

# Centinela TK-8 School

1123 North Marlborough Avenue Inglewood, CA 90302 ▪ [centinela.inglewoodusd.com](http://centinela.inglewoodusd.com)  
Trevino Jones, Principal ▪ [trevino.jones@inglewoodusd.com](mailto:trevino.jones@inglewoodusd.com) ▪ (310) 680-5440  
Grades TK-8 ▪ CDS Code 19-64634-6014450



## Inglewood Unified School District

401 South Inglewood Avenue Inglewood, CA 90301 ▪ [inglewoodusd.com](http://inglewoodusd.com)  
James Morris, Ed.D., County Administrator ▪ [james.morris@inglewoodusd.com](mailto:james.morris@inglewoodusd.com) ▪ (310) 419-2700

## Principal's Message

Our goal is to provide our students with an education that will allow them to thrive in their academic careers. We want our students to have a solid foundation in all subject areas to afford them options now and later in life when selecting a college or career.

As an Advancement via Individual Determination (AVID) College Prep School, we employ research-based instructional strategies, best practices and technology to support our students. All teachers have been trained in the implementation of our adopted curriculum and Social-Emotional Learning (SEL) resources and materials. Additionally, they were all trained on the use of Thinking Maps, which help students organize their thoughts across all subjects. We are continuing to offer in-school as well as at-home software programs such as iReady (math and reading), and core curriculum software to better support our students in critical areas such as language arts, English language development and SAAVAS Math. In addition, a dedicated acceleration teacher works exclusively with our students in grades K-3 to support the foundational literacy skills needed to be successful in all academic subjects.

We are diligently working to prepare our students for a lifetime of intellectual exploration, personal growth and social responsibility. Our curriculum and instructional approach is designed to help our students achieve success and academic excellence in all subject areas. In addition, all of our students participate in musical enrichment programs that include Musical Theory, vocal training and instrumental training.

Administration, teachers and classified staff are dedicated to providing a quality education for our students—an education that shapes them into creative thinkers and responsible citizens.

Over the last year, we have increased our technology. We have 1:1 iPads in grades TK-2 and Chromebooks in grades 3-8.

In addition to the academics, we are focusing on promoting a positive school culture that values the cultures and backgrounds of our represented community. The students are also offered additional learning time, such as after school tutoring and After School Education and Safety (ASES) educational support through our partnership with KIDS for College (grades 1-4) and Team Prime Time (grades 5-8).

## Parental Involvement

Through our partnership with Children's Institute, Centinela has a parent center that serves as a meeting place and training facility for parent workshops. In addition, Children's Institute provides SEL and support for students and their families. Centinela has monthly joint parent meetings with the English Learner Advisory Committee (ELAC) and Principal/Parent meetings (Coffee with the Principal). Our goal is to provide information to parents about student achievement, schoolwide events and provide an avenue for parent feedback. We engage parents in training to help them assist students at home. We encourage attendance of our annual Title I Conference and various community and school-sponsored cultural events to improve the cultural awareness and diversity among all students. We have an active Parent Teacher Association on our campus and supportive and knowledgeable people on our Parent Advisory Committee, School Site Council and ELAC. Our goal is to encourage and create new opportunities and effective programs for parents to participate in their children's academic performance.

We communicate with parents via monthly calendars, school websites, Instagram, School Messenger (auto-dialer), school marquee. We look forward to strengthening and maintaining our partnership with parents. We will continue to encourage parental input to increase student excellence at Centinela.

For more information on how to become involved, please contact the school at (310) 680-5440.

## School Safety

Centinela Elementary has developed a school safety plan that is teacher- and student-friendly. All staff members have received copies of it and have been trained via professional development meetings on what the best choices or plan of action will be if we are faced with a major crisis on our campus. We have discussed the plan with the community, conducted surveys and addressed parental concerns. We make our plans available for district, community and all staff members. The plan is reviewed often so that we are up-to-date and compliant with all emergency situations that may occur and place our students in harm's way. An anti-bullying campaign was developed so they can discuss and encourage their children to abide by the schoolwide rules that have been established in their best interest and make them productive citizens. The school safety plan was last reviewed, updated and discussed with the school faculty in January 2026.

## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## Mission Statement

The Inglewood Unified School District (IUSD) will nurture, educate, and graduate students who are self-responsible and self-disciplined; who are critical and creative thinkers; who master the core academic disciplines; and who are advocates for equity and social justice for self and their community.

## Vision Statement

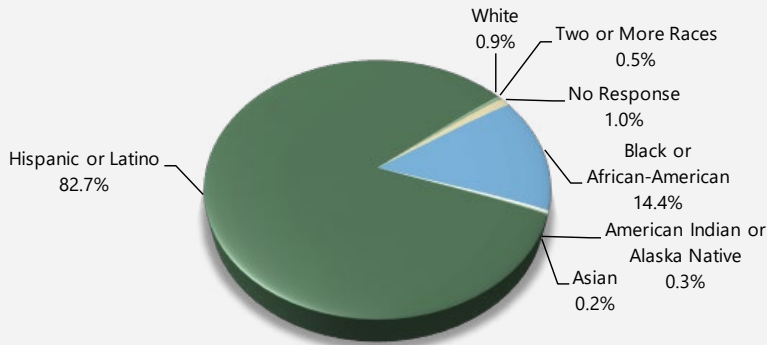
The vision of the Board of Education is to provide transformational leadership so that the Inglewood Unified School District thrives.



### Enrollment by Student Group

The total enrollment at the school was 577 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics (2024-25 School Year)



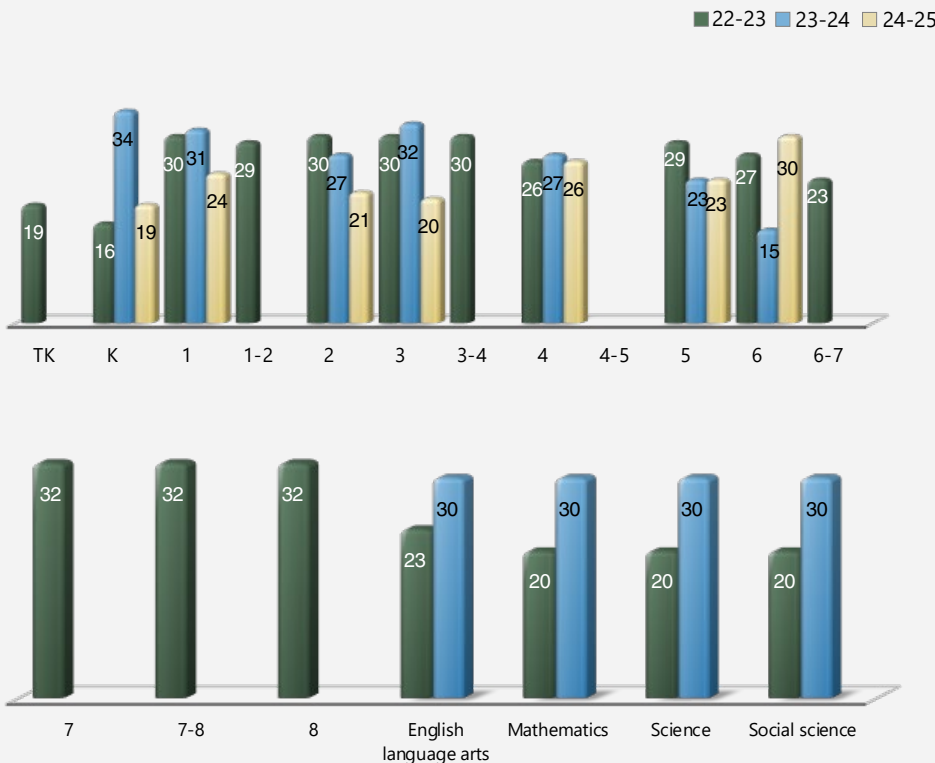
### Enrollment by Student Group

Demographics	
2024-25 School Year	
Female	46.40%
Male	53.60%
Non-Binary	0.00%
English Learners	25.50%
Foster Youth	0.50%
Homeless	1.70%
Migrant	0.00%
Socioeconomically Disadvantaged	94.80%
Students with Disabilities	20.80%

