

Corona-Norco Unified School District Centennial High School

Grades 9 through 12
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2014-15 School Accountability Report Card *Published January 2016*

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Principal's Message

I invite you to explore Centennial 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 additional school details. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

The students and staff at Centennial High School are responsible for establishing themselves as a premiere high school in Corona-Norco USD focused on academic excellence, athletic dominance, and exemplary extra-curricular programs. Due to the passion, personalization, and professionalism of our staff, along with the hard work and dedication of our students and families, Centennial High School continues to be recognized both locally and nationally. Centennial has been awarded as a California Distinguished School, received a Golden Bell in Science, recognized as a National Model PLC School, and named in US News & World Report magazine on their Best Schools in America repeatedly over the past few years.

Our collaborative school culture and supportive learning environment has allowed our students to consistently perform at high levels on state and national exams. Over the past ten years, we have had steady gains in our API score. Additionally, the number of students taking college-level AP and IB courses has increased each and every year; we consistently administer over 1,000 AP and IB exams each year. Our staff and students embrace the challenges of a rigorous curriculum while participating in numerous extra-curricular activities on campus.

We are fortunate that our campus reflects the diversity of our city, and that diversity is a large part of what makes Centennial High School such a special school. Our school is a place where students of all backgrounds study, perform, and make friendships that will last a lifetime. Our school motto, which was established over twenty five years ago when the school opened, "Together We Can, Together We Will!" lives on each and every day with our staff and students.

We are committed to providing an excellent learning environment and experience for our students. The academic and athletic programs at Centennial High School have afforded our graduates countless opportunities in colleges and universities throughout the nation based on high academic achievement and outstanding athletic accomplishments. This commitment, along with our continued focus on family, tradition, and community is why Centennial High School is home to Leaders, Heroes, and Champion.

Mission Statement

It is the mission of Centennial High School's faculty, staff, parents, and students to create a dynamic environment that meets the needs of all students in preparing them to be successful critical thinkers, problem solvers, and effective communicators.

Centennial High School will prepare all students for success beyond high school in today's global society through teamwork. Students, parents, staff and members of our diverse community will strive to work together to achieve the common goal of student academic success. With the guidance of dedicated teachers, administrators, support staff, parents, and community members, students will aspire to high standards, expand their knowledge, and develop their potential to become responsible and productive citizens. A primary goal of Centennial's Professional Learning Communities is to remain accountable in all our efforts to raise student achievement and to provide a learning environment where continuous student improvement is part of the school culture. It is through the process of collaboration and a united effort to incorporate innovative instructional strategies, appropriate assessments, and current technology that all Centennial students will have the opportunity to succeed.

School Profile

Centennial High School is located in the central region of Corona and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2014-15 school year, 3306 students were enrolled, including 10.4% in special education, 6% qualifying for English Language Learner support, and 51.3% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African-Amer.	8.80%	Grade 9	910
Amer. Indian or Alaskan Native	0.20%	Grade 10	880
Asian	10.20%	Grade 11	779
Filipino	3.50%	Grade 12	737
Hisp. or Latino	54.60%	Ungraded	0
Pacific Islander	0.40%		
Caucasian	20.90%		
Multi-Racial	1.20%		
Students with Disabilities	10.40%		
Economically Disadvantaged	51.30%		
English Learners	6.00%		
Foster Youth	0.50%		
Total Enrollment			3,306

Student Achievement

Physical Fitness

In the spring of each year, Centennial High School is required by the state to administer a physical fitness test to all students in grade nine. 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. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Ninth	20	22.9	35.7

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.

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 assessments by 2014. Meeting 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. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. 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 Criteria & Compared to District and State Performance 2014-15			
<i>Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?</i>			
AYP Criteria	CHS	CNUSD	California
Overall Results	Yes	No	Yes
<i>Participation Rate</i>			
English Language Arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
<i>Percent Proficient</i>			
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Met Attendance Rates	N/A	Yes	Yes
Met Graduation Rate	Yes	No	Yes

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 2014-15, Centennial 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 2015-16		
	CHS	CNUSD
PI Status	Not in PI	In PI
First Year of PI	N/A	2010-2011
Year in PI	N/A	Year 3
No. of Schools Currently in PI		8
% of Schools Currently in PI		16.0%

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

California Standardized Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. For those categories that are blank in the CST tables, no students met subgroup criteria.

