

Centennial Continuation High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the 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 course 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 admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 have 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 admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Centennial Continuation High School
Street	250 E. Fig Lane
City, State, Zip	Corning, Ca. 96021
Phone Number	530-824-7400
Principal	Audri Bakke
Email Address	abakke@corninghs.org
School Website	https://www.cuhsdistrict.org/centennial
Grade Span	9-12
County-District-School (CDS) Code	52-71506-5231675

2025-26 District Contact Information

District Name	Corning Union High School District
Phone Number	530 824-8000
Superintendent	Miguel Barriga
Email Address	mbarriga@corninghs.org
District Website	www.cuhsdistrict.org

2025-26 School Description and Mission Statement

Centennial Continuation High School is committed to providing a quality educational setting with a variety of options for students to be ready for all post-secondary opportunities, whether it be continuing at a community college, vocational school, or joining the workforce. Our small, tight knit setting allows students to work in a variety of ways to complete the necessary work to attain a high school diploma. Our focus is on helping students who are credit deficient earn their missing credits by completing work that demonstrates mastery in that subject and grade level standard. The school day is shorter than the comprehensive high school so that students have opportunities to work, help with family obligations, and attend important medical or court appointments without needing to miss school. Centennial also offers an academic program for students who are not extremely credit deficient but struggle with behavior. Students are encouraged to earn their missing credits and/or

2025-26 School Description and Mission Statement

complete the behavior program and return to the district's comprehensive school for graduation but many choose to stay and graduate as a Centennial Tiger. The school supports all students in their educational choices and helps them to meet their academic goals.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	4
Grade 11	27
Grade 12	35
Total Enrollment	67

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	37.3
Male	61.2
Non-Binary	1.5
American Indian or Alaska Native	3
Asian	1.5
Hispanic or Latino	64.2
Two or More Races	1.5
White	29.9
English Learners	34.3
Foster Youth	1.5
Homeless	3
Socioeconomically Disadvantaged	83.6
Students with Disabilities	13.4

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.3	43.67	50.3	88.17	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	33.33	1.7	3.07	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	22.67	4.1	7.29	11953.1	4.28
Unknown/Incomplete/NA	0	0	0.8	1.44	15831.9	5.67
Total Teaching Positions	3	100	57	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.8	29.43	48.2	84.31	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.3	2.43	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.3	2.39	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.1	70.57	2.4	4.31	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.7	6.48	14303.8	5.15
Total Teaching Positions	2.9	100	57.2	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.4	36.09	45.7	78.95	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0.7	1.31	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.6	16.29	1.1	2.05	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.9	47.62	3.3	5.84	12112.8	4.34
Unknown/Incomplete/NA	0	0	6.8	11.79	13705.8	4.91
Total Teaching Positions	3.9	100	58	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0.6
Misassignments	1.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0	0.6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.60	2.1	1.9
Total Out-of-Field Teachers	0.60	2.1	1.9

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	31.8	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell Language of Literature (2005)	0
Mathematics	Pre-Algebra (2006) Glencoe Mathematics Algebra 1 (2005)	0
Science	Glencoe Science Life Science (2005), Prentice Hall, Focus on Earth Science, California Edition (2001)	0
History-Social Science	Pacemaker Economics (2001) Glencoe World Geography (2000) Prentice Hall World History, The Modern World, California (2007) Holt McDougal US Government (2012) Holt McDougal The Americans (2012)	0
Foreign Language	NA	0
Health	Glencoe Health (2007)	0
Visual and Performing Arts	NA	0
Science Laboratory Equipment (grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

The current facilities at Centennial High School are in good condition. Maintenance staff continues to make the necessary repairs to keep the facilities functioning.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

November 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		HVAC upgrades are needed and planned for the near future. It is recommended that the main sewer line be replaced; the district is in the process of gathering estimates for the work.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	8	9	34	38	47	48
Mathematics (grades 3-8 and 11)	0	0	10	14	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	27	22	81.48	18.52	9.09
Female	13	10	76.92	23.08	--
Male	14	12	85.71	14.29	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	22	18	81.82	18.18	11.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	21	80.77	19.23	9.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	28	21	75.00	25.00	0.00
Female	13	9	69.23	30.77	--
Male	15	12	80.00	20.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	23	17	73.91	26.09	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	20	74.07	25.93	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	2	4.17	17.44	17.44	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	43	89.58	10.42	2.38
Female	17	15	88.24	11.76	7.14
Male	31	28	90.32	9.68	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	36	32	88.89	11.11	3.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	11	10	90.91	9.09	--
English Learners	15	13	86.67	13.33	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	37	88.10	11.90	2.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Centennial High School provides a variety of services funded through a number of different grants and supplemental sources. We offer multiple sections of woodshop and technical art electives to students. The district CTE Coordinator is working closely with school admin to develop more CTE opportunities for students. We currently have the following industries represented: Building, Construction and Trade, Manufacturing, Business, Agriculture, Marketing, and Hospitality, Tourism, and Recreation in CUHSD.

