluate.

Demonstrate academic proficiency, including achievements in both the classroom and on high-stakes assessments.

Demonstrate effective communication skills, including the ability to collaborate.

## About the SARC

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	512
Grade 10	478
Grade 11	506
Grade 12	505
<b>Total Enrollment</b>	<b>2,001</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.9
Asian	2.5
Filipino	2.3
Hispanic or Latino	31.2
Native Hawaiian or Pacific Islander	0.2
White	57.3
Two or More Races	1.7
Socioeconomically Disadvantaged	25.7
English Learners	1.4
Students with Disabilities	8.6
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			
Centennial High School	15-16	16-17	17-18
With Full Credential	74	76	96
Without Full Credential	2	2	0
Teaching Outside Subject Area of Competence	0	0	0
Kern High School District	15-16	16-17	17-18
With Full Credential	♦	♦	1,790
Without Full Credential	♦	♦	64
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Centennial High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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)**

All Centennial High School students receive the required CA standards-aligned textbooks as required by law. Each year, all textbooks are reviewed for quality and maintained to high standards. When textbooks are damaged, they are replaced annually. Students are immediately provided a replacement textbook in the event of loss or damage. Textbook supplies are inventoried over the summer and replacement textbooks are ordered to ensure all students have a textbook for each course. Students are issued textbooks the first week of school regardless if they have debt, late textbooks, or do not have an ID card. Students can also check out a Chromebook in the library to further enhance their education.

