Central Bay High School (Continuation)

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.

2025-26 School Contact Information

School Name	Central Bay High School (Continuation)
Street	17500 Pesante Rd.
City, State, Zip	Salinas, CA 93907-1552
Phone Number	(831) 663-2997
Principal	Aida Ramirez, Director
Email Address	aramirez@nmcusd.org
School Website	https://centralbay.nmcusd.org/
Grade Span	
County-District-School (CDS) Code	27738252730141

2025-26 District Contact Information

District Name	North Monterey County Unified School District
Phone Number	(831) 633-3343
Superintendent	Dr. Matthew Turkie
Email Address	matthew_turkie@nmcusd.org
District Website	https://www.nmcusd.org/

2025-26 School Description and Mission Statement

Central Bay High School (CBHS) is a continuation high school that provides academic and social emotional support services for students who are 16 years of age and older and are at risk of not receiving a high school diploma due to lack of credits, attendance issues, and/or a variety of issues that place these students at serious risk of academic failure. Our vision is aligned with our school district's vision of having all student graduate college, career and life ready. Our mission is to provide a safe and supportive learning environment for our students so they can acquire the confidence and skills necessary to graduate from high school and accomplish their future goals.

Our core values are also in alignment with our school district's core values which are:

- To have high expectations for all students and to provide the necessary support so that every student receives what they need to thrive academically socially, and emotionally.
- To be culturally responsive, human centered, and kind. To be inclusive, collaborate across differences and find common ground.
- To engage in continuous improvement and data based decision making.

Central Bay High School is accredited by the Western Association of Schools and Colleges Accrediting Commission (WASC). Our staff are fully committed and focused on our primary objective which is to prepare all students for graduation and to be future ready by providing a comprehensive academic and social emotional learning support program. We offer a standards based instructional program, intervention supports for literacy and mathematical understanding, mental health counseling, academic counseling, and career and vocational exploration and guidance as an integral part of our program.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	6
Grade 12	17
Total Enrollment	23

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.1
Male	60.9
Hispanic or Latino	91.3
White	8.7
English Learners	43.5
Homeless	13
Socioeconomically Disadvantaged	100
Students with Disabilities	4.3

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)	1.9	48.37	175.2	76.52	234405.2	84
Intern Credential Holders Properly Assigned	0	0	4.3	1.88	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	25.3	11.06	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2	51.63	6.3	2.78	11953.1	4.28
Unknown/Incomplete/NA	0	0	17.7	7.76	15831.9	5.67
Total Teaching Positions	3.9	100	229	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)	1.2	50.4	159.9	74.07	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6.3	2.93	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	20.4	9.46	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.2	49.2	8.3	3.89	11746.9	4.23
Unknown/Incomplete/NA	0	0	20.8	9.64	14303.8	5.15
Total Teaching Positions	2.5	100	215.9	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)	2.3	66.48	159.7	73.1	230039.4	100
Intern Credential Holders Properly Assigned	0	0	7.5	3.43	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	29.5	13.52	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.1	33.52	7.3	3.37	12112.8	4.34
Unknown/Incomplete/NA	0	0	14.3	6.58	13705.8	4.91
Total Teaching Positions	3.4	100	218.6	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
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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	2.00	1.2	1.1
Total Out-of-Field Teachers	2.00	1.2	1.1

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)	0	14.2	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	13.2	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	August 2024

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	English I-McGraw Hill StudySync, 2021 English II-McGraw Hill StudySync, 2021 English III-McGraw Hill StudySync, 2021 English IV-McGraw Hill StudySync, 2021 ELD I Get Ready Units 1-5-Vista Higher Learning, 2025 ELD II Get Ready Units 6-10-Vista Higher Learning, 2025 ELD III Engage-Vista Higher Learning, 2025 College Prep Expository Reading and Writing-Expository Reading and Writing Curriculum, California State University	0%
Mathematics	Core Connections Integrated Math I, College Preparatory Math, 2021 Core Connections Integrated Math II, College Preparatory Math, 2021 Core Connections Integrated Math III, College Preparatory Math, 2021	0%
Science	Integrated Science I-Open Stax Online Modules, 2024 Integrated Science II-Open Stax Online Modules, 2024 Chemistry-Open Stax Online Modules, 2024 Human Anatomy-Open Stax Online Modules, 2024 Biology-Prentice Hall Biology, 2024	0%
History-Social Science	Impact World History, Culture and Geography-McGraw Hill Education-California Impact, 2019 Impact US History and Geography-McGraw Hill Education-California Impact, 2019 Impact California Social Sciences: Principles of Economics-McGraw Hill Education-California Impact , 2019 Impact: Principles of Democracy-McGraw Hill Education-California Impact, 2019	0%