California Standards Tests for All Students in Science -- Three-Year Comparison									
Science (grades 5, 8, and 10)	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Centennial High School			District			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
	66	64	61	67	68	64	59	60	56

California Standards Tests Results by Student Group in Science (School Year 2014-15)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	64
All Students (School)	61
Male	67
Female	55
African-Amer.	57
Amer. Indian or Alaskan Native	--
Asian	89
Filipino	72
Hisp. or Latino	50
Pacific Islander	--
Caucasian	71
Multi-Racial	--
English Learners	6
Economically Disadvantaged	14
Migrant Educ.	--
Students with Disabilities	46
Foster Youth	--

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Centennial High School	District	California
English-Language Arts/Literacy	56	53	44
Mathematics	31	36	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

2014-15 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 11							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	766	746	97.4	16	28	35	21
Male	766	372	48.6	22	26	35	18
Female	766	374	48.8	11	30	34	24
African-Amer.	766	83	10.8	23	24	30	23
Amer. Indian or Alaskan Native	766	3	0.4	--	--	--	--
Asian	766	70	9.1	11	14	23	51
Filipino	766	26	3.4	12	19	31	38
Hisp. or Latino	766	392	51.2	18	32	35	14
Pacific Islander	766	3	0.4	--	--	--	--
Caucasian	766	159	20.8	10	24	42	25
Multi-Racial	766	8	1.0	--	--	--	--
English Learners	766	38	5.0	74	21	5	0
Economically Disadvantaged	766	374	48.8	20	31	35	14
Students with Disabilities	766	77	10.1	49	32	13	5
Foster Youth	--	--	--	--	--	--	--

2014-15 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 11							
Student Groups	Total Enrollment	# Tested	% Tested	Percent Performance Level			
				1	2	3	4
All Students	766	747	97.5	43	26	22	9
Male	766	373	48.7	46	23	21	9
Female	766	374	48.8	40	28	22	9
African-Amer.	766	83	10.8	47	27	17	10
Amer. Indian or Alaskan Native	766	3	0.4	--	--	--	--
Asian	766	70	9.1	7	21	30	41
Filipino	766	26	3.4	35	23	35	8
Hisp. or Latino	766	394	51.4	53	27	18	3
Pacific Islander	766	3	0.4	--	--	--	--
Caucasian	766	158	20.6	33	25	29	13
Multi-Racial	766	8	1.0	--	--	--	--
English Learners	766	38	5.0	82	13	0	5
Economically Disadvantaged	766	375	49.0	52	28	16	4
Students with Disabilities	766	77	10.1	90	6	3	0
Foster Youth	--	--	--	--	--	--	--

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.

The number of students tested includes students that did not receive a score; 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 students with scores.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

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. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Note: The CAHSEE, formerly a graduation requirement for students in California public schools, was suspended effective January 1, 2016.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Centennial High School			CNUSD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
English Language Arts	64	59	66	65	54	59	57	56	58
Mathematics	66	64	66	69	59	60	60	62	59

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2014-15						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students (District)	34	27	39	33	43	24
All Students (School)	34	27	39	34	39	26
Male	38	27	35	33	39	28
Female	30	27	43	36	40	25
African-Amer.	35	34	31	33	46	21
Asian	9	17	74	9	25	66
Filipino	9	34	56	6	34	59
Hisp. or Latino	48	27	25	46	39	15
Caucasian	18	24	58	24	43	32
English Learners	96	2	2	87	9	4
Economically Disadvantaged	49	27	23	48	36	15
Students with Disabilities	85	14	1	90	10	0

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments & NCLB Compliance charts; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in *California Assessment of Student Performance and Progress*, including the STAR Results and CAASPP charts; *Academic Performance Index*, including API chart; and *College Preparation & Work Readiness*, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in *California High School Exit Exam*, including the CAHSEE charts; and *Physical Fitness*, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in *Parent Involvement*.