Textbooks and Instructional Materials Year and month in which data were collected: 11/2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>English 9CP</p> <ul style="list-style-type: none"> <li>• Literature and Language Arts, 3rd Course</li> <li>• Holt Handbook, 3rd Course</li> <li>• Heroes, Gods, and Monsters of the Greek Myths</li> </ul> <p>English 9 GP</p> <ul style="list-style-type: none"> <li>• Literature and Language Arts, 3rd Course</li> <li>• Holt Handbook, 3rd Course</li> <li>• Mythology (Edith Hamilton)</li> <li>• Animal Farm</li> </ul> <p>English 10CP</p> <ul style="list-style-type: none"> <li>• Of Mice and Men</li> <li>• To Kill a Mockingbird</li> <li>• A Raisin in the Sun</li> <li>• The Merchant of Venice</li> <li>• Night</li> </ul> <p>English 10 GP</p> <ul style="list-style-type: none"> <li>• Of Mice and Men</li> <li>• Oedipus the King</li> <li>• Macbeth</li> <li>• The Taming of the Shrew</li> <li>• Night</li> <li>• A Raisin in the Sun</li> <li>• Dracula</li> <li>• Advanced Language and Literature For Honors and Pre-AP English</li> </ul> <p>English 11CP</p> <ul style="list-style-type: none"> <li>• Literature: The American Experience</li> <li>• The Great Gatsby</li> </ul> <p>English 11AP</p> <ul style="list-style-type: none"> <li>• Elements of Literature</li> <li>• The Grapes of Wrath</li> <li>• The Scarlet Letter</li> <li>• The Great Gatsby</li> <li>• The Adventures of Huckleberry Finn</li> </ul> <p>English 12CP/ERWC</p> <ul style="list-style-type: none"> <li>• They Say / I Say</li> <li>• Into the Wild</li> <li>• Brave New World</li> <li>• 1984</li> </ul> <p>English 12AP</p> <ul style="list-style-type: none"> <li>• Literature: World Masterpieces</li> <li>• Brave New World</li> <li>• Lord of the Flies</li> <li>• Heart of Darkness</li> <li>• Hamlet</li> <li>• Frankenstein</li> </ul> <p><b>The textbooks listed are from most recent adoption:      Yes</b></p> <p><b>Percent of students lacking their own assigned textbook: 0</b></p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 11/2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Mathematics</b>	<p>Foundations</p> <ul style="list-style-type: none"> <li>• Mathematics: Concepts and Skills, 2nd Course, 2001</li> </ul> <p>Algebra</p> <ul style="list-style-type: none"> <li>• Discovering Algebra, 2013</li> </ul> <p>Geometry</p> <ul style="list-style-type: none"> <li>• Discovering Geometry, 2013</li> </ul> <p>Consumer Math</p> <ul style="list-style-type: none"> <li>• Mathematics with Business Applications</li> </ul> <p>Advanced Algebra</p> <ul style="list-style-type: none"> <li>• Discovering Advanced Algebra</li> </ul> <p>Math Analysis</p> <ul style="list-style-type: none"> <li>• Blitzer Pre-Calculus, 2018</li> </ul> <p>Pre-Calculus</p> <ul style="list-style-type: none"> <li>• Pre-Calculus (Pearson, 2015)</li> </ul> <p>Statistics</p> <ul style="list-style-type: none"> <li>• Elementary Statistics (CP)</li> <li>• The Practice of Statistics (AP)</li> </ul> <p>Calculus A/B</p> <ul style="list-style-type: none"> <li>• Single Variable Calculus</li> </ul> <p>Consumer Mathematics</p> <ul style="list-style-type: none"> <li>• Mathematics with Business Applications</li> </ul> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>Chemistry Matter and Change/Glencoe Adopted 2002</p> <p>Active Physics/Eisenkraft Adopted 2000</p> <p>Chemistry &amp; Chemical Reactivity, 4th edition/Saunders Adopted 1999</p> <p>Physics Algebra/Trig. 2nd edition/Brook &amp; Cole Adopted 1998</p> <p>Biology, 7th edition/Campbell Reece Adopted 2007</p> <p>Earth Science/Prentice Hall Adopted 2006</p> <p>Biology/Prentice Hall Adopted 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: 11/2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	<p>Modern World History Patterns of Interaction/McDougal Littell Adopted 2006</p> <p>Magruder's American Government/Prentice Hall Adopted 1995</p> <p>The American Pageant/Heath-McDougal-Littell Adopted 2006</p> <p>Economics/Merrill Adopted 1995</p> <p>The American Vision Modern Times/Glencoe Adopted 2006</p> <p>Government in America People, Politics, and Policy/Addison Wesley Adopted 2002</p> <p>We the People Adopted 2014</p> <p>American Government, 2nd edition/Addison Wesley Adopted 1999</p> <p>Economics Principles and Practices/Prentice Hall Adopted 2007</p> <p>Western Civilization/Wadsworth Adopted 2000</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Foreign Language</b>	<p>Avancemos uno: Holt McDougal 2007, Avancemos dos: Holt McDougal 2010, Avancemos tres: Holt McDougal 2007, Abriendo puertas: lenguaje McDougal 2007, Abriendo Puertas; Tomo 1 &amp; 2 McDougal Littell 2003, Temas AP : Vista Higher Learning 2014, Buen viaje 2: Glenco McGraw Hill 2005, DeMado, et al. Bien dit! 1 Holt McDougal, 2013, DeMado. Allez, viens! 1. Holt, 2003. Discovering French Today! Holt McDougal, 2015. DeMado, et al. Allez, Viens! 2. Holt, 2003, D'Usseau, et al. Allez, Viens! 3. Holt, 2003, Fawbush, et al. C'est a toi 3. EMC/Paradigm Publishing, 2002 (1st ed.) and 2007 (2nd ed.).</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Health</b>	<p>Essential Health Goodheart-Willcox Publishing Adopted 2015</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Visual and Performing Arts</b>	<p>Art Talk; Glenco 2005  Careers in Art: Davis Pub. 1999  Essential Elements of Guitar books 1 &amp; 2; Hal Leonard Pub. 2005  Artistry in Strings Books 1 &amp; 2: Neil A. Kjos Music Company 2003</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science Laboratory Equipment</b>	<p>N/A</p> <p><b>The textbooks listed are from most recent adoption:</b> N/A  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

Kern High School District (KHSD) facilities are maintained in a manner that assures safety, cleanliness, and functionality. KHSD Safety Inspectors and the Maintenance and Operations Department conduct annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good", "fair", or "poor." The instrument does not require capital enhancements beyond the standards to which the facility was designed and constructed. Improvements come from the District Maintenance and Operations budget and the school's Principal's budget. The District participates in the State School Deferred Maintenance Program for major repair and replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and/or exterior painting and floor systems.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 8/13/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	74	71	51	51	48	48
Math	44	46	23	21	36	37

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	486	460	94.7	82.2
Male	248	234	94.4	84.2
Female	238	226	95.0	80.1
Black or African American	11	10	90.9	70.0
Asian	13	13	100.0	84.6
Hispanic or Latino	148	143	96.6	75.5
White	277	258	93.1	86.1
Two or More Races	12	11	91.7	90.9
Socioeconomically Disadvantaged	121	114	94.2	64.9
Students with Disabilities	44	38	86.4	42.1

\* 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. 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 for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	82	82	51	48	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	17.1	30.4	26.9

\* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	497	478	96.18	70.93
Male	255	246	96.47	62.39
Female	242	232	95.87	80
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100	86.67
Filipino	--	--	--	--
Hispanic or Latino	151	148	98.01	69.72
Native Hawaiian or Pacific Islander	--	--	--	--
White	285	271	95.09	70.87
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	121	113	93.39	49.53
English Learners	17	17	100	41.18
Students with Disabilities	47	37	78.72	22.86
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	497	478	96.18	45.51
Male	255	246	96.47	44.96
Female	242	232	95.87	46.12
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100	71.43
Filipino	--	--	--	--
Hispanic or Latino	151	148	98.01	38.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	285	271	95.09	45.31
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	121	113	93.39	27.62
English Learners	17	17	100	12.5
Students with Disabilities	47	37	78.72	11.11
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

## 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 a critical component of our school community and provide a tremendous amount of support for students in many programs ranging from athletics, visual and performing arts, and academics. Centennial parents routinely attend school functions including sporting events, band and choir performances, Mock Trial, robotics, and We The People competitions, as well as school orientation and registration meetings. Each year, Back-to-School Night is held during the first month of school so teachers can inform parents of the academic criteria in their subject areas. A parent question and answer session we call “Everything You Ever Wanted to Know About Centennial High School” is offered at the Performing Arts Center prior to the start of Back-to-School Night. Administrators and counselors are available to answer questions and address areas of concern. Freshman orientation is held each spring for students and their parents so that they can become familiarized with academic and extra-curricular programs. Administrators, counselors, coaches, and advisors are present. Parents and students first meet in the gym for introductions by administrators and counselors. Students are then excused to the Performing Arts Center to meet with counselors individually and to learn more about academic expectations, courses available, athletics and school activities. Peer Mentors and ASB officers put on skits, and representatives from various activities explain the programs available to students. Parents remain in the gym to learn more about expectations and registration procedures. Then students and parents then go to the cafeteria where students can sign up for clubs and meet with athletic and academic coaches. Parents are also given the opportunity to sit in on informative meetings explaining the AVID program and Project Lead the Way (engineering and Biomedical Sciences programs). This allows parents to make sound academic choices for their students. Additionally, Centennial's School Site Council contains a contingency of parent representation which allows for parental involvement in the direction of the school, and as a result, fosters a true collaboration of all members involved in a student's education. GATE/Honors meetings are held in the spring in order to inform parents and students of the opportunities offered through those programs. Freshman parents are given information on how to nominate their student for the GATE program. The program is presented by the GATE coordinator and GATE teachers. The meeting allows parents and potential GATE students to ask questions, meet teachers and see samples of GATE projects.

Centennial counselors and administrators also orchestrate a FASFA night for parents. Parents who attend are guided through the college application process, given information on completing the FASFA, and shown how to decipher their student's high school transcript. This event is held in the library so that parents may access the Internet with a Chrome Book or desktop computer. Though there is a very low number of non-English speaking families, Centennial always has a bi-lingual staff member available to assist non-English speaking parents who are in attendance at those meetings. Home mailings are also available in Spanish as are voice recordings via phone. Parents have the opportunity to keep up with their student's progress through weekly grade checks. They can also correspond regularly with teachers through email. Centennial has very active parent groups, including Centennial High Association of Parents and Staff (CHAPS). This group helps staff in orientation, registration, school events, and fundraising. TALONS are the “Helping Hands of the Marching Hawks,” and they assist in all band related activities. They also sponsor Music in Motion, which is a competition with dozens of junior high and high school bands. This is a major fundraiser for Centennial's band. Additionally, Centennial High School leadership has implemented four Parent University Nights for parents with students of various grade levels. At the workshops, parents gain information about their child's transcript, graduation status, A-G status, and the college application process.

The Red Zone Athletic Boosters primarily supports athletic teams through fundraising and organizing additional events for athletes and coaches. The Choir Parent Club supports choir activities and fundraising efforts throughout the year. The Centennial also has a School Site Council, which involves a mixture of students, parents, staff members and administrators. CHS uses community resources such as professional services, business partnerships, and guest speakers to support student learning. Community members and organizations assist in a variety of ways. The PLTW engineering program is sponsored by Chevron. Business leaders partner with the Virtual Business program giving those students greater insight into the world of business. They act as judges at competitions, advisors on projects and consultants for competitions. The “We the People...” team utilizes retired teachers, college professors, judges, and lawyers to prepare for their mock congressional hearings competitions. Lawyers volunteer to work with students in the Mock Trial program. Centennial helps parents and the school community understand academic standards and the purpose of extracurricular programs that help students meet expected school-wide learning results. CHS parents are proactive about volunteering and participating which in turns provides a meaningful and well-rounded school experience for all students.