### Class Size Distribution

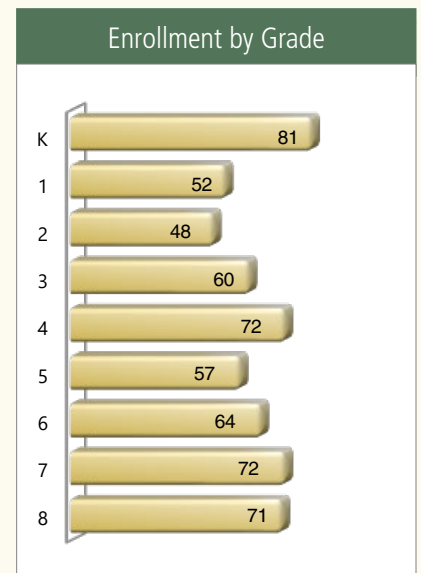
The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size (Three-Year Data)



### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.



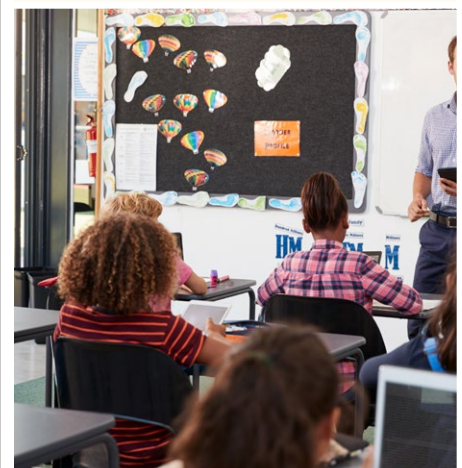
Number of Classrooms by Size (Three-Year Data)

	2022-23			2023-24			2024-25		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK	1								
K	2					1	3		
1	1	1			1		1	3	
1-2		1							
2		1			1		1	3	
3		2			1		1	3	
3-4		1							
4		2			1		1	1	2
4-5									
5		2		1	2		1	4	
6	1	1		12	6		1	17	
6-7	1								
7		1							
7-8		1							
8		1							
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts				5	4	1		6	
Mathematics				4	2			5	
Science				4	2			5	
Social science				4	2			4	



**Centinela is a Positive Behavior Intervention Support (PBIS) School. We are guided by our PAWS, (show Pride, Act respectfully, make Wise choices, be Safe).**

PBIS is providing a positive school culture for students and staff. We encourage students to have a voice in what is going on at the school; therefore, we are reinitiating a student council at the school. Classrooms in grades 4-8 have representatives that share concerns with the advisors as well as with the principal. Many positive changes have come about through hearing and listening to the concerns of the students. Students feel like they have a voice in the activities that are occurring at their school site.



*“Our goal is to provide our students with an education that will allow them to thrive in their academic careers.”*

## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.



### Suspension and Expulsion Rates (Three-Year Data)

	Centinela TK-8			Inglewood USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>Suspension rates</b>	1.20%	1.50%	2.50%	3.00%	3.10%	4.10%	3.60%	3.30%	2.90%
<b>Expulsion rates</b>	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

## Suspensions and Expulsions by Student Group

### Suspensions and Expulsions by Student Group (2024-25 School Year)

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	2.50%	0.00%
<b>Female</b>	1.60%	0.00%
<b>Male</b>	3.20%	0.00%
<b>Non-Binary</b>	0.00%	0.00%
<b>American Indian or Alaska Native</b>	0.00%	0.00%
<b>Asian</b>	0.00%	0.00%
<b>Black or African American</b>	6.40%	0.00%
<b>Filipino</b>	0.00%	0.00%
<b>Hispanic or Latino</b>	1.60%	0.00%
<b>Native Hawaiian or Pacific Islander</b>	0.00%	0.00%
<b>Two or More Races</b>	0.00%	0.00%
<b>White</b>	0.00%	0.00%
<b>English Learners</b>	1.80%	0.00%
<b>Foster Youth</b>	0.00%	0.00%
<b>Homeless</b>	0.00%	0.00%
<b>Socioeconomically Disadvantaged</b>	2.60%	0.00%
<b>Students Receiving Migrant Education Services</b>	0.00%	0.00%
<b>Students with Disabilities</b>	2.90%	0.00%

