



Centennial High School

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Kern High School District
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School Description

Centennial High School (CHS), one of eighteen comprehensive high schools of the Kern High School District (KHSD), opened in the Fall of 1993 and is rich in tradition. Centennial High School has an impressive history of excellence, both academically and in athletic accomplishments dating back for over two decades.

Centennial High School is located in the Northwest area of Bakersfield and is considered a "neighborhood school." In 2019-2020, Centennial's student population included a variety of academically and culturally diverse individuals. CHS served approximately 2,138 students in grades 9-12. Of this student population, 1% are English Language Learners, and 10% are in our Special Education program. Overall, the ethnic distribution of the student population is approximately 51% Caucasian, 32% Hispanic, 3.1% African-American, 7% Asian, and 6.9% other. Within this student body, approximately 36.3% qualify for the Free/Reduced Lunch program and are considered socioeconomically disadvantaged.

Centennial High School promotes a college preparatory learning environment that assists all students in attaining their highest level of academic achievement. Centennial further meets the needs of its student population by offering academic programs such as English Language Development (ELD), Special Education programs, Gifted and Talented Education (GATE), Independent Study, Home/Hospital Instruction, Intervention, Kern Learn, Honors, Advanced Placement (AP) and Dual Enrollment (DE). Centennial High School also provides students with opportunities to excel in areas of special interest. In addition to the array of course offerings that meet the A-G University of California/California State University entrance requirements, the school offers specialized offerings, including the following courses: Project Lead The Way (PLTW) Engineering, PLTW Biomedical Sciences, Regional Occupation Program (ROP), English Learners (EL), Advancement Via Individual Determination (AVID), Pre-ACCESS, ACCESS, business education, Media Arts 1 & 2, industrial technology, visual and performing arts, Introduction to Skilled Trades, Journalism, Yearbook, Virtual Enterprise, "We the People" civics education, Robotics, Mock Trial, and Strong Body.

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

Centennial has 81 certificated teachers, five administrators, one library media teacher, five guidance counselors, an intervention specialist, school psychologist, a social worker, mental health clinician, a Special Education Program Specialist, 54 classified personnel, and a campus police officer to help ensure the needs of both staff and students are met. The school site, located on 44 acres, consists of 77 classrooms in 17 permanent buildings, seven portable classrooms, one performing arts center, one library media center, one cafeteria/student store, and one gymnasium.

Centennial received a six-year accreditation, with a three-year mid-term revisit from Western Association of Schools and Colleges in June 2017.

Centennial High School is in the fourth year of implementing Positive Behavior Interventions and Supports (PBIS), known as We Are Hawks! We Are HAWKS! places an emphasis on a positive school climate and culture with clear expectations for staff and students. We Are Hawks! focuses on positive attendance, respect of others, proper behavior and academic success while incorporating our core values. Centennial Golden Hawks strive to Honest, Ambitious, Well-Rounded, Kind, and Spirited. CHS was recognized by the California PBIS Coalition with the 2018-2019 Gold PBIS Implementation Award.

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

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

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

Schoolwide Learner Outcomes (SLOs):

- Demonstrate 21st-century skills, including technical and career readiness.
- Demonstrate critical thinking skills, including the ability to create, analyze, and evaluate.
- Demonstrate academic proficiency, including achievements in both the classroom and on high-stakes assessments.
- Demonstrate effective communication skills, including the ability to collaborate.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	554
Grade 10	501
Grade 11	496
Grade 12	471
Total Enrollment	2,022

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	1
Asian	3.6
Filipino	2.7
Hispanic or Latino	31.4
Native Hawaiian or Pacific Islander	0.4
White	55.7
Two or More Races	1.3
Socioeconomically Disadvantaged	33
English Learners	1.3
Students with Disabilities	9.5
Foster Youth	0.5
Homeless	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

Teacher Credentials for Centennial High School	17-18	18-19	19-20
With Full Credential	78	79	81
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Kern High School	17-18	18-19	19-20
With Full Credential	♦	♦	1554
Without Full Credential	♦	♦	132
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at Centennial High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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).