Pupil Engagement – State Priority 5: Covered in *Dropouts* and in *Graduation Requirements*, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

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 the school marquee, the school website, automated telephone messages, Twitter, and weekly emails. Contact the principal at (951) 739-5670 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
School Volunteer

Committees

Athletic Booster Clubs
English Learner Advisory Council
Parent Teacher Student Association
School Site Council
Puente Parent Group
Activity Booster Clubs
International Baccalaureate Parent Advisory

School Activities

Athletic Events
Parent Night
Sports Events
Student Orientation
Student Performances
School Business Partnership
SAT Nights
College Night
Parent Institute for Quality Education (PIQE)

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. Centennial High School's original facilities were built in 1989; 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 next 12 months, the following improvements will be completed:

- Repaint the entire campus
- Modernization upgrades to the library/media center

Every morning before school begins, the custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Seven day custodians and seven evening custodians are assigned to Centennial High School. The day custodians are responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Groundskeeping
- Restroom cleaning

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

- Classroom cleaning
- Cafeteria cleanup
- Office area cleaning
- Restroom cleaning
- Event setup/cleanup

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

Campus Description	
Year Built	1989
Acreage	40
Square Footage	214647
	Quantity
Permanent Classrooms	99
Portable Classrooms	29
Restrooms (sets)	25
Gymnasium(s)	2
Cafeteria	1
Library	1
Career Arts Center	1
Computer Labs (In Media Center)	2
Computer Labs (Portable)	4
Football Stadium	1
Performing Arts Building (429 seat theater)	1
Staff Lounge	1
Staff Workroom	1
Weight Room	1
Wrestling Room	1

Facilities Inspection

The district's maintenance department inspects Centennial High School on an annual basis in accordance with Education Code §17592.72(c)(1). Centennial 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 Friday, July 17, 2015. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, July 17, 2015			
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
(3)	Classroom 110 - Window appears to be leaking. Classroom 308 - Door lock is not functioning.
(4)	504 Boys Locker Room - Repaint as needed.
(10)	200 Wing Administration Office - Counseling Center drinking fountain is clogged. Classroom Science 801 - Hallway drinking fountain is leaking.
(11)	Classroom 401 - 400 restroom boys toilet is leaking.
(14)	Classroom 314 - Roof leak.

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

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

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 principal, assistant principals, and campus security officers patrol the campus, entrance areas, and designated common areas. The principal, assistant principals, and campus security officers monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal, assistant principals, and campus security officers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Centennial 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 Centennial 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 was reviewed, updated, and discussed with school staff in October 2015.

Classroom Environment

Discipline & Climate for Learning

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 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			
	12-13	13-14	14-15
CHS			
# of Students Suspended	218	220	178
# of Students Expelled	16	7	10
CNUSD			
# of Students Suspended	1719	1491	1367
# of Students Expelled	131	74	79
California			
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	6611	5692

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

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				
2012-13				
Subject	Avg. Class	Number of Classrooms		
	Size	1-22	23-32	33+
English	30.0	34	10	69
Mathematics	31.0	19	18	61
Science	35.0	7	10	70
Social Science	31.0	22	5	63
2013-14				
Subject	Avg. Class	Number of Classrooms		
	Size	1-22	23-32	33+
English	28.0	40	15	67
Mathematics	31.0	17	27	58
Science	34.0	12	15	66
Social Science	29.0	26	14	57
2014-15				
Subject	Avg. Class	Number of Classrooms		
	Size	1-22	23-32	33+
English	28.0	37	24	60
Mathematics	28.0	6	17	11
Science	32.0	9	29	58
Social Science	30.0	26	14	62

