

Center High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/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.

2023-24 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

2023-24 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	www.centerusd.org

2023-24 School Description and Mission Statement

School Profile

Center High School is located in the community of Antelope in the northern region of Sacramento County and serves students in grades nine through twelve. At the beginning of the 2023-24 school year, approximately 1395 students were 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 Pdvanced Placement (AP) 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

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	324
Grade 10	344
Grade 11	347
Grade 12	297
Total Enrollment	1,312

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	47.4%
Male	52.1%
American Indian or Alaska Native	0.8%
Asian	8.1%
Black or African American	11.1%
Filipino	3.9%
Hispanic or Latino	32.5%
Native Hawaiian or Pacific Islander	1.2%
Two or More Races	7.5%
White	33.9%
English Learners	9.1%
Foster Youth	0.2%
Homeless	4%
Socioeconomically Disadvantaged	53.1%
Students with Disabilities	15.8%

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	13.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.2	3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district certified to the governing board on 10/18/2023 that the district has a sufficient supply of textbooks and instructional materials in the core academic areas. Sufficient textbooks and instructional materials include each pupil, including English learners, having a textbook or instructional materials, or both, to use in the classroom or take home.

Year and month in which the data were collected

October 2023

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 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	Yes	0
Science	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	Yes	0
History-Social Science	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	Yes	0

	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		
Foreign Language	EMC - Que Chevere Levels 1, 2, 3, and 4 - 2016 Vista - Tamas - 2013 Vistas - Tamas 2015 - AP Spanish Pearson - Golosa: Basic Course in Russian - Books 1 & 2 - 2014	Yes	0
Health	Glencoe Health Digital 2020 American Heart Association "In Schools" Training Kit for CPR and AED training	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 requires 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

10/10/23

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		Room 602: Floors dirty, desks and counters dusty, window sills dirty Room 603: Floors dirty, desks and counters dusty, window sills dirty Room 604: Floors dirty, desks and counters dusty, window sills dirty GYM: Bleachers dirty Room 402: Floors dirty, desks dirty, window sills dirty Room 403: Floors dirty, desks dirty, window sills dirty Room 404: Floors dirty, desks dirty, window sills dirty Boys-Girls team Room/Dance Room: Floors dirty, stained ceiling tiles, dirty window sills Weight Room: Floors and walls dirty, equipment dusty Locker Rooms: Floors dirty, tops of lockers dusty, toilets not cleaned, partitions dusty and dirty Restrooms Near 700: Floors dirty, walls dirty, sinks not cleaned, toilets not cleaned
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room 602: Floors dirty, desks and counters dusty, window sills dirty

School Facility Conditions and Planned Improvements

				Room 603: Floors dirty, desks and counters dusty, window sills dirty Room 604: Floors dirty, desks and counters dusty, window sills dirty Room 110: Desks dirty, shelves dusty, carpet dirty Room 210: Floor dirty, window sills dirty, whiteboards dirty Room 211: Floor dirty, window sills dirty, whiteboards dirty Room 212: Floor dirty, window sills dirty, whiteboards dirty Restrooms Near 700: Floors dirty, walls dirty, sinks not cleaned, toilets not cleaned
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Locker Rooms: Floors dirty, tops of lockers dusty, toilets not cleaned, partitions dusty and dirty Stadium: Restrooms Near 700: Floors dirty, walls dirty, sinks not cleaned, toilets not cleaned
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	

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 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	66		40		47	
Mathematics (grades 3-8 and 11)	29		25		33	

2022-23 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	21.17		23.76		29.47	

2022-23 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 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; Information and Communications Technologies; Marketing, Sales, and Services; Engineering and Architecture; Health Science and Medical Technology; and 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. Center High School will have a new CTE Coordinator in the Spring of 2024 who will become the primary representative for CTE courses at the high school and work directly with site administration and the district to support CTE courses.

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 Wilson C Riles Middle School supports pathways to college. Dual Enrollment courses are offered through Sierra College in Astronomy, Medical Intervention, Entrepreneurship, English 12, and Statistics.

During the 2023-24 school year, Center High School offered the following career technical education programs as elective courses:

Intro to Media and Design (Information and Communications Technologies)

Graphics Design

Advanced Graphic Design

Intermediate Animation

Advanced Animation

Beginning Broadcasting

Advanced Broadcasting

Sports Video Production and 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

Entrepreneurship Through Marketing Creativity and Innovation 1

911 Dispatcher/Customer Service/Call Center I

911 Dispatcher/Customer Service/Call Center II

Pharmacy Technician

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	69.65%	74.76%	73.80%	74.44%	73.80%

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.

2023-24 Opportunities for Parental Involvement

Parents/Guardians 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.6	2.3		4.9	4.0		9.4	7.8	
Graduation Rate	92.1	93.7		86.6	91.1		83.6	87.0	

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions									
Expulsions									

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2023-24 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, site safety team, administration, and School Site Council in January of 2023.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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				
Mathematics				
Science				
Social Science				

2022-23 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	

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	8910	2593	6317	81749
District	N/A	N/A	9176	\$77,784
Percent Difference - School Site and District	N/A	N/A	-36.9	6.1
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-4.3	3.2

Fiscal Year 2022-23 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 2023 - 2024 school year, the district received categorical, special education, and support programs funds from:

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

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

- Workability Program for special education students who qualify through the Department of Rehabilitation. This program provides employment related services to participants.
- Media Communications Academy (MCA)
- Homeless and foster care services through Americorp workers on campus
- Career Technical Education courses and programs including Information and Communications Technologies, 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 business entrepreneurship, astronomy, allied health, English 12, and statistics
- Tutorial and Study Skills courses
- Advanced Placement (AP) courses including English, statistics, calculus A/B, government, United States history, micro- and macroeconomics, computer science, psychology, Spanish, and studio art
- Support classes in English 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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$48,684	\$50,875
Mid-Range Teacher Salary	\$71,341	\$79,761
Highest Teacher Salary	\$100,542	\$103,045
Average Principal Salary (Elementary)	\$115,715	\$128,154
Average Principal Salary (Middle)	\$121,695	\$131,774
Average Principal Salary (High)	\$129,188	\$142,676
Superintendent Salary	\$224,277	\$211,462
Percent of Budget for Teacher Salaries	32.03%	30.11%
Percent of Budget for Administrative Salaries	4.26%	5.49%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4