

Center High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



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

Internet 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.

2022-23 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
Email Address	jferguson@centerusd.org
School Website	www.chs.centerusd.org
County-District-School (CDS) Code	34739733430378

2022-23 District Contact Information

District Name	Center Joint Unified School District
Phone Number	(916) 338-6400
Superintendent	Scott Loehr
Email Address	superintendentsoffice@centerusd.org
District Website Address	www.centerusd.org

2022-23 School Overview

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 2022-23 school year, there were approximately 1350 students enrolled. 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.

Vision Statement

Center High School's vision is to be the leading example of overall student achievement in secondary education while fostering an environment where life-long learning and service are intrinsically valued.

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.

School Motto:

Home of Scholars and Champions

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	337
Grade 10	380

Grade 11	311
Grade 12	318
Total Enrollment	1,346

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.2
American Indian or Alaska Native	1.0
Asian	7.8
Black or African American	12.1
Filipino	3.9
Hispanic or Latino	32.1
Native Hawaiian or Pacific Islander	1.3
Two or More Races	7.4
White	34.1
English Learners	7.4
Foster Youth	0.2
Homeless	5.0
Migrant	0.0
Socioeconomically Disadvantaged	65.2
Students with Disabilities	16.0

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	53.00	84.93	184.50	91.57	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53

Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.70	14.00	14.10	7.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.90	0.98	12115.80	4.41
Unknown	0.60	1.06	0.80	0.43	18854.30	6.86
Total Teaching Positions	62.50	100.00	201.50	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	54.30	84.77	187.60	88.64	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.90	9.21	14.70	6.97	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.60	4.12	6.10	2.89	11953.10	4.28
Unknown	1.20	1.87	3.10	1.50	15831.90	5.67
Total Teaching Positions	64.00	100.00	211.70	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	8.70	5.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	8.70	5.90

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	2.60
Total Out-of-Field Teachers	0.00	2.60

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.00	13.80
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.20	3.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson myPerspectives - 9th English Language Arts - California 2017 Pearson myPerspectives - 10th English Language Arts - California 2017 Pearson myPerspectives - 11th American Literature - California 2017 Pearson myPerspectives - 12th British and World Literature - California 2017 Bedford, Freeman, & Worth 2016 - Advanced Language and Literature - 2016 Bedford/St. Martin's - The Language of Composition Reading Writing Rhetoric - 2nd Edition / 2013 Pearson Longman - Literature: An Introduction to Fiction, Poetry, and Drama - 9th Edition / 2005 Vocabulary Power Plus Online Edition Grades 9-12	Yes	0
Mathematics	CPM Publishing, Core Connections / 2014	Yes	0

	<p>CPM Publishing, Integrated Math 1 / 2014 CPM Integrated Math 2/2015 Houghton Mifflin, Larson & Hostetler's Pre-Calculus / 2008 Key Curriculum Press, Calculus / 2005 McDougal Littell, Algebra II / 2008 Starnes, Tabor: The Practice of Statistics---Updated 6th edition CPM Publishing, Honors Precalculus: CPM Pre-Calculus with Trigonometry Version 4.0 / 2009</p>		
Science	<p>AP Biology - Pearson - Campbell Biology in Focus 2020 Biology - Pearson Experience Biology; 2020 Chemistry - Pearson Experience Chemistry 2021 Environmental Science - Pearson - 2021 Physical Science - CPO - Physical Earth and Space Science 2016 Physics - McGraw-Hill, Glencoe - Physics Principles and Problems 2017</p>	Yes	0
History-Social Science	<p>World History - McGraw Hill - World History, Culture, & Geography - 2019 US History - McGraw Hill - Impact: United States & Geography--Continuity and Change - 2019 AP US History - Bedford - America's History: 8th Edition - 2014 Government - Pearson - Magruder's American Government - CA Edition - 2019 AP Government - Bedford, Freeman, & Worth - American Government Stories of a Nation - 2019 Economics - Pearson - Economics: Principles in Action -2019 AP Economics - Bedford, Freeman, & Worth - Krugman's Economics for AP 2nd Edition - 2015 Geography - McGraw Hill - Geography: The Human and Physical World - 2015 Sociology - McGraw Hill - Sociology and You - 2014 Psychology - Holt McDougal - Psychology Principles in Practice - 2010 AP Psychology - Pearson - Psychology AP Edition: 4th Edition - 2015 Criminal Justice - McGraw Hill - Street Law - 2016</p>	Yes	0
Foreign Language	<p>EMC - Que Chevere Levels 1, 2, 3, and 4 - 2016 Vista - Teras - 2013 Vistas - Teras 2015 - AP Spanish Pearson - Golosa: Basic Course in Russian - Books 1 & 2 - 2014</p>	Yes	0
Health	<p>Glencoe Health Digital 2020 American Heart Association "In Schools" Training Kit for CPR and AED training</p>	Yes	0
Science Laboratory Equipment (grades 9-12)	<p>Science Laboratory Equipment</p>	Yes	0

School Facility Conditions and Planned Improvements

The administration and staff of Center High work very closely with the maintenance and grounds department of the Center Joint Unified School District. If any situation is identified that required attention, work orders are submitted, and the situations are resolved in a very timely manner.