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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

Textbooks and Instructional Materials

Year and month in which data were collected: 11/2019

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

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>Modern World History Patterns of Interaction/McDougal Littell Adopted 2006</p> <p>Magruder's American Government/Prentice Hall Adopted 1995</p> <p>The American Pageant/Heath-McDougal-Littell Adopted 2006</p> <p>Economics/Merrill Adopted 1995</p> <p>The American Vision Modern Times/Glencoe Adopted 2006</p> <p>Government in America People, Politics, and Policy/Addison Wesley Adopted 2002</p> <p>We the People Adopted 2014</p> <p>American Government, 2nd edition/Addison Wesley Adopted 1999</p> <p>Economics Principles and Practices/Prentice Hall Adopted 2007</p> <p>Western Civilization/Wadsworth Adopted 2000</p> <p>Psychology/ Ciccarelli and White Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>Avancemos uno: Holt McDougal 2007, Avancemos dos: Holt McDougal 2010, Avancemos tres: Holt McDougal 2007, Abriendo puertas: lenguaje McDougal 2007, Abriendo Puertas; Tomo 1 & 2 McDougal Littell 2003, Temas AP : Vista Higher Learning 2014, Buen viaje 2: Glenco McGraw Hill 2005, DeMado, et al. Bien dit! 1 Holt McDougal, 2013, DeMado. Allez, viens! 1. Holt, 2003. Discovering French Today! Holt McDougal, 2015. DeMado, et al. Allez, Viens! 2. Holt, 2003, D'Usseau, et al. Allez, Viens! 3. Holt, 2003, Fawbush, et al. C'est a toi 3. EMC/Paradigm Publishing, 2002 (1st ed.) and 2007 (2nd ed.).</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Essential Health Goodheart-Willcox Publishing Adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>Art Talk; Glenco 2005 Careers in Art: Davis Pub. 1999 Essential Elements of Guitar books 1 & 2; Hal Leonard Pub. 2005 Artistry in Strings Books 1 & 2: Neil A. Kjos Music Company 2003</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science Laboratory Equipment	<p>various lab equipment appropriate to the course</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/09/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	66	74	49	51	50	50
Math	39	39	22	21	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	16.4	28.2	33.8

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	480	467	97.29	73.58
Male	231	223	96.54	65.44
Female	249	244	97.99	80.91
Black or African American	12	12	100.00	75.00
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	90.91
Filipino	11	11	100.00	90.91
Hispanic or Latino	165	160	96.97	63.46
White	264	256	96.97	78.49
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	161	153	95.03	65.33
English Learners	20	18	90.00	41.18
Students with Disabilities	38	35	92.11	12.12
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	480	463	96.46	39.29
Male	231	222	96.10	37.04
Female	249	241	96.79	41.35
Black or African American	12	12	100.00	41.67
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	72.73
Filipino	11	11	100.00	72.73
Hispanic or Latino	165	160	96.97	26.11
White	264	253	95.83	43.72
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	161	153	95.03	27.33
English Learners	20	18	90.00	5.88
Students with Disabilities	38	34	89.47	0.00
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

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

Centennial counselors and administrators also orchestrate a FASFA night for parents. Parents who attend are guided through the college application process, given information on completing the FASFA, and shown how to decipher their student's high school transcript. This event is held in the library so that parents may access the Internet with a Chrome Book or desktop computer. Though there is a very low number of non-English speaking families, Centennial always has a bi-lingual staff member available to assist non-English speaking parents who are in attendance at those meetings. Home mailings are also available in Spanish as are voice recordings via phone. Parents have the opportunity to keep up with their student's progress through weekly grade checks. They can also correspond regularly with teachers through email.

Centennial has very active parent groups, including Centennial High Association of Parents and Staff (CHAPS). This group helps staff in orientation, registration, school events, and fundraising. TALONS are the "Helping Hands of the Marching Hawks," and they assist in all band related activities. They also sponsor Music in Motion, which is a competition with dozens of junior high and high school bands. This is a major fundraiser for Centennial's band. Additionally, Centennial High School leadership has implemented four Parent University Nights for parents with students of various grade levels. At the workshops, parents gain information about their child's transcript, graduation status, A-G status, and the college application process. The Red Zone Athletic Boosters primarily supports athletic teams through fundraising and organizing additional events for athletes and coaches. The Choir Parent Club supports choir activities and fundraising efforts throughout the year.

Centennial High School has a School Site Council, which involves a mixture of students, parents, staff members and administrators.

