

Center Joint Unified School District Center High School



Grades 9 through 12
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2009-10 School Accountability Report Card *Published January 2011*

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Principal's Message

I invite you to explore Center High School's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Center High School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable, expectations for students. Center High School is quite proud of its rigorous academic programs, strong vocational programs, great athletic programs, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

Mission Statement

The mission of Center High School is "To guide and encourage each student to become a productive, thoughtful, and responsible member of our multi-ethnic society, and to become actively involved in developing full potential as a unique human being." Center High School's motto is "The Home of Scholars and Champions."

School Profile

Center High School is located in the northern region of Antelope and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2009-10 school year, 1437 students were enrolled, including 11% in special education, 5% qualifying for English Language Learner support, and 42% qualifying for free or reduced price lunch. Center High School achieved a 2010 Academic Performance Index (API) score of 781.

Student Enrollment by Ethnicity / Grade Level 2009-10			
Ethnic Group	%	Grade Level	#
African-Amer.	15.03 %	Grade 9	394
Amer. Indian or Alaskan Native	1.18 %	Grade 10	361
Asian	8.49 %	Grade 11	307
Filipino	3.90 %	Grade 12	375
Hisp. or Latino	16.56 %		
Pacific Islander	1.32 %		
Caucasian	52.82 %		
Multi-Racial	0.63 %		
Total Enrollment			1,437

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 89% of Center High School's tenth grade students who took the test passed the math portion of the exam and 89% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Physical Fitness

The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. The 2009-10 physical fitness test results were not available at the time of production of this report.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Center High School			District			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	50	50	52	48	52	55	46	50	52
Math	46	44	46	47	49	48	43	46	48
Science	49	54	56	48	48	60	46	50	54
Social Science	42	48	53	36	41	45	36	41	44

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	Center High School							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	53	*	58	54	63	45	56	*
Math	39	*	72	53	*	37	49	*
Science	30	*	66	50	*	36	43	*
Social Science	54	*	58	57	*	48	54	*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels								
	CJUSD	Center High School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	55		48	57	5	42	10	
Math	48		53	46	7	44	5	
Science	60		53	44	5	36	12	
Social Science	45		58	51	11	46	24	

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2009-10						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	11	89	62	11	89	70
Male	14	86	58	10	90	72
Female	9	91	65	13	87	67
African-Amer.	14	86	61	24	76	62
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	16	84	71	8	92	79
Filipino	*	*	*	*	*	*
Hisp. or Latino	11	89	54	11	89	63
Pacific Islander	*	*	*	*	*	*
Caucasian	12	88	61	10	90	74
Multi-Racial	0	100	76	0	100	64
English Learners	71	29	6	41	59	29
Economically Disadvantaged	16	84	54	12	88	65
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	59	41	7	67	33	21

* To maintain confidentiality, scores are not disclosed when fewer than 10 students are tested.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Center High School			CJUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Language Arts	68.4	64.8	62	62.2	60.0	61	52.9	52.0	54
Math	71.5	65.9	70	65.4	61.1	66	51.3	53.3	53.4

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2009-10			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth			
Seventh			
Ninth			

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2007	2008	2009
Statewide Rank	8	7	*
Similar Schools Rank	9	8	*

Results generated from 2007, 2008, and 2009 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2007-08	2008-09	2009-10
Schoolwide - All Students	12	8	11
Ethnic Subgroups			
African-Amer.	34	15	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	17	*
Filipino	*	*	*
Hisp. or Latino	22	26	22
Multi-Racial	N/A	N/A	17
Pacific Islander	*	*	*
Caucasian	15	-3	13
Other Subgroups			
Students with Disabilities	*	0	-22
Economically Disadvantaged	1	15	20
English Learners	*	*	13

Results generated from 2008, 2009, and 2010 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2010 Growth API		
	School	District	State
African-Amer.		737	685
Amer. Indian or Alaskan Native			728
Asian		838	889
Filipino		834	851
Hisp. or Latino	758	760	715
Pacific Islander			754
Caucasian	793	801	838
Multi-Racial	786	781	807
Economically Disadvantaged	745	760	610
English Learners	710	749	691
Students with Disabilities	515	600	580
All Students	781	786	767