2024-25 Career Technical Education (CTE) Participation

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

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	2.99
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Centennial High School maintains an open door policy for parents to meet with the administration and staff. The staff is always looking for input and support from the family, school, and district to assist at-risk students. Parents attend an enrollment meeting with their student and the school counselor when new students come to our school. During the enrollment meeting, parents can ask questions, raise concerns, meet staff, tour the school, and learn more about the every day expectations for

2025-26 Opportunities for Parental Involvement

their student. This puts parents and students at ease and lets them know that they are a welcome, important part of our campus. Parents whose students attend Centennial can also choose to attend the District English Learners Advisory Committee (DELAC) events that are held four times each year on the Corning High School campus to promote communication with parents whose students are limited English speakers. The school hosts a Back to School Family BBQ and a Hispanic Heritage Month Celebration for families to meet staff, share a meal, and build stronger connections to the school. We also host an evening event once a month for families to attend that allows them to complete fun activities while also building relationships with school staff.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	13.6	11.1	14.6	3.3	3.1	4.1	8.2	8.9	8
Graduation Rate	84.7	83.3	83.3	95	94.5	94.1	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	48	40	83.3
Female	12	11	91.7
Male	36	29	80.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	32	28	87.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	13	9	69.2
English Learners	21	18	85.7
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	47	39	83.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	102	89	71	79.8
Female	35	32	27	84.4
Male	66	56	43	76.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	64	55	44	80.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	32	29	23	79.3
English Learners	37	31	23	74.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	90	77	62	80.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	18	17	14	82.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
24.44	25	38.24	10.27	8.79	7.59	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	38.24	0.00
Female	40.00	0.00
Male	37.88	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	39.06	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	40.63	0.00
English Learners	32.43	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	41.11	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	27.78	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Centennial has a Comprehensive School Safety Plan that is a separate, stand-alone document available to preview in the main office of the high school. This plan is updated annually, and is approved by the school board in February of each year. The plan outlines committee membership, school vision, suspension/expulsion data, and goals and action plans related to safety on our campus. The school safety plan also highlights plans for addressing such situations as disaster response, child abuse, dangerous students, sexual harassment, and school discipline. The school wide safety plan identifies various practices and protocols that Centennial has in place to ensure safety for all students as well as staff. We have direct communication with and support from the Corning Police Department, and they provide our district with a community resource officer on site through a special grant. The school administrator, campus supervisor, and a team of both certificated and classified staff regularly supervise our campus before and after school, between classes, at lunch and after school. We maintain a closed campus, which means that students cannot leave the school grounds without a verified pass from the office and any non-student must register at the main office when entering the campus between 8:00 a.m. and 3:30p.m. Emergency signals are established for fire, lockdown and evacuation procedures.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	19	0	0
Mathematics	4	18	0	0
Science	4	10	0	0
Social Science	2	29	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	18		
Mathematics	3	19		
Science	4	9		
Social Science	4	23		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	18		
Mathematics	4	16		
Science	4	9		
Social Science	3	12		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	74

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	25,232.92	10,819.96	14,412.96	66,374.60
District	N/A	N/A	34,855.04	81,442.34
Percent Difference - School Site and District	N/A	N/A	-83.0	-14.9
State	N/A	N/A	\$11,146	\$84,462
Percent Difference - School Site and State	N/A	N/A	28.9	-34.2

Fiscal Year 2024-25 Types of Services Funded

Centennial provides a variety of services funded through a number of different grants and supplemental sources beyond the basic funds we receive from the State based on ADA & LCFF formulas. Our school provides additional counseling and student support services through an 1802 grant that provides an additional counselor on staff. The district also funds additional counseling services with the HOPE Center through a community schools grant to meet the needs of students with behavior challenges or other personal hardships. The district also works with local law enforcement to provide a school resource officer on our campus to assist with safety other student and family challenges on site and in the community. We offer an opportunity program for 9th and 10th grade students who have been suspended through a safety grant. We receive funding to support school improvement due to our status with the Comprehensive Support and Improvement/ESSA program and are receiving ongoing support from the Tehama County Department of Education to promote best instructional practices, to update our program documentation, and to implement Multi-Tiered Systems of Support. We continue to use our district funds to operate most all of our programs on campus with assistance from the federal entitlement programs in a few categories such as Title I and Title III.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,370	\$54,938
Mid-Range Teacher Salary	\$75,141	\$77,181
Highest Teacher Salary	\$110,387	\$105,502
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$166,461	\$149,893
Superintendent Salary	\$171,495	\$173,469
Percent of Budget for Teacher Salaries	27.94%	25.33%
Percent of Budget for Administrative Salaries	6.01%	6.27%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
--	---

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

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

Professional Development

The Centennial Continuation High School teaching and support staff participate in one day of official staff development at the beginning of the academic year. Then, most Monday afternoons throughout the school year, teachers participate in follow up, collaborative activities to reflect on classroom practices and focus on student learning within each of their respective departments. In addition, various teachers engage in subject-specific professional development opportunities through like-subject collaboration, and through other workshops, conferences, and seminars. The District has also provided specific training and follow up professional development with our staff during these collaboration days and during other scheduled opportunities. Many staff members are involved in professional development centered on restorative practices and implementing MTSS at the school site. The principal practices classroom walk-through's with feedback given to teachers. This is an ongoing process of professional development with a goal of improving the regular instruction and classroom management of teachers. Some of the most productive professional development happens through regular teacher interaction and collaboration in both informal and structured contexts. Members of the administration, student support services, and other staff also participate in professional development, as needed.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	1