Foreign Language	Spanish 1: Nuestra Historia 1-Voces Digital, 2025 Spanish 2: Nuestra Historia 2-Voces Digital, 2025 Spanish 3: Nuestra Historia 3-Voces Digital, 2025 Spanish Language Arts 1: Anécdotas 1-One Way Education, 2025 Spanish Language Arts 2: Anécdotas 2-One Way Education, 2025 AP Spanish Language: Traingulo Aprobado, Wayside, 2015	0%
Health	Comprehensive Health Skills for High School-Goodheart-Wilson Company, 2023	0%
Visual and Performing Arts	Gardner's Art Through the Ages, 14th Edition-Cengage Learning, 2013	0%
Science Laboratory Equipment (grades 9-12)	Sufficient lab materials are available	0%

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

School Facility Conditions and Planned Improvements

The school facility is appropriate for the programming at Central Bay Continuation High School. Students have access to adequate classroom space, restrooms, cafeteria, and bathrooms. The outdoor field and recreation area have been improved over the past year and is a space where students are able to spend time for mental health breaks, recreation, physical education and outdoor learning.

Year and month of the most recent FIT report	5/10/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces			X	COPY RM: 4. CEILING TILE IS TORN MPR: 4. FLOOR TILES ARE CRACKED/ CEILING TILE IS TORN OFC: 4. CEILING TILE IS TORN AND LOOSE RM 1: 4. HOLE IN FLOOR TILES/ CEILING TILE IS TORN RM 2: 4. FLOOR TILES ARE CRACKED 9. MIDDLE SINK IS NOT WORKING RM 3: 4. FLOOR TILES ARE CRACKED RM 5: 4. FLOOR TILE IS BROKEN 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD RM 6: 4. CEILING TILE HAS HOLE/ TORN
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		P RM 7b: 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD RM 4: 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD RM 5: 4. FLOOR TILE IS BROKEN 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		P RM 7A: 4. WATER STAIN CEILING TILES IN RESTROOM RM 2: 4. FLOOR TILES ARE CRACKED 9. MIDDLE SINK IS NOT WORKING
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)	10	0	28	29	47	48
Mathematics (grades 3-8 and 11)	0	0	15	17	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	16	14	87.50	12.50	0.00
Female	--	--	--	--	--
Male	11	9	81.82	18.18	--
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	15	14	93.33	6.67	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	16	14	87.50	12.50	0.00
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	16	14	87.50	12.50	0.00
Female	--	--	--	--	--
Male	11	9	81.82	18.18	--
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	15	14	93.33	6.67	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	16	14	87.50	12.50	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)	0	0	15.77	17.86	30.73	32.33

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	28	26	92.86	7.14	0.00
Female	--	--	--	--	--
Male	22	20	90.91	9.09	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	27	26	96.30	3.70	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	12	11	91.67	8.33	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	26	92.86	7.14	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Career Technical Education (CTE) programs are not currently offered at Central Bay High School (CBHS). In prior years, students had the option to participate in CTE courses offered on the North Monterey County High School (NMCHS) campus. Due to staff turn over at NCHS this is not currently an option. We are actively working on offering online CTE courses to expand opportunities for students.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	6
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
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	100
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

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

There are opportunities for parent involvement at Central Bay High School. We have an active School Site Council, which meets on a monthly basis. Parents who are involved in our School Site Council play an important role in shaping the educational program at Central Bay High School. We always encourage parents to become more involved in their children's education by participating in district-wide Parenting Sessions.

2025-26 Opportunities for Parental Involvement

School Site Council (SSC): All adult members of the Central Bay High School community are eligible to serve on the School Site Council. Parents, students, teachers, support staff, and the principal comprise the Central Bay High School Site Council. Except for the principal, who is a permanent member of the council, representatives and officers serve two-year terms. When a vacancy occurs on the council, all members of the constituency are asked to nominate/elect a representative. When a parent-representative election is held, a written notice is sent home with all students in both Spanish and English. Parents/guardians of all students, including Special Education, Title I, and English learners, as well as members of the community who are interested, are encouraged to attend. The School Site Council is in charge of approving all budgets, school plans, the safety plan, and the supplemental educational program at Central Bay High School in order to improve student achievement.