CHS uses community resources such as professional services, business partnerships, and guest speakers to support student learning. Community members and organizations assist in a variety of ways. The PLTW engineering program is sponsored by Chevron. Business leaders partner with the Virtual Business program giving those students greater insight into the world of business. They act as judges at competitions, advisors on projects and consultants for competitions. The "We the People..." team utilizes retired teachers, college professors, judges, and lawyers to prepare for their mock congressional hearings competitions. Lawyers volunteer to work with students in the Mock Trial program. Centennial helps parents and the school community understand academic standards and the purpose of extracurricular programs that help students meet expected school-wide learning results.

CHS parents are proactive about volunteering and participating which in turn provides a meaningful and well-rounded school experience for all students.

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

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

In the Fall of 2018, CHS opened a Parent and Family Center on campus. This center is designed to provide parents/guardians with opportunities for parent education, school leadership, and volunteerism. Our Parent and Family Center creates collaborative opportunities between teachers, administrators, school personnel and community members to support students and their families. The partnership with CHS families will serve to empower parents with the knowledge, passion and belief that together we can achieve academic success for all students at Centennial High School.

In the Fall of 2019, Centennial High School qualified for Title 1 funding. A Title 1 Parent Committee will be formed during the 2019-2020 school year to allow opportunities for school and parent connections, parent input and feedback. In addition to the Title 1 Parent Committee, and ELAC Parent Committee will be formed during 2019-2020 school year to bridge a connection with parents of English Learners and maintain a platform for dialogue, feedback and insight.

State Priority: School Climate

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

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

School Safety Plan

Centennial High School's Safety Plan includes a variety of strategies to provide for and enhance school safety. School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administration and campus security officers patrol the campus, entrance areas (three points of supervised entrance only), and designated common areas. Administration, campus security officers, and the school police officer monitor lunchtime activity during passing periods and in the cafeteria and common student activity areas. Centennial High School is a closed campus. During school hours, all visitors must sign in to the Raptor Visitor Management System at the security table located directly inside the main office and wear the provided Raptor visitor badge while on school grounds. In addition, visitors are required to sign out when departing from campus.

The Kern High School District maintains the third largest police agency in Kern County. A Police Chief oversees the department with one Officer/Investigator placed at each individual high school. Centennial's officer works directly under the guidance of the Dean of Students. Together they work on routine student supervision/discipline problems and/or other safety issues that may arise on campus. Six (8) hour Campus Supervisors, an Intervention Specialist, and a Dean's secretary assist the Dean and the Investigator.

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

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

Centennial High School and the Kern High School District have comprehensive emergency and safety plans that address civil defense, natural disasters, school safety, crisis intervention and suicide prevention. Administrators and the district meet regularly in an effort to collaborate and coordinate school and district safety procedures so that efforts remain consistent. The school safety plan is updated each year and the district provides safety workshops to site administrators annually. All district and school site security staff members are required to attend an annual training that specifically addresses student and staff safety. Centennial has identified staff members who are part of the Emergency Response Team. The Emergency Response Team is responsible for securing buildings and evacuating students to safe areas. Each classroom has emergency information and evacuation maps clearly posted. Staff and students participate in multiple evacuation and safety drills throughout the school year. The School Safety Plan was last reviewed in September 2019 and approved by the Centennial School Site Council and submitted to the Kern High School Board of Representatives.

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

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.7	7.2	6.0
Expulsions Rate	0.0	0.1	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	9.6	8.8	9.3
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	404.4

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17			2017-18			2018-19			
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	25	44	6	24	46	6	21	46	22	35
Mathematics	27	35	5	26	40	1	21	39	29	27
Science	29	21	2	29	22	2	22	28	13	31
Social Science	24	32	4	24	31	4	19	35	16	23

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

KHSD provides ongoing, subject-specific PD to strengthen the instructional capacity of teachers and build strong professional learning communities (PLC) within the organization. PD needs are regularly assessed by examining district and site data and by consistently checking with teachers and administrators to determine the critical needs for teacher support and student growth. Teachers meet regularly to collaborate in their PLC to share best practices and review student performance data.