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2009-10 AYP cycle, high schools must achieve a 55.6% or higher proficiency rate in English/Language Arts and 54.8% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 680 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83.1%.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2009-10		
Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?		
AYP Indicator	CHS	CJUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	Yes	No
API Score	Yes	Yes
Graduation Rate	Yes	No

Reported data based upon performance of all subgroups for each of the areas listed

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2009-10, Center High School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria

enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	CHS	CJUSD
PI Status	Not in PI	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

Parent Involvement

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

Parents stay informed on upcoming events and school activities through ConnectEd (automated telephone message delivery system), email, flyers, letters, parent conferences, progress reports, the school marquee, school newsletters, the school website, daily bulletins, and the "Blue and Gold" newspaper. Contact the school office at (916) 338-6420 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Chaperone School Dances
Coaching Sports
Fundraising Activities
Tutoring

Committees

Athletic Booster Clubs
AVID Advisory Council
District English Learner Advisory Council
GATE Advisory Council
Migrant Education Advisory Council
School Site Council
WASC Committee
Cougar Boosters
Advisory Council for Academics

School Activities

Athletic Events
Back to School Night
Open House
Recognition Assemblies
School Activities
Sports Events
Spring Festival
Student Orientation
Student Performances
Student Recognition Assemblies
Parent Forum Meeting

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Center High School's original facilities were built in 1982. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate

space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Completion of a state-of-the-art stadium
- Renovation of baseball complex (completion scheduled for January, 2011)

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and five evening custodians are assigned to Center High School. The day custodian is responsible for:

- Classroom cleaning
- Lunch area setup/cleanup
- Restroom cleaning
- Special event setup/cleanup

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Common use area cleaning
- General use areas
- Office area cleaning
- Restroom cleaning

The principal communicates with the custodial staff monthly concerning maintenance and school safety issues.

Campus Description	
Year Built	1982
Acreage	35
Square Footage	-
	Quantity
Permanent Classrooms	58
Portable Classrooms	15
Restrooms (sets)	3
Band Room	1
Cafeteria	1
Auditorium	1
Career Center	1
Multipurpose Room/Cafeteria	1
Sports Stadium	1
Theater	1
Library	1
Art Room	1
Art Room	1
Computer Labs	6
Dance Room	1
Gymnasium	1
Media Communications Academy Lab	1
Outdoor Covered Patios	2
Resource Rooms	2
Staff Lounge	1
Staff Work Room	1
Wrestling Room	1

Deferred Maintenance

Center High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2009-10 school year, Center High School received \$5,847 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Plumbing
- Floor Systems
- Other Systems

Facilities Inspection

The district's maintenance department inspects Center High School on an annual basis in accordance with Education Code §17592.72(c)(1). Center High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, October 21, 2010. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2009-10, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Thursday, October 21, 2010			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(2)	MCA Rm 302 a/c under repair; boys girls team dance HVAC bad compressor under repair; Rm 806 HVAC out of tune under repair.
(3)	MPR panic bar stiff; Rm 601 storeroom door hinge misaligned; auto shop door hardware worn; wood shop hole in fence gate; Rm 404 door hinge bent; science Rm 211 door lock hardware needs tune-up; Rm 300 panic bar misaligned; theater elephant doors for scenery need tune-up; science bldg closer needs repair, door dragging; Rm 803 door lock has something in it; Rm 702 door has graffiti and scratches.
(4)	MPR mop board missing; kitchen linoleum worn; Business 1 holes in wall; Business 3 mop board missing; Business 5 wall covering torn; Art wall covering torn; Rm 301 ceiling tile missing; Rm 900 broken ceiling tile; Rm 903 diffuser missing; gym/locker rms some lockers bent, tabs broken off.
(6)	Library some ornamental tiles broken.
(8)	Counseling PA system needs addressing; library some lights out.