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

Dropouts

Centennial 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 counseling, referral to an alternative high school setting, adult education, credit recovery program (online and portfolio based), Success for High School program that is available for 9th grade students, and Save our Seniors program offered at Pollard High School. 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, 2013-14 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates			
CHS			
	11-12	12-13	13-14
Dropout Rate	3.5%	4.3%	1.6%
Graduation Rate	96.0%	95.1%	97.4%
CNUSD			
	11-12	12-13	13-14
Dropout Rate	5.1%	4.5%	4.3%
Graduation Rate	91.0%	91.9%	92.4%
California			
	11-12	12-13	13-14
Dropout Rate	13.1%	11.4%	11.5%
Graduation Rate	78.9%	80.4%	81.0%

Graduation Requirements

Students must accumulate 220 course credits and earn a passing grade in Integrated Math 1 to receive a high school diploma from Centennial High School. Alternative methods of acquiring a diploma are available through the Continuation School, Adult School, and Alternative School for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Centennial High School. The following table illustrates the percentage of students graduating from Centennial High School who have met district graduation requirements.

Completion of High School Graduation Requirements for the Graduating Class of: 2014			
	CHS	CNUSD	State
All Students	97%	86%	50%
African-Amer.	99%	100%	76%
Amer. Indian or Alaskan Native	97%	96%	78%
Asian	91%	92%	93%
Filipino	100%	92%	96%
Hisp. or Latino	42%	42%	81%
Pacific Islander	66%	76%	84%
Caucasian	91%	85%	90%
Multi-Racial	91%	-	83%
English Learners	98%	100%	51%
Economically Disadvantaged	80%	100%	81%
Students with Disabilities	98%	95%	61%
Foster Youth	-	-	-

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Centennial High School revolve around the California Common Core State Standards. During the 2014-15 school year, Centennial High School held staff development training devoted to:

- Advanced Placement
- College and Career Readiness
- Common Core State Standards
- Data Analysis
- Effective Instruction Strategies
- Illuminate Training
- Implementation of Technology into the Curriculum
- International Baccalaureate
- Professional Learning Communities
- Student Information System Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Centennial High School supports ongoing professional growth throughout the year on late start days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2014-15 school year, Centennial High School's teachers attended the following events hosted by the Corona-Norco Unified School District:

- AP English Classroom in the 21st Century
- Applied Suicide Intervention Training
- AVID Strategies
- CME Training
- Collaborative Learning Structures
- Common Core and Dual Language Immersion
- Common Core State Standards: ELD Standards
- Focused Note-Taking
- Foreign Languages and TPR
- Illuminate and Common Formative Assessments
- Literacy Strategies in Social Science
- Next Generation Science Standards
- Odysseyware
- Physical Education in the 21st Century
- PLC/Collaboration
- Q Training and Online Integration
- Social Science and the Common Core
- Step Up to Writing
- Teaching Social Skills in Schools (Boys Town)
- Turnitin.com Training
- Unity: Cultural Proficiency
- VAPA in the Common Core

Centennial 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		
2012-13	2013-14	2014-15
0	0	3