## Professional Development

Professional development is provided to ensure that current trends in education as it relates to student academic achievement are analyzed and implemented at our school site. Our Leadership Team consists of the principal and four professional learning community (PLC) teachers and school psychologists. We created the team to examine and identify student subgroups that were performing below grade level. The school uses information gathered by the team to guide teachers and support students by providing individual and group instruction, after-school tutoring, and Response to Intervention for intervention classes. The Leadership Team meets twice a month to review the academic progress and PBIS for all students to determine staff needs. The Leadership Team members also attend professional development conferences to help assist their colleagues with enhancing Common Core State Standards-based instruction and successful PLC and PBIS implementation schoolwide and Social-Emotional Learning. In addition, all teachers have received professional development in the implementation of SEL.

### Professional Development Days

**Number of school days dedicated to staff development and continuous improvement**

<b>2023-24</b>	34
<b>2024-25</b>	34
<b>2025-26</b>	14

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

### California Physical Fitness Test (2024-25 School Year)

#### Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	90.00%	98.30%	98.00%	97.00%	98.00%
7	93.90%	99.00%	99.00%	98.00%	99.00%

## Chronic Absenteeism by Student Group

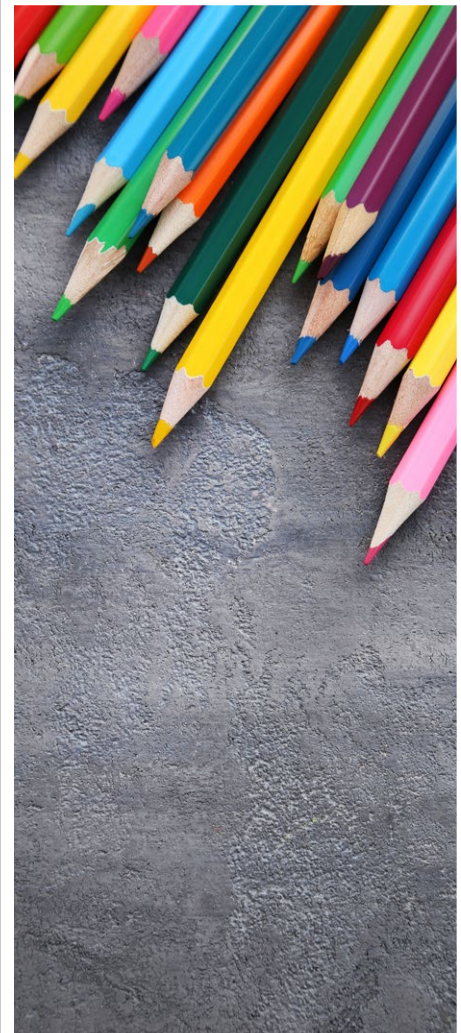
### Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	646	633	209	33.00%
Female	306	298	108	36.20%
Male	340	335	101	30.10%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	110	106	43	40.60%
Filipino	❖	❖	❖	❖
Hispanic or Latino	515	507	157	31.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	❖	❖	❖	❖
English Learners	167	167	55	32.90%
Foster Youth	❖	❖	❖	❖
Homeless	22	22	8	36.40%
Socioeconomically Disadvantaged	614	603	197	32.70%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	138	136	44	32.40%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

## Types of Services Funded

State and federal monies are used to purchase technology equipment, professional development training and required classroom supplies. Title I funds provide parents the opportunity to attend on-site parent training. Categorical funds enable teachers to provide tutorial services for all at-risk or various targeted student subgroups at our school.