Overall Summary of School Facility Good Repair Status				
Exemplary	Good	Fair	Poor	
	✓			

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

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, the administration, teachers, and campus monitors patrol the campus, entrance areas, and designated common areas. Campus monitors and resource officers monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators, a resource officer, and campus monitors monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Center High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Center High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff in the Fall of 2010.

Classroom Environment

Discipline & Climate for Learning

Center 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 proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	CHS		
	07-08	08-09	09-10
Suspensions (#)	127	141	132
Suspensions (%)	7.77 %	9.57 %	9.19 %
Expulsions (#)	6	12	10
Expulsions (%)	0.37 %	0.81 %	0.70 %
CJUSD High Schools			
Suspensions (#)	180	263	332
Suspensions (%)	9.11 %	14.83 %	18.51 %
Expulsions (#)	6	12	17
Expulsions (%)	0.30 %	0.68 %	0.95 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	26.2	21	28	10
Math	27.2	10	25	15
Science	31.3	1	17	20
Social Science	28.7	6	22	15
Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	25.8	20	26	7
Math	23.4	29	16	6
Science	29.8	1	22	11
Social Science	29.1	5	19	16

2009-10 data not available at the time of production of this report

Dropouts

Center High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit

warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring CAHSEE test results and performance, parent conferences, counseling, independent study, referral to an alternative high school setting, concurrent enrollment in adult school or community college, CAHSEE prep classes, Student Study Teams, and tutoring. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2008-09 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2005-06 school year, dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) * 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	CHS		
	06-07	07-08	08-09
Dropout Rate	1.5%	3.1%	4.1%
Graduation Rate	97.2%	95.2%	90.6%
	CJUSD		
	06-07	07-08	08-09
Dropout Rate	3.6%	4.1%	7.2%
Graduation Rate	88.6%	87.7%	81.0%
	California		
	06-07	07-08	08-09
Dropout Rate	4.4%	3.9%	4.5%
Graduation Rate	80.6%	80.2%	78.5%

Graduation Requirements

Students must accumulate 220 course credits, pass the math portion of CAHSEE and pass the language arts portion of CAHSEE to receive a high school diploma from Center High School. Alternative methods of acquiring a diploma are available through the Continuation School and Community day school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Center High School. The following table illustrates the percentage of students graduating from Center High School who have met both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2008-09**		
Center High School	CJUSD	California
90.6 %	81.0 %	78.4 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not

available for disclosure at the time this report was published

** Most current information available

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Center High School revolve around the California State Content Standards and Frameworks. During the 2009-10 school year, Center High School held three staff development days devoted to:

- Alignment of Curriculum to State Content Standards
- Data Analysis
- Instructional Strategies

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Center High School supports ongoing professional growth throughout the year on minimum days. Teachers met 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. During the 2009-10 school year, Center High School's teachers attended the following events hosted by the Center Joint Unified School District:

- DIBELS - Early Literacy Skills
- Games Using MS Office-Technology
- Amazing Openings-Opening Activities for Classrooms
- United Streaming-Technology
- Multimedia-Technology

Center High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Center High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, August 18, 2010, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 3/2010-11 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2010-11 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
History-Social Science		
2006	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2006	Holt McDougal, <i>Modern World History: Patterns of Interaction</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
Language Arts		
2009	Pearson Prentice Hall, <i>English Language Arts</i>	0 %
Math		
2008	CPM Educational Program, <i>Basic Algebra, Algebra, Algebra 1</i>	0 %
2008	CPM Educational Program, <i>Geometry</i>	0 %
2008	CPM Educational Program, <i>Honors Algebra II</i>	0 %
2008	Houghton Mifflin, <i>Larson & Hostetler's Pre-Calculus</i>	0 %
2008	McDougal Littell, <i>Algebra II</i>	0 %
Science		
2008	Addison Wesley, <i>Conceptual Physics</i>	0 %
2008	Holt, <i>Visualizing Matter</i>	0 %
2008	Houghton Mifflin, <i>Chemistry</i>	0 %
2008	Pearson Prentice Hall, <i>Physics</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Students Enrolled in UC/CSU Courses 2008-09*	
	%
Students enrolled in courses required for UC/CSU admission	94
Graduates who completed all courses required for UC/CSU admission	23