Instructional Materials

All textbooks used in the core curriculum at Centennial High School are aligned to the California Common Core State Standards. Standards-based instructional materials are approved by the district's Board of Education. 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 Tuesday, August 04, 2015, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 38 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 2015-16 school year, Corona-Norco 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
English Language Arts		
2002	Pearson Prentice Hall, <i>Timeless Voices, Timeless Themes</i>	0 %
History-Social Science		
2006	Bedford, Freeman, Worth, <i>Psychology, 8th Edition (AP Psychology)</i>	0 %
2003	Bedford, Freeman, Worth, <i>Thinking about Psychology: The Science of Mind and Behavior</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Glencoe World History: Modern Times</i>	0 %
2006	Glencoe/McGraw-Hill, <i>The American Vision: Modern Times</i>	0 %
2006	Holt McDougal, <i>Modern World History: Patterns of Interaction</i>	0 %
2006	McDougal Littell, <i>California Edition, World Geography</i>	0 %
2014	MPS Bedford/St. Martin, <i>America's History for the AP Course</i>	0 %
2006	Pearson Prentice Hall, <i>American Government: Continuity and Change (AP US Government)</i>	0 %
2007	Pearson Prentice Hall, <i>Economics Principles in Action</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
2007	Pearson Prentice Hall, <i>The Western Heritage Since 1300 (AP European History)</i>	0 %
Mathematics		
2007	Haese and Harris Publications, <i>Mathematics for the International Student: Mathematical Studies SL</i>	0 %
2008	Haese and Harris Publications, <i>Mathematics for the International Student: Mathematics HL (Core), 2nd Edition</i>	0 %
2007	Haese and Harris Publications, <i>Mathematics for the International Student: Mathematics HL (Options)</i>	0 %
2008	Houghton Mifflin Company, <i>PreCalculus with Limits</i>	0 %
2007	McDougal Littell, <i>Algebra 1</i>	0 %
2007	McDougal Littell, <i>Geometry</i>	0 %
2008	Pearson Prentice Hall, <i>Algebra 2</i>	0 %
2007	Pearson Prentice Hall, <i>Calculus: Graphical, Numerical, Algebraic, 3rd Edition</i>	0 %
2006	Pearson Prentice Hall, <i>elementary Statistics-Picturing the World</i>	0 %
2007	Pearson/Addison Wesley, <i>Stats Modeling the World</i>	0 %
2005	Pearson/Addison Wesley-Prentice Hall, <i>Trigonometry</i>	0 %
2006	Thomson, <i>PreCalculus, 5th Edition</i>	0 %
2007	Thomson, <i>Single Variable Calculus with Vector Functions</i>	0 %
Science		
2007	Holt, Rinehart and Winston, <i>Earth Science</i>	0 %
2007	Holt, Rinehart and Winston, <i>Modern Biology</i>	0 %
2006	Holt, Rinehart and Winston, <i>Modern Chemistry</i>	0 %
2007	Houghton Mifflin, <i>Chemistry</i>	0 %
2006	McGraw-Hill Higher Education, <i>Integrated Principles of Zoology, 13th Edition</i>	0 %
2015	Pearson 2015 by Brown Lemay Burster Murphy Woodward Stoltzfus, <i>Chemistry: The Central Science 13th Ed.</i>	0 %
2014	Pearson Prentice Hall, <i>Biology, AP Edition</i>	0 %
2005	Pearson Prentice Hall, <i>Essentials of</i>	0 %

	<i>Oceanography, 8th Edition</i>	
2006	Pearson/Benjamin Cummings, <i>Fundamentals of Anatomy & Physiology, 7th Edition</i>	0 %
2007	Prentice Hall, <i>Biology</i>	0 %
2015	Prentice Hall, <i>College Physics: A Strategic Approach</i>	0 %
2007	Thomson, <i>Foundations of Astronomy</i>	0 %
2007	Thomson Learning, <i>Living in the Environment, 15th Edition</i>	0 %
	Science Laboratory Equipment	0 %

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 UC 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/>.

Courses for UC/CSU Admission	
	%
2014-15 Students enrolled in courses required for UC/CSU admission	97.2
2013-14 Graduates who completed all courses required for UC/CSU admission	53.1

Advanced Placement/International Baccalaureate

In 2014-15, Centennial 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 2014-15		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	7	N/A
Science	3	N/A
Social Science	3	N/A
All Courses	17	1.1

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

International Baccalaureate Courses Offered & Student Participation 2014-15		
	No. of Courses Offered	% of Students in IB Courses
Computer Education	0	N/A
English	1	N/A
Fine and Performing Arts	3	N/A
Foreign Language	3	N/A
Humanities	0	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	1	N/A
All Courses	13	0.0

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 and Counselor to discuss their four-year academic plan and are introduced to Centennial High School's technical and career education programs; the Career Center Advisor and Counselor 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. Centennial High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- CTE/Regional Occupational Programs
- Workability
- Career Pathways
- Career Cruising

Individual student assessment of work readiness skills takes place through:

- Completion of course-required projects
- On-the-job observation
- Classroom observation
- Self Assessment Program

CTE/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.