Both the literacy and numeracy trainings are high priorities for the district because of the numbers of students who read below grade level (about forty percent of the total student population) and/or are not algebra ready upon entering high school (approximately one-third of incoming ninth-grade students). The district collaborates with its feeder districts to leverage practices to increase the skill levels in both reading and math. It also strives to increase the college-readiness of all students by working with its post-secondary partners to reduce college-attainment barriers. One such effort focuses on ways to share data inter-segmentally in order to align curriculum better, administer college-entrance assessments efficiently, and determine the skill gaps preventing students from achieving in their first year of college.

The district often hires outside agencies to set a training benchmark. Such trainings may include building and using assessments effectively and developing teacher leaders – e.g., PLC and department leaders. The district also encourages teachers to attend conferences in their subject matter. This year, teachers attended several conferences through Solutions Tree, focusing on leadership, mathematics, and assessment, as well as local, state, and national conferences in their subject areas. Typically, once teachers return from trainings or conferences, they meet in their departments to build resources or PD based on the trainings.

The district's view on PD strikes a balance between offering local and outside trainings, as well as providing opportunities for district-wide and site-based collaboration. The ultimate goal with all the PD is to maximize instruction for optimal student learning to take place each day.

Centennial High School's staff is committed to the use of research-based strategies to improve instruction. Teachers who have attended professional development conferences are asked to share their findings at staff meetings, department meetings or PLC meetings. Teachers have also formed small groups to share the strategies across the curriculum in reading and writing. These instructors now have the opportunity to incorporate these new strategies into their classroom. If they feel the strategy is effective, that strategy is then shared at the PLC meeting. Centennial teachers are also given the opportunity to visit other high schools in the state that have shown to use research-based strategies to improve instruction. These teachers meet

with the Administration to discuss the feasibility of incorporating any worthwhile activity into the curriculum. Funding is available for all teachers to enhance and support various pedagogies through the Principal's budget, Title II, and Carl Perkins.

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

During the 2017-2020 school years, Centennial High School's teachers attended the following events hosted by the district and outside professional development companies: Social Emotional Learning 1.0 & 2.0, Restorative Practices, Conscious Classroom Management, Kagan Engagement Strategies, Link Crew, CCSS (math & ELA), NGSS (Science), Science Gizmos Training, PLC Training, Synergy, Siras, WASC, Illuminate, Google For Education, RIAP, and Phil Boyt School Climate and Culture.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,314	\$52,466
Mid-Range Teacher Salary	\$70,772	\$87,373
Highest Teacher Salary	\$105,728	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$0	\$142,025
Average Principal Salary (HS)	\$135,691	\$153,904
Superintendent Salary	\$255,809	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	33%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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

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

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

Rate for Centennial High School	2015-16	2016-17	2017-18
Dropout Rate	5.6	2	2.8
Graduation Rate	91.7	94	93.4

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,786	\$1,353	\$6,433	\$88,497
District	N/A	N/A	\$8,434	\$76,436.00
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-26.9	6.8
School Site/ State	-15.2	-7.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Rate for Kern High School District	2015-16	2016-17	2017-18
Dropout Rate	8.4	5.7	6.1
Graduation Rate	87.3	88.9	88

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	766
% of pupils completing a CTE program and earning a high school diploma	99%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	66.68
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	50.94

Career Technical Education Programs

The Kern High School District's (KHSD) 18 comprehensive high schools, 6 continuation schools, career centers, Bakersfield Adult School, and Regional Occupation Center (ROC) offer 32 different career pathways as outlined by the California career technical education (CCTE) model curriculum standards in 15 industry sectors, groupings of interrelated occupations and broad industries. The average number of career pathways offered per school site is 5.75

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

The ROC offers 33 capstone classes to the local high school students and supports introduction, concentration, and capstone program offerings at the comprehensive sites. The Health Careers Academy offers a sample of the CTE programs that demonstrate the collaboration between the various educational institutions. Students may take introductory and concentrator classes at their regular high school campus, attend the Nursing Assistant ROC program during their senior year and obtain state certification, sequence to the Bakersfield Adult School's Licensed Vocational Nursing program, and finish at a local college as a Registered Nurse.

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

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

CTE courses at KHSD comprehensive sites are increasing rapidly with 26 different pathways being offered at the various schools. In addition, the District continues to add resources to further improve and expand CTE offerings.

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

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	1	N/A
Social Science	8	N/A
All courses	16	12.1

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

*Where there are student course enrollments of at least one student.