*Most current data available

Advanced Placement

In 2009-10, Center High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered & Student Participation 2009-10		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	--
English	36	2.5 %
Fine and Performing Arts	0	--
Foreign Language	0	--
Math	70	4.9 %
Science	22	1.5 %
Social Science	93	6.5 %
All Courses	221	15.4 %

Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the number of students enrolled in all courses will, and the number of students enrolled in AP courses may, exceed the actual student enrollment figure for the school.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the Career Center advisor to discuss their four-year academic plan and are introduced to Center High School's technical and career education programs; the Career Center advisor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Center High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Regional Occupational Programs
- Workability

Students enrolled in Center High School's career education programs are offered free transportation when needed to eliminate barriers that may interfere with students' efforts in acquiring job skills. Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

During the 2009-10 school year, Center High School offered the following career technical education programs as elective courses:

- Automotive
- Filmmaking
- Video Production
- Desktop Publishing
- Broadcasting Technology
- Woodworking
- Fashion Textiles and Apparel
- Consumer Education
- Food and Nutrition
- Computer Operations / Computer Science

Center High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Center High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the Career Center advisor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Professional Staff

Counseling & Support Staff

Center High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Center High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2009-10		
	No. of Staff	FTE
Counselor	3	3.0
Librarian	1	1.0
Psychologist	1	1.0
Resource Officer	1	1.0
Speech Therapist	1	0.5

Counselor-to-Student Ratio: 1:479
FTE = Full-Time Equivalent

Teacher Assignment

During the 2009-10 school year, Center High School had 63 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the

highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Percentage of Core Classes 2009-10		
	Taught by NCLB- Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Center High School	97.9 %	2.1 %
District Totals		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	CHS			CJUSD
	07-08	08-09	09-10	09-10
Total Teachers	73	69	63	249
Teachers with full credentials	68	65	63	249
Teachers without full credentials	5	4	0	0
Teachers in alternate routes to certification	5	4	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	2	5
Total teacher misassignments	0	0	0	5
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	1
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	CHS	CJUSD
	10-11	10-11
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2009-10		
	CHS	CJUSD
Doctorate	1.6 %	1.2 %
Master's degree plus 30 or more semester hours	14.3 %	12.0 %
Master's degree	17.5 %	14.9 %
Bachelor's degree plus 30 or more semester hours	61.9 %	69.5 %
Bachelor's degree	4.8 %	2.4 %
Less than Bachelor's degree	0.0 %	0.0 %

Salary Comparison 2008-09		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$41,209
Mid-Range Teacher Salary	\$60,855	\$65,228
Highest Teacher Salary	\$77,786	\$83,339
Superintendent Salary	\$176,029	\$179,589
Average Principal Salaries:		
High School	\$111,144	\$119,247
Percentage of General Fund Expenditures for:		
Teacher Salaries	44.6%	40.7%
Administrative Salaries	5.6%	5.9%

Expenditures Per Student

For the 2008-09 school year, Center Joint Unified School District spent an average of \$8,098 of total general funds to educate each student (based on 2008-09 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- Special Education
- Teacher Credentialing Block Grant
- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education

- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2008-09					
	Dollars Spent per Student				
	CHS	CJUSD	% Diff. School & Dist.	State Avg., Dist.	% Diff. School & State
				Same Size & Type	
ADA*	1399	5098	N/A	N/A	N/A
Total**	\$6,031	\$6,253	96.46	N/A	N/A
Restr.†	\$1,106	\$1,314	84.17	N/A	N/A
Unrestr.††	\$4,925	\$4,938	99.73	\$5,681	86.69
Avg. Teacher Salary	\$65,669	\$66,508	98.74	\$57,352	114.50

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Center High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Center High School's SARC and access the internet at any of the county's public libraries. The closest public library to Center High School is North Highlands-Antelope Library, a branch of Sacramento Public Library.

Address: 4235 Antelope Road, Antelope
Phone Number: (916) 264-2920
WebSite: <http://www.saclibrary.org>
Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2010. Those to prepare the school facilities section were acquired in November 2010.