Centennial students and their parents are given the opportunity to sit down one-on-one with their counselor to devise a collaborative four-year plan that includes the standards and expectations that must be met for graduation and beyond. At this time, parents receive information on standardized testing, college entrance requirements, ROC, CTE, CSF, National Honor Society, AVID and other pertinent academic areas. The four-year plan is used as a reference for subsequent meetings between counselors, parents, and students.

Parents stay informed on upcoming events and school activities through automated telephone messages, email, school newsletters, school marquee, and the school website. Parents are encouraged to get involved in their child's learning environment either by meeting with teachers at Back-to-School night, participating in a decision-making group, or simply attending school events.

### 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.

### School Safety Plan

Centennial High School's Safety Plan includes a variety of strategies to provide for and enhance school safety. School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administration and campus security officers patrol the campus, entrance areas, and designated common areas. Administration, campus security officers, and school police officer monitor lunchtime activity in the cafeteria and common student activity areas. Centennial High School is a closed campus. During school hours, all visitors must sign in at the security table outside of the main office and wear a visitor's badge while on school grounds.

The Kern High School District maintains the third largest police agency in Kern County. A Police Chief oversees the department with one Officer/Investigator placed at each individual high school. Centennial's officer works directly under the guidance of the Dean of Students. Together they work on routine student supervision/discipline problems and/or other safety issues that may arise on campus. Five (7) hour Campus Supervisors, two Assistant Deans, an Intervention Specialist, and a Dean's secretary assists the Dean and the Investigator.

Centennial High School is located within the city limits of Bakersfield and works very closely with the Bakersfield Police Department. All major criminal incidences are investigated by our Investigator and Kern High School District Police Department and, when necessary, with the assistance of the Bakersfield Police Department. The combined and consistent efforts of this staff and the entire faculty helped to deal immediately with any student problems as they occurred and insured a safe school environment.

The faculty and staff of Centennial High School strive to provide the best educational opportunities possible for all students and feel that the most important learning activities take place in the classroom. In order to have an environment appropriate to this commitment and to enable teachers, counselors and administrators to effectively provide a sound education, a certain standard of behavior is expected from all students. When this does not occur, the nature, seriousness, and frequency of the inappropriate behavior will determine the action to be taken. The purpose of rules and regulations on a school campus is to assure students of the opportunity to obtain an education. Cooperation is essential in maintaining a harmonious society and everyone must be willing to accept responsibility for promoting order.

Centennial High School and the Kern High School District have comprehensive emergency and safety plans that address civil defense, natural disasters, school safety, and crisis intervention. Administrators and the district meet regularly in an effort to collaborate and coordinate school and district safety procedures so that efforts remain consistent. The school safety plan is updated each year and the district provides safety workshops to site administrators annually. All district and school site security staff members are required to attend an annual training that specifically addresses student and staff safety. Centennial has identified staff members who are part of the Emergency Response Team. The Emergency Response Team is responsible for securing buildings and evacuating students to safe areas. Each classroom has emergency information and evacuation maps clearly posted. Staff and students participate in multiple evacuation and safety drills throughout the school year. The School Safety Plan was last reviewed in October 2017 and approved by the Centennial School Site Council and submitted to the Kern High School Board of Representatives.

All new and first-year students receive a copy of the Kern High School District discipline policy that details the law as it relates to students and schools. Students then sign an acknowledgment that they have received and read the district discipline policy which defines appropriate and inappropriate behavior. Centennial's focus in this regard is to be as proactive as possible. Assemblies for each grade level are held at the beginning of the school year to review school/district rules. Centennial High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and Tier II Intervention strategies are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary interventions managed by school administrators is fair and consistent based upon the nature of each situation.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	7.3	7.7	4.7
Expulsions Rate	0.1	0.1	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	12.1	10.0	9.6
Expulsions Rate	0.2	0.2	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

## 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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		84.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1.5
Average Number of Students per Staff Member	
Academic Counselor	365.2

\* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	29	28	25	26	35	44	6	4	6	51	54	53
Mathematics	30	28	27	19	26	35	5	13	5	51	47	51
Science	34	31	29	10	16	21	4	3	2	42	42	40
Social Science	27	26	24	20	28	32	4	4	4	38	35	34

\* 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.