Districtwide Parent Engagement by providing Parenting Series supporting meaningful involvement (In-person/virtual with translation/interpretation) through offering the following Parenting Series topics: Social Emotional Learning and Wellness, How to Support My Child Academically, Positive Discipline- Including Behavior Strategies, How to Seek Help and Services from the Special Education Department, College Readiness, School Attendance and Truancy, Parent Technology Training, Parent Leadership Training: Governance Overview (i.e. EnLACE), and Financial Literacy.

Back to School Night, Open House, parent workshops, parent/teacher conferences, parent orientation for incoming students, and 12th grade graduation are other opportunities for parent involvement. School administration provides communication in English, and Spanish; automated communication system (voice messages, text message, email), flyers, personal phone calls and home visits. Staff are trained on effective parent communication strategies, working with diverse families, and cultural sensitivity. For more information, parents may contact the school office at 831-663-2997.

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	6.7	14.3	4.8	3.1	6.7	3.6	8.2	8.9	8
Graduation Rate	66.7	78.6	90.5	90.1	91.1	90.2	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	21	19	90.5
Female	--	--	--
Male	14	13	92.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	20	18	90.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	21	19	90.5
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	43	41	29	70.7
Female	12	12	9	75.0
Male	31	29	20	69.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	38	26	68.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	18	18	12	66.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	41	40	29	72.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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
0	0	4.65	3.75	5.24	3.81	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	0.02	0.02	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	4.65	0.00
Female	0.00	0.00
Male	6.45	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	5.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	5.56	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.88	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

The staff at Central Bay High School work to provide a safe learning environment for all students. It is our goal to promote respect and responsibility among the Central Bay High School student body through expected student behaviors that result in promoting a safe, caring, and enriching academic learning community. The School Safety Plan is based on an assessment of the current safety status of our school from the following Data sources: CALPADS Data Reporting Suspensions and Expulsions, DESSA Screener/Assessment, NMCUSD Average Daily Attendance and California Healthy Kids Survey Data Reporting. An analysis of these data determine school areas of need and development of goals for the year.

Our staff participate in an annual Emergency Response training and Emergency drills are scheduled throughout the year One campus supervisor provides supervision throughout the school day. The following health support staff assist students with their mental health and well being: school psychologist and district mental health counselor. The principal meets with staff regularly as a Coordination of Student Support Team (COST) to review student progress and to collaborate and address concerns. During these COST meetings, student data is reviewed, concerns are identified, and intervention action plans are developed to address student needs.

Our comprehensive school safety plan is developed with faculty, student and parent representatives and is approved annually by our School Site Council in December. The components of the plan include Safety Plan Policies and Procedures, a standardized Emergency Response plan, and a Disaster Plan.

Elements of the Safety Action Plan:

- Continue to enhance social-emotional learning, behavior supports and related interventions in order to address and develop social awareness skills and continue implementation of evidence-based social-emotional learning (SEL) curriculum/lessons.
- Adopt and implement restorative justice practices that support and integrate with school-wide expectations and a positive discipline model, to include training, support and monitoring for all classroom teachers and classified school staff who interact with students.
- Further develop the school level Multi-Tiered System of Support communities of practice to promote coordination, alignment, and continuity including the focus and further develop of Tier 1 teams (which include teachers, counselors and classified support) to increase student attendance and engagement.
- Develop culturally responsive classrooms and school environments that incorporate investigative learning that promote civic engagement, diversity, and understanding of local and global perspectives.
- Develop, expand, promote, monitor and evaluate student engagement and plan events/activities that reflects and integrates the identities of the students and their community and that promote the over climate and culture on campuses (Activities, Celebrations, School-wide)
- Provide a physically welcoming and enriched campus environment that promotes artistic and structured outdoor learning spaces, to include integration of the arts, gardens, and structure outdoor play and provide facilitated learning and interactions that are positive and engaging during non classroom time.