Overall rating is: Good

Year and month of the most recent FIT report

October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Floors dirty, desks dirty, shelves dusty, window sills dirty, ac vent grill missing in kitchen-Clean and replace
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Bleachers dirty/dusty-Stadium and Gym, Rooms dusty, cobwebs, top of lockers dusty, windows and baseboards dirty in MP-Clean
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Top of rails dusty, walls dirty, sinks not cleaned, partitions dirty-Clean
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	66	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	29	N/A	25	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	293	197	67.24	32.76	65.64
Female	147	99	67.35	32.65	72.45
Male	145	97	66.90	33.10	58.33
American Indian or Alaska Native	--	--	--	--	--
Asian	25	20	80.00	20.00	80.00
Black or African American	27	15	55.56	44.44	26.67
Filipino	14	9	64.29	35.71	--
Hispanic or Latino	91	65	71.43	28.57	60.94

Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	14	50.00	50.00	53.85
White	104	71	68.27	31.73	73.24
English Learners	15	6	40.00	60.00	--
Foster Youth	--	--	--	--	--
Homeless	19	10	52.63	47.37	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	173	112	64.74	35.26	59.46
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	41	21	51.22	48.78	4.76

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	293	256	87.37	12.63	29.13
Female	147	127	86.39	13.61	27.56
Male	145	129	88.97	11.03	30.71
American Indian or Alaska Native	--	--	--	--	--
Asian	25	22	88.00	12.00	54.55
Black or African American	27	24	88.89	11.11	4.17
Filipino	14	13	92.86	7.14	46.15
Hispanic or Latino	91	80	87.91	12.09	21.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	21	75.00	25.00	4.76
White	104	92	88.46	11.54	38.04
English Learners	15	15	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	19	16	84.21	15.79	25.00
Military	--	--	--	--	--

Socioeconomically Disadvantaged	173	152	87.86	12.14	24.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	41	30	73.17	26.83	3.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	20.83	21.17	20.83	23.76	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	293	222	75.77	24.23	21.17
Female	143	108	75.52	24.48	19.44
Male	150	114	76	24	22.81
American Indian or Alaska Native	--	--	--	--	--
Asian	34	28	82.35	17.65	21.43
Black or African American	40	33	82.5	17.5	12.12
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	87	65	74.71	25.29	18.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	10	76.92	23.08	--
White	104	73	70.19	29.81	24.66
English Learners	22	18	81.82	18.18	0
Foster Youth	0	0	0	0	0
Homeless	11	7	63.64	36.36	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	189	140	74.07	25.93	17.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	26	55.32	44.68	7.69

2021-22 Career Technical Education Programs

Students begin their CTE course journey at the elementary level with the Launch program and transition to the Gateway program in middle school. At the high school level students complete CTE pathways in five different CTE sectors: Arts, Media and Entertainment; Building and Construction Trades; Marketing, Sales, and Services; Engineering and Architecture; Health Science and Medical Technology; Public Services. Within those sectors there are separate CTE pathways: Multimedia Productions; Graphic Design; Animation; Residential and Commercial Construction; Entrepreneurship/Self-Employment; Engineering Design; Biotechnology; Patient Care; Emergency Response (Pathway 233) - 911 Dispatcher. Mike Jordan, Director of Curriculum and Instruction and Special Education, is the primary representative for the district's CTE programs.

Media Communications Academy (MCA) at Center High prepares MCA students for college and career by requiring all students to complete CORE and CTE coursework. MCA is a CTE-based California Partnership Academy, also designated a Lighthouse Program. The AVID program at Center High and Riles Middle School supports pathways to college. Dual Enrollment courses are offered through Sierra College in Astronomy, Medical Intervention and through various courses in the business department.