## Professional Development provided for Teachers

The Kern High School District provides a comprehensive Staff Development Program designed to assist staff members to refine and upgrade their skills and increase instructional effectiveness. The Centennial Administration supports and encourages certificated staff to attend district-offered professional development opportunities. Professional development is a key aspect for the success of any district or school. School site goals established as part of the site staff development plan are as follows: to develop courses of study and curriculum aligned with the common core and state standards standards in the content areas, to in-service teachers on innovative teaching strategies with the intent of improving student learning, to maximize the use of available technology, to develop interdisciplinary teaching strategies and curriculum, to develop strategies to enhance student learning in a multicultural environment, and to develop career paths for all CHS students. The Centennial High School leadership encourages all teachers to participate in District workshops and in-service opportunities, as well as state and national subject area conferences. All probationary teachers participate in the KHIP program, which partners new teachers with experienced teachers trained specifically for this purpose. This one-to-one mentoring, in addition to peer observation opportunities and workshops on practical topics like classroom management, provide excellent guidance for beginning teachers.

Decisions concerning selection of staff development activities are performed by the Principal, Assistant Principal, and department chairs using tools such as teacher input and data analysis to determine areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Centennial High School supports ongoing professional growth throughout the year on early release days and staff in-service 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 sessions.

Kern High School District vision and leadership advocates for the use of the Professional Learning Community model to drive district and site decisions around student learning. Professional Learning Communities (PLCs) have become the vehicle of preparation and induction of academic programs at Centennial High School. While Centennial has school wide learning expectations, those expectations are identified and addressed by each individual department. Professional development is available through a number of sources. Categorical funds allow teachers to attain professional development in their specific area of study or in general areas of interest. The Kern High School District has an extensive professional development program available to all instructors throughout the year. Centennial certificated staff has benefited tremendously from participation in district and site level professional development opportunities that have focused on data-driven decision making to measure and monitor student learning. This collaborative process amongst teachers has helped staff to answer the four critical questions of a PLC and to target interventions and extensions related to student learning. PLC teams, which were created in previous years, meet weekly to create and adjust curriculum, analyze data, align curriculum to the Common Core Standards, develop and adjust semester pacing calendars, and share best practices to better serve our students' needs. Summer collaboration hours are afforded for each grade-level PLC team so that they may share and implement best practices, develop curriculum, and plan and develop enrichment and intervention strategies for the following school year.

Centennial High School's staff is committed to the use of research-based strategies to improve instruction. Teachers who have attended professional development conferences are asked to share their findings at staff meetings, department meetings or PLC meetings. Teachers have also formed small groups to share the strategies across the curriculum in reading and writing. These instructors now have the opportunity to incorporate these new strategies into their classroom. If they feel the strategy is effective, that strategy is then shared at the PLC meeting. Centennial teachers are also given the opportunity to visit other high schools in the state that have shown to use research-based strategies to improve instruction. These teachers meet with the Administration to discuss the feasibility of incorporating any worthwhile activity into the curriculum. Funding is available for all teachers to enhance and support various pedagogies through the Principal's budget, Title II, and Carl Perkins.

Centennial High School's teachers have participated in a two-day in-service on Google for Education (GAFE). Each two-day session offered high-intensity breakout sessions focused on deploying, integrating, and using Google Apps for Education to promote student learning. Many Centennial instructors have now incorporated strategies used from this professional development and continue to see its effectiveness within the classroom. Teachers are collaborating in their departments and PLCs and sharing instructional strategies and how they support Common Core. With the continuous PLC support, teachers are able to discuss best practices and determine how to most effectively instruct students to be successful with the required skills.

During the 2017-2018 school year, Centennial High School's teachers attended the following events hosted by the district and outside professional development companies: Social Emotional Learning 1.0 & 2.0, Restorative Practices, Conscious Classroom Management, Kagan Engagement Strategies, Link Crew, CCSS (math & ELA), NGSS (Science), Science Gizmos Training, PLC Training, Synergy, Siras, WASC, Illuminate, Google For Education, RIAP, and the

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,168	\$50,221
Mid-Range Teacher Salary	\$67,692	\$83,072
Highest Teacher Salary	\$101,126	\$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$128,094
Average Principal Salary (HS)	\$129,982	\$146,114
Superintendent Salary	\$230,625	\$226,121
Percent of District Budget		
Teacher Salaries	29%	34%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Centennial High School offers the following special programs and projects funded through categorical funds:

- Gifted and Talented Education (GATE)
- English Language Learners (ELL)
- Career Technical Education Pathways (Carl Perkins funding, CCPT, CTEIG)
- Independent Study Program
- Special Education Program
- Honors and Advanced Placement
- Tech Prep Consortium
- Regional Occupation Program
- District Title I Staff Development
- Project Lead the Way Engineering
- Project Lead the Way Biomedical Sciences
- AVID
- Professional Development which supports instructional pedagogies that enhance and accelerate learning
- Parent Involvement
- EL Coordinator Stipend
- Testing Director Period: Administration
- APEX
- Project BEST (LCAP)
- After-School Tutoring (LCAP)
- Professional Development (Title II)
- College Readiness Block Grant
- Lottery: Instructional Materials
- Class Size Reduction
- LCFF Supplemental
- LCFF Base
- ACCESS Literacy

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,972	\$857	\$6,116	\$83,396
District	◆	◆	\$8,393	\$73,350
State	◆	◆	\$6,574	\$82,770
Percent Difference: School Site/District			-31.4	12.8
Percent Difference: School Site/ State			-7.2	0.8

\* Cells with ◆ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
<b>Centennial High School</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Dropout Rate	4.6	5	5.6
Graduation Rate	93.43	94.26	91.72
<b>Kern High School District</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Dropout Rate	11.1	9	8.4
Graduation Rate	84.44	86.86	87.27
<b>California</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	807
% of pupils completing a CTE program and earning a high school diploma	6.88%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	14.91
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	52.87

\* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science		♦
English	1	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	2	♦
Science	2	♦
Social Science	3	♦
All courses	9	18.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	88.41	88.26	87.11
Black or African American	75	84.98	79.19
American Indian or Alaska Native	75	79.66	80.17
Asian	100	94.76	94.42
Filipino	100	100	93.76
Hispanic or Latino	88.44	87.73	84.58
Native Hawaiian/Pacific Islander	100	85.71	86.57
White	87.71	89.38	90.99
Two or More Races	100	88.89	90.59
Socioeconomically Disadvantaged	84.03	86.05	85.45
English Learners	77.78	73.45	55.44
Students with Disabilities	16.28	18.59	63.9
Foster Youth	60	79.1	68.19

### Career Technical Education Programs

The Kern High School District's (KHSD) 18 comprehensive high schools, 6 continuation schools, career centers, Bakersfield Adult School, and Regional Occupation Center (ROC) offer 33 different career pathways as outlined by the California career technical education (CCTE) model curriculum standards in 15 industry sectors, groupings of interrelated occupations and broad industries. The average number of career pathways offered per school site is 5.75

The collaboration between KHSD's Career Technical Education (CTE) programs and the local community college provide a coherent sequence of courses directly related to the academic and career technical preparation of all students for employment in current and emerging occupations. KHSD has long been a leader in CTE programs which have been recognized locally and nationally.

The ROC offers 17 capstone classes to the local high school students and supports introduction, concentration, and capstone program offerings at the comprehensive sites. The Health Careers Academy offers a sample of the CTE programs that demonstrate the collaboration between the various educational institutions. Students may take introductory and concentrator classes at their regular high school campus, attend the Nursing Assistant ROC program during their senior year and obtain state certification, sequence to the Bakersfield Adult School's Licensed Vocational Nursing program, and finish at a local college as a Registered Nurse.

A strong relationship with the Kern Community College District Collaborative has strengthened the CTE programs at the secondary and post-secondary levels. Thirteen Partnership Academies through the California Department of Education (CDE) flourish at eight comprehensive sites, providing graduates with real world CTE pathway experiences, state and/or career certification, and work opportunities immediately upon graduation.

Follow up studies track the Carl Perkins CTE program completers with over 90% graduation rate for student participants. The KHSD CTE Advisory Committee, representing a reflection of local business and industry partners, meets annually to make recommendations for program improvement, as well as to discuss industry trends, training needs, and local industry demands for future employment.

CTE courses at KHSD comprehensive sites are increasing rapidly with 28 different pathways being offered at the various schools. In addition, the District continues to add resources to further improve and expand CTE offerings.

Project-Lead-The-Way, a CTE program supported by Chevron and in partnership with the KHSD, specifically supports advanced Science and Engineering programs. The KHSD also supports Virtual Enterprise programs at six of the comprehensive schools. The district receives Carl D. Perkins funds which help many of the CTE programs at the school sites.

### **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.