Dates for Review and Revision of Annual Safety Plan:

- 11/19/25: School Site Joint Safety Committee Meeting reviewed data and provided recommendations for School Safety Plan
- 11/19/25: SSC reviewed data and provided recommendations for School Safety Plan
- 11/19/25: SSC Safety Plan Review and Approval
- : Board Approval

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	5	6	0	0
Mathematics	2	11	0	0
Science	2	8	0	0
Social Science	5	6	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	7	4		
Mathematics	6	3		
Science	1	5		
Social Science	9	3		

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	6	4		
Mathematics	2	7		
Science	2	6		
Social Science	6	4		

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	54

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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
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	$42,202	$9,531	$32,671	$109,023
District	N/A	N/A	$12,589	$105,390
Percent Difference - School Site and District	N/A	N/A	88.7	3.4
State	N/A	N/A	$11,146	$100,249
Percent Difference - School Site and State	N/A	N/A	98.2	8.4

Fiscal Year 2024-25 Types of Services Funded

To ensure that students receive effective instruction, Central Bay High School uses resources to implement the following services:

At Central Bay High School a significant majority of students are unduplicated students and therefore there is a need to ensure

Fiscal Year 2024-25 Types of Services Funded

our curriculum meets the needs of English learners, Special Education students and low income students as it pertains to access and supports which requires additional supplemental materials in multiple languages, consumable materials and duplicates for home and school use. Staff are supported to collaborate on data analysis & progress monitoring of student progress to strengthen implementation of formative assessment ensuring efficient and effective classroom/course placement and acceleration of learning. Staff are provided time during weekly Professional Learning Community meetings to collaborate within grade/content level and/or cross- grade/content level in alignment with Multi-Tiered System of Support (MTSS) structure to review relevant and appropriate data and enhance effective instructional strategies. This action results in increased and improved services when focusing data, progress monitoring and targeted strategies and services focused on socio-economically disadvantaged, English learners and Special Education students. Supports are provided to develop project based curriculum with real world application of learning skills throughout each grade level to include enrichment; identify and use different ways for students to show that they have learned; and implement differentiated learning models to respond to the needs of diverse learners to promote opportunities for intervention, remediation, and acceleration. This increases services and improves services for English Learners and Special Education students of whom are also low income and/or homeless/foster youth.
Students in each grade level develop and apply technology integration skills as evidenced within a digital portfolio. Students also develop personal and career goals under guidance of the Academic Counselor using resources from our Virtual Career Center and participating in college and career presentations.

The Central Bay High School site implements restorative justice practices that support and integrate with school-wide expectations and a positive discipline model, to include training, support and monitoring for all classroom teachers and classified school staff who interact with students. Funds are allocated to provide a physically welcoming campus environment that promotes learning and interactions that are positive and engaging. To communicate with parents we utilize multiple platforms for communication to include Talking Points system voice messages, text message, mails, flyers/videos, home visits, and personal calls to ensure contact with all of our families. Staff are trained on effective parent communication strategies, working with diverse families, and cultural sensitivity. Service and contracted programs support programs and provide additional family services and access with the local community.

Multiple staff positions and contracted programs are allocated to implement the Central Bay High School services above: Staff positions are allocated to implement the Central Bay High School services above: Administrator, Academic Counselor, School Based Mental Heath Therapist and IT support personnel. Administrative Assistant, Campus Safety Monitor, Coordinator for Special Services, Coordinator for Child Welfare, Foster Youth and Homeless, Coordinator for Social Work, School Based Mental Health Counselors, and School Psychologist.

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	$61,607	$57,978
Mid-Range Teacher Salary	$88,207	$89,612
Highest Teacher Salary	$129,200	$117,194
Average Principal Salary (Elementary)	$147,177	$143,632
Average Principal Salary (Middle)	$149,682	$149,447
Average Principal Salary (High)	$163,408	$162,334
Superintendent Salary	$239,232	$234,076
Percent of Budget for Teacher Salaries	28.18%	27.81%
Percent of Budget for Administrative Salaries	6.6%	5.47%

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

Student engagement , social emotional learning and positive discipline are the primary areas of focus for our staff development efforts. Staff has participated in professional development in the following: online learning platforms, project-based learning, student engagement practices, restorative practices, and Social Emotional Learning. Professional development is delivered through online trainings, workshops, conferences, coaching, and presentations during PLC meetings. All staff have participated in Positive Discipline professional development.

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	37	37	35