During the 2021-22 school year, Center High School offered the following career technical education programs as elective courses:

Intro to Arts, Media, and Entertainment
 Graphics Design
 Advanced Graphic Design
 Intermediate Animation
 Advanced Animation
 Beginning Broadcasting
 Advanced Broadcasting
 Yearbook Productions
 Project Lead the Way (PLTW) Biomedical Sciences

- Principles of Biomedical Sciences
- Human Body Systems
- Medical Interventions

 Project Lead the Way (PLTW) Engineering

- Introduction to Engineering Design
- Principles of Engineering

 Digital Electronics
 Geometry in Construction
 Construction in Geometry
 Construction in Geometry Foreperson
 Sports Video Production and Broadcasting
 Entrepreneurship Through Marketing Creativity and Innovation 1
 Entrepreneurship Through Marketing Creativity and Innovation 2
 911 Dispatcher/Customer Service/Call Center I
 911 Dispatcher/Customer Service/Call Center II
 Pharmacy Technician

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	683
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	94.40
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	19.20

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	72%	73%	73%	73%	73%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents are encouraged to get involved in their student's learning environment either by volunteering in the classroom, participating in a decision-making group, attend school events, or contact the front office for other opportunities.

Parents/guardians stay informed on upcoming events and school activities through daily bulletins, emails, flyers, letters, parent conferences, progress reports, school newsletters, Catapult Messaging (automated email, text, and telephone message delivery system), the school marquee, the school website, Facebook, and weekly emails from the principal.

Contact the school office at (916) 338-6420 for more information on how to become involved in your student's learning environment.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		3.5	2.3		4.9	4		8.9	7.8
Graduation Rate		91.3	93.7		85.8	91.1		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	303	284	93.7
Female	142	138	97.2
Male	161	146	90.7
American Indian or Alaska Native	--	--	--
Asian	36	33	91.7
Black or African American	40	39	97.5
Filipino	12	11	91.7
Hispanic or Latino	90	86	95.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	13	11	84.6
White	108	101	93.5
English Learners	31	26	83.9
Foster Youth	--	--	--
Homeless	21	18	85.7
Socioeconomically Disadvantaged	225	209	92.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	55	44	80.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1450	1400	527	37.6
Female	695	677	265	39.1
Male	752	720	261	36.3
American Indian or Alaska Native	13	12	5	41.7
Asian	115	112	28	25.0
Black or African American	179	169	72	42.6
Filipino	54	54	9	16.7
Hispanic or Latino	465	451	189	41.9
Native Hawaiian or Pacific Islander	19	18	9	50.0
Two or More Races	107	104	39	37.5
White	495	477	176	36.9
English Learners	136	126	36	28.6
Foster Youth	5	5	3	60.0
Homeless	80	79	40	50.6
Socioeconomically Disadvantaged	963	936	390	41.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	238	226	111	49.1

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.37	3.65	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively.

Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.22	7.17	0.41	6.13	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.17	0.00
Female	5.61	0.00
Male	8.64	0.00
American Indian or Alaska Native	15.38	0.00
Asian	0.87	0.00
Black or African American	13.41	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.38	0.00
Native Hawaiian or Pacific Islander	15.79	0.00
Two or More Races	13.08	0.00
White	7.07	0.00
English Learners	4.41	0.00
Foster Youth	0.00	0.00
Homeless	8.75	0.00
Socioeconomically Disadvantaged	7.89	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.76	0.00

2022-23 School Safety Plan

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 District Safety Team along with the site representative to the team.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	26	31	10
Mathematics	23	25	29	12
Science	24	11	13	6
Social Science	23	20	23	13

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	123		
Mathematics	12	120	1	
Science	13	59	1	
Social Science	13	106	1	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	41	26	14
Mathematics	18	49	28	10
Science	20	19	21	4
Social Science	22	31	10	29

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	336.5

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7663	1898	5765	76979
District	N/A	N/A	7603	\$76,929
Percent Difference - School Site and District	N/A	N/A	-27.5	0.1
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-13.4	-2.8

2021-22 Types of Services Funded

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2021 - 2022 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

2021-22 Types of Services Funded

- 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
- Dual Enrollment courses with Sierra College in personal finance, business entrepreneurship, astronomy, and allied health
- Tutorial and Study Skills courses
- Advanced Placement (AP) courses including English, biology, statistics, calculus A/B, government, United States history, micro- and macroeconomics, computer science, psychology, and studio art
- Support classes in English and math for students who are struggling in those academic areas including corrective reading courses
- LTEL tutorials and classes
- 4 full-time academic counselors
- 1 College and Career Center Coordinator
- 1 social worker

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,454	\$48,503
Mid-Range Teacher Salary	\$69,942	\$74,912
Highest Teacher Salary	\$98,571	\$100,321
Average Principal Salary (Elementary)	\$118,261	\$122,160
Average Principal Salary (Middle)	\$119,308	\$127,632
Average Principal Salary (High)	\$126,655	\$137,578
Superintendent Salary	\$209,448	\$198,665
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	4%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	9.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	4
Fine and Performing Arts	2
Foreign Language	0
Mathematics	2
Science	0
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	14

Professional Development

Staff Development

All training and curriculum development activities at Center High School revolve around the Common Core State 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, WASC, 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 early release days every Monday. 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4