Career Cruising is an online, interactive career resource that provides students with interest inventories, matches students with careers they might find interesting, and provides college and career planning tools that integrate the 15 California Career Technical Education industry sectors. Centennial High School students create Individual Learning Plans and complete online portfolios demonstrating college and career readiness

During the 2014-15 school year, Centennial High School offered the following career technical education programs as elective courses:

- Business Management
- Cabinet Making and Wood Products
- Financial Services
- Gaming and Simulation
- Information Services and Support
- Production and Managerial Arts
- Residential and Commercial Energy and Utilities
- CTE First Responders A
- CTE First Responders B
- CTE Law Enforcement A
- CTE Law Enforcement B
- CTE Medical Assistant Clinical
- CTE Pharmacy Tech
- CTE Retail Sales/Marketing A
- CTE Retail Sales/Marketing B
- CTE Sports Medicine
- CTE TV/Video Digital Media Production
- CTE Welding Occupations

Centennial High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Centennial 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 and Counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education (CTE) Program Participation 2014-15	
Total number of students participating in CTE programs	1054
Percentage of students completing CTE program and earning a high school diploma	0.5 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	32.0 %

Professional Staff

Counseling & Support Staff

Centennial 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 Centennial 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) 2014-15		
	No. of Staff	FTE
Academic Counselor	8	8.0
Library Clerk	2	2.0
Health Clerk	1	1.0
Nurse	1	0.2
Psychologist	1	0.5
School Resource Officer	1	1.0
Speech & Language Pathologist	1	0.5

Counselor-to-Student Ratio: 1:413

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

Teacher Assignment

During the 2014-15 school year, Centennial High School had 136 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.

Percentage of Core Classes 2014-15		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Centennial High School	98.0 %	2.0 %
District Totals		
All Schools	95.0 %	5.0 %
High-Poverty	95.0 %	5.0 %
Low-Poverty	95.0 %	5.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	CHS			CNUSD
	13-14	14-15	15-16	15-16
Total Teachers	131	136	138	2270
Teachers with full credentials	131	136	138	2270
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area of competence (with full credential)	15	13	0	0
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	0
Vacant teacher positions	0	0	0	3

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.

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: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2013-14		
	CNUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$52,867	\$43,165
Mid-Range Teacher Salary	\$80,315	\$68,574
Highest Teacher Salary	\$98,837	\$89,146
Superintendent Salary	\$252,822	\$234,382
Average Principal Salaries:		
High School	\$120,336	\$127,448
Percentage of Budget:		
Teacher Salaries	47%	38%
Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2013-14 school year, Corona-Norco Unified spent an average of \$7,694 of total general funds to educate each student (based on 2013-14 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, Corona-Norco Unified receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other ARRA Programs
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Tobacco-Use Prevention Education
- Vocational Programs

Expense of Education Per Pupil 2013-14					
	Dollars Spent per Student				
	CHS	CNUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	3136	N/A	N/A	N/A	N/A
Total**	\$5,782	N/A	N/A	N/A	N/A
Restr.†	\$816	N/A	N/A	N/A	N/A
Unrestr.††	\$4,966	\$5,065	98.05	\$5,348	92.86
Avg. Teacher Salary	\$81,837	\$82,178	99.59	\$72,971	112.15

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

* Average Daily Attendance

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Centennial 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 Centennial High School's SARC and access the internet at any of the county's public libraries. The closest public library to Centennial High School is Corona Public Library.

Address: 650 South Main St., Corona

Phone Number: (951) 736-2381

WebSite: <http://www.coronapubliclibrary.org/>

Number of Computers Available: 16

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Corona-Norco 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 September 2015. Data to prepare the school facilities section were acquired in December 2015.