## California School Dashboard

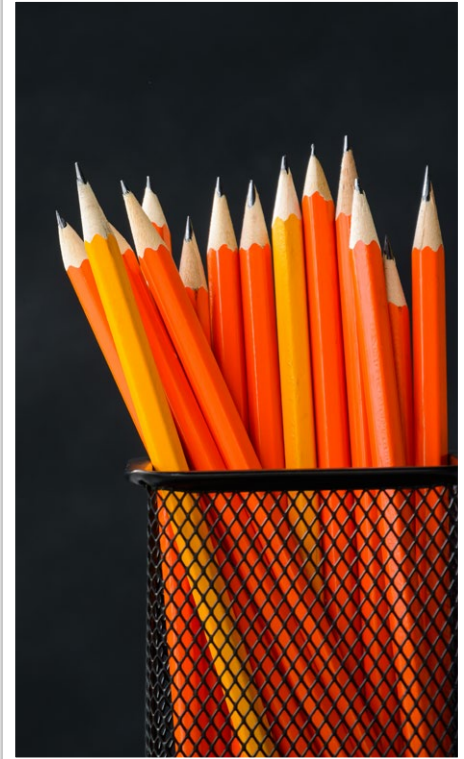
The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports 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.

## Statewide Assessments

**Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 10, 11 or 12).



## CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
Subject	Centinela TK-8		Inglewood USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
Science	21.49%	26.12%	8.88%	13.11%	30.73%	32.33%

### CAASPP Test Results by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

Science test results include the CAST and the CAA for Science. 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.

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 Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
Subject	Centinela TK-8		Inglewood USD		California	
	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	37%	34%	35%	39%	46%	48%
Mathematics	33%	29%	21%	24%	34%	37%

CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	135	134	99.26%	0.74%	26.12%
Female	63	62	98.41%	1.59%	27.42%
Male	72	72	100.00%	0.00%	25.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	26	26	100.00%	0.00%	15.38%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	105	104	99.05%	0.95%	26.92%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	33	33	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	90	90	100.00%	0.00%	25.56%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	38	37	97.37%	2.63%	5.41%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



## CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

## Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

## English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	410	404	98.54%	1.46%	34.41%
Female	186	182	97.85%	2.15%	37.36%
Male	224	222	99.11%	0.89%	31.98%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	66	64	96.97%	3.03%	28.13%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	335	331	98.81%	1.19%	35.05%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	102	102	100.00%	0.00%	14.71%
Foster Youth	❖	❖	❖	❖	❖
Homeless	13	12	92.31%	7.69%	16.67%
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	278	273	98.20%	1.80%	34.80%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	81	79	97.53%	2.47%	17.72%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



CAASPP Test Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	408	403	98.77%	1.23%	29.28%
Female	184	181	98.37%	1.63%	26.52%
Male	224	222	99.11%	0.89%	31.53%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	66	64	96.97%	3.03%	18.75%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	333	330	99.10%	0.90%	31.21%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	101	101	100.00%	0.00%	14.85%
Foster Youth	❖	❖	❖	❖	❖
Homeless	13	12	92.31%	7.69%	8.33%
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	276	272	98.55%	1.45%	29.04%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	81	79	97.53%	2.47%	20.25%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



## Textbooks and Instructional Materials

Textbook committees were formed from each grade span: TK-5, 6-8 and 9-12. Committee members included administrators and teacher representatives of each grade level and/or department. Each committee attended textbook “toolbox” training through the Los Angeles County Office of Education. These trainings provided members with rubrics and checklists for staff to use during the selection process. The committee used the toolbox to select at least three state-approved publishers to pilot throughout the district. Teachers piloted all options, analyzed each using the toolbox rubrics, and voted for the most appropriate state-approved textbook. In addition, the piloted textbooks were on display at the district for parent input. The committees used all data to make final recommendations to the Advisory Board and state administrator for approval. Each textbook adoption was approved at a public board meeting.

The county administrator makes the final decision on textbook adoptions.

The most recent public hearing held to adopt a resolution on the sufficiency of instructional materials was held on October 1, 2025. All IUSD textbooks are chosen using the state-approved list and fit with in the California curriculum frameworks for that adoption.

### Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
Reading/language arts	Amplify Core Knowledge Language Arts (TK-5)	2023
Reading/language arts	Amplify ELA (6-8)	2016
Mathematics	Saavas Envision Math (TK-8)	2023
Science	California Inspire Science (TK-5)	2021
Science	California Inspire Science Integrated (6)	2021
Science	California Inspire Life Science (7)	2021
Science	California Inspire Physical Science (8)	2021
Science	California Spanish Inspire Science (K-5)	2021
Science	California Spanish Inspire Science Integrated (6)	2021
History/social science	California Impact: Learning and Working Now and Long Ago, McGraw Hill Education (K)	2019
History/social science	California Impact: A Child’s Place in Time and Space, McGraw Hill Education (1)	2019
History/social science	California Impact: People Who Make a Difference, McGraw Hill Education (2)	2019
History/social science	California Impact: Continuity and Change, McGraw Hill Education (3)	2019
History/social science	California Impact: A Changing State, McGraw Hill Education (4)	2019
History/social science	California Impact: US History: Making a New Nation, McGraw Hill Education (5)	2019
History/social science	World History: Ancient Civilizations, National Geographic (6)	2019
History/social science	World History: Medieval and Early Modern Times, National Geographic (7)	2019
History/social science	US History: American Stories, Beginnings to World War I, National Geographic (8)	2019
ELD	Language Studio, Amplify (K-5)	2024
ELD	ELD California, Amplify (6-8)	2024
ELD (Newcomer/LTEL)	iLitELL, SAVVAS Learning Company (6-12)	2024
Spanish (Frank D. Parent)	¡Listos!, Vista Higher Learning (K-5)	2024

◇ Not applicable.

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

### Percentage of Students Lacking Materials by Subject

#### 2025-26 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	◇
Foreign language	◇
Health	◇

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

### Currency of Textbooks

#### 2025-26 School Year

Data collection date	10/1/2025
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## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

### Quality of Textbooks

#### 2025-26 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

## School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status (2025-26 School Year)	
Items Inspected	Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Fair
<b>Electrical:</b> Electrical systems	Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Fair
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good
<b>Structural:</b> Structural condition, roofs	Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good
<b>Overall summary of facility conditions</b>	Good
<b>Date of the most recent FIT report</b>	10/21/2025

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs (2025-26 School Year)	
Items Inspected	Repairs Needed and Action Taken or Planned
<b>Cleanliness</b>	The girls restroom on the F-building needs cleaning; The boys restroom on the C-building needs cleaning; The multipurpose room needs to be cleaned and mopped; Drinking fountain outside of the A-building needs cleaning. The custodial staff on site will complete this task.
<b>Electrical</b>	Light out in the girls restroom and women’s staff restroom of the F-building. Work order has been submitted and will be completed by Maintenance.
<b>Restrooms/fountains</b>	The drinking fountain on the F-building is not working; Seat cover missing in the boys restroom on the F-building. Work order has been submitted and will be completed by Maintenance.

## Public 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.

## School Facilities

Centinela Elementary School, the oldest elementary school in Inglewood, first opened its doors to students in 1922. The school campus is located near Edward Vincent Park. The neighborhood consists of single-family homes, churches and some commercial businesses. The campus has the four original structures and three additional buildings that were completed in 2004. We have a library-media center, and a large auditorium for various campus and community events. Our newest facility is the TK-2 learning community, which has all the amenities that our 200 young students need for academic achievement and enrichment. We also take pride in our grades 4-8 learning community housed in a two-story building on the south end of campus. Centinela is officially an elementary/middle school. The 2021-22 school year marked the first year that Centinela had its first eighth grade class that matriculated to high school in June 2022.

All recess breaks are supervised to ensure student safety. We hold monthly school-wide assemblies to encourage students to follow all school rules and practice positive and appropriate behavior. We have a closed campus that is fully fenced, and all visitors must enter through the main entrance, Follow COVID-19 safety protocols (temperature check and facemask) and sign in at the main office. Visitors are given a guest pass during their stay on our campus for easy identification. The Safe School Plan provides procedures for emergency exit routes and strategies for any catastrophic events. We practice fire drills on a monthly basis and earthquake drills three times per year. During our monthly principal/parent meeting, we discuss and review safety guidelines in the event of a lockdown emergency.

Our dedicated custodial staff takes pride in maintaining a clean and attractive campus on a daily basis. Our four custodians stay connected and communicate on a regular basis to ensure that our day and evening school facilities are clean and sanitized for student and staff use.



## Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

### Teacher Preparation and Placement (2021-22 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.0	81.8%	343.4	82.3%	234,405.2	84.0%
<b>Intern Credential Holders Properly Assigned</b>	0.6	2.8%	3.0	0.7%	4,853.0	1.7%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.8	7.8%	37.0	8.9%	12,001.5	4.3%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.2	1.2%	14.8	3.6%	11,953.1	4.3%
<b>Unknown</b>	1.4	6.3%	18.7	4.5%	15,831.9	5.7%
<b>Total Teaching Positions</b>	23.2	100.0%	417.1	100.0%	279,044.8	100.0%

### Teacher Preparation and Placement (2022-23 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.1	79.8%	293.2	76.1%	231,142.4	83.2%
<b>Intern Credential Holders Properly Assigned</b>	0.6	3.3%	6.4	1.7%	5,566.4	2.0%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.8	4.0%	53.3	13.8%	14,938.3	5.4%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.2	1.2%	5.1	1.4%	11,746.9	4.2%
<b>Unknown</b>	2.3	11.7%	27.3	7.1%	14,303.8	5.2%
<b>Total Teaching Positions</b>	20.2	100.0%	385.5	100.0%	277,697.8	100.0%

### Teacher Preparation and Placement (2023-24 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.3	78.5%	273.4	73.2%	230,039.4	82.6%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	11.8	3.2%	6,213.8	2.2%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.3	6.7%	64.2	17.2%	16,855.0	6.0%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	2.6	0.7%	12,112.8	4.3%
<b>Unknown</b>	2.8	14.8%	21.3	5.7%	13,705.8	4.9%
<b>Total Teaching Positions</b>	19.5	100.0%	373.6	100.0%	278,927.1	100.0%

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.



### Teachers Without Credentials and Misassignments (Three-Year Data)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waiver</b>	0.0	0.0	0.0
<b>Misassignments</b>	1.8	0.8	1.3
<b>Vacant Positions</b>	0.0	0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	1.8	0.8	1.3

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

### Credentialed Teachers Assigned Out-of-Field (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0	0.0	0.0
<b>Local Assignment Options</b>	0.2	0.2	0.0
<b>Total Out-of-Field Teachers</b>	0.2	0.2	0.0

## Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

### Class Assignments (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>	4.6%	8.6%	4.5%
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>	0.0%	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

### Ratio of Pupils to Academic Counselors and School Support Staff Data

2024-25 School Year	
	Ratio
<b>Pupils to Academic counselors</b>	584:1
<b>Support Staff</b>	<b>FTE</b>
<b>Counselor (academic, social/behavioral or career development)</b>	1.0
<b>Library media teacher (librarian)</b>	0.0
<b>Library media services staff (paraprofessional)</b>	0.0
<b>Psychologist</b>	1.0
<b>Social worker</b>	0.0
<b>Nurse</b>	0.0
<b>Speech/language/hearing specialist</b>	0.0
<b>Resource specialist (nonteaching)</b>	1.5

## Financial Data

The financial data displayed in this SARC is from the 2022-23 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data (2023-24 Fiscal Year)		
	Inglewood USD	Similar Sized District
<b>Beginning teacher salary</b>	\$44,687	\$62,145
<b>Midrange teacher salary</b>	\$71,242	\$97,088
<b>Highest teacher salary</b>	\$89,269	\$120,435
<b>Average elementary school principal salary</b>	\$130,727	\$151,342
<b>Average middle school principal salary</b>	\$127,113	\$159,513
<b>Average high school principal salary</b>	\$154,003	\$177,260
<b>Superintendent salary</b>	\$300,000	\$294,804
<b>Teacher salaries: percentage of budget</b>	16.84%	29.95%
<b>Administrative salaries: percentage of budget</b>	4.64%	5.40%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Centinela TK-8</b>	\$4,682	\$87,277
<b>Inglewood USD</b>	\$4,332	\$79,280
<b>California</b>	\$11,146	\$100,065
<b>School and district: percentage difference</b>	+8.1%	+10.1%
<b>School and California: percentage difference</b>	-58.0%	-12.8%

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource 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). Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2025.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2023-24 Fiscal Year	
<b>Total expenditures per pupil</b>	\$4,738
<b>Expenditures per pupil from restricted sources</b>	\$56
<b>Expenditures per pupil from unrestricted sources</b>	\$4,682
<b>Annual average teacher salary</b>	\$87,277



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.