

Central High (Continuation)

85 Tilton Ave. • Morgan Hill, CA, 95037 • 408-201-6300 • Grades 10-12

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2017-18 School Accountability Report Card Published During the 2018-19 School Year

Morgan Hill Unified School District

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School Description

Central High School is the continuation school for Morgan Hill Unified School District (MHUSD) and is located north of the city of Morgan Hill at the former Burnett Elementary School site, now renamed the Loritta Bonfante Johnson Education Center. The site hosts many alternative programs that provide viable alternative education opportunities for academic success. These include Central High School; Morgan Hill Individualized Learning Academy (MHILA) which encompasses a 7-12 Independent Studies and a 7-12 Daily Online School; 9-12 Advent Foster Home Youth program; Program Reentry for Expulsion Suspension Students (PRESS) this program is located at Adult Education and focuses on students progressing academically as well as with their plans to readmit to a comprehensive site, a Post-Secondary Program supporting special needs 18-21 life skills, and Workability. These alternate programs serve the MHUSD and are available to students from the two comprehensive high schools in need of alternative education options and/or credit recovery. Site staff provide blended instruction with online and direct teaching with smaller class sizes and emphasis on student personal growth, career options and academic success. The student body consists of tenth through twelfth grade students, 16 years or older, with a goal of credit recovery and high school diploma, or the CHSPE, students who wish to return to their original high school will work with the school counselor to ensure that they complete necessary course work, or they will remain at Central in order to earn their high school diploma.

Central High School provides students with academic counseling services. The full time Guidance Counselor provides small group and 1:1 meetings with students to review their academic and post high school goals. Students use Naviance to research college and other post-secondary career options. Cal -SOAP provides a counselor twice a week at Central. The Cal-SOAP counselor provides students with guidance through the college application process, and also offer field trips to visit a variety of colleges. We also support students with their personal growth via Discovery Counseling services. Students are provided the opportunity to meet with the therapist from Discovery who is on campus weekly.

The school is accredited through the Western Association of Schools and Colleges (WASC) through 2022.

Current staff are credentialed and highly qualified as well as certified in Cross-cultural Language and Academic Development (CLAD) or Specially Designed Academic Instruction in English (SDAIE). A district nurse and psychologist both work as needed on site. Students with Individual Education Plans (IEPs) are supported by the Specialized Academic Support (SAI) teacher who works with our staff to support Special Education students. Students in this program may require a resource class or meet with the resource teacher for general support. Parents are encouraged to get involved in our School Site Council and English Language Advisory Committee (ELAC).

Community partnerships play an important role in student support. Discovery Counseling provides services each week to students, Community Solutions runs a weekly class to support student growth and goal setting. The Rotary and Kiwanis clubs provide student leadership opportunities with Interact club weekly. Students are encouraged to participate in various athletic events with other like schools within Santa Clara County. Pro Com Sports provides students with the opportunity to participate in Softball, Football, and Basketball contests throughout the school year.

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	2
Grade 10	3
Grade 11	33
Grade 12	83
Ungraded Secondary	12
Total Enrollment	133

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.8
Asian	1.5
Filipino	1.5
Hispanic or Latino	69.9
Native Hawaiian or Pacific Islander	0.8
White	21.8
Socioeconomically Disadvantaged	60.9
English Learners	15.0
Students with Disabilities	18.8
Foster Youth	3.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Central High (Continuation)	16-17	17-18	18-19
With Full Credential	9	11	9
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	3	5	5
Morgan Hill Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	388
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Central High (Continuation)	16-17	17-18	18-19
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Education, StudySync The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	CPM: Integrated Math I, CPM: Integrated Math II, CPM: Integrated Math III, The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Glencoe/McGraw Hill Biology Holt, Rinehart, and Winston Earth Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McGraw Hill Education/Glencoe: Understanding Psychology, McGraw Hill Education: Sociology & You, Pearson: World History: The Modern World, Pearson: United States History: The Twentieth Century The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

As part of the Measure G Bond funds, Central High School located at the Loritta Bonfante Education Center opened in 2013-2014 to a fully modernized campus which included classrooms, restroom, science lab, art classroom, new administration office and façade.

They also received a technology infrastructure upgrade which included WiFi in every classroom and exterior, a new phone system and a new public address system including new clock and speakers throughout the campus.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: Jul/Aug 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roof replacement summer 2017.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	New kindergarten playground and surfacing summer 2018.
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	12.0	4.0	52.0	52.0	48.0	50.0
Math	3.0	2.0	42.0	43.0	37.0	38.0

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.

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	54	46	85.19	4.35
Male	35	32	91.43	0.00
Female	19	14	73.68	14.29
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	38	36	94.74	0.00
White	--	--	--	--
Socioeconomically Disadvantaged	32	26	81.25	7.69
English Learners	24	21	87.50	0.00
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	54	46	85.19	2.17
Male	35	32	91.43	0
Female	19	14	73.68	7.14
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	38	36	94.74	0
White	--	--	--	--
Socioeconomically Disadvantaged	32	26	81.25	3.85
English Learners	24	21	87.5	0
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents are welcome to join our Advisory Committee, School Site Council, ELAC, and Parent Ad Hoc group. The school's website, All Calls and newsletters keep parents informed of school activities.

The school hosts a variety of events such as Back-to-School Night in the Fall and Open House in the Spring. There are also special activities throughout the year such the Holiday Lights Parade, award ceremonies, after school programs and parent workshops (Cal Soap, Financial and FAFSA).

The Naviance and Aeries parent portals are provided to each guardian and trainings are held throughout the year or any time in the front office.

Interested parents/ guardians may contact the principal, who can be reached at (408) 201- 6300 ext. 42102 or our Community Liaison (Spanish) at 408-201-6300.

State Priority: School Climate

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

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

School Safety Plan

School Site Council reviews and updates the school's comprehensive safety plan yearly. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. The plan is available in the front office for parents to view. The school does regular drills with the Fire Department each year for fire drills as well as the MHPD for Run Hide and Defend drill. The plan is shared with all staff annually during a school-wide staff meeting. We hold trainings for staff on emergency preparedness.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	2.0	7.1	9.8
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.5	4.2	4.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.15
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	130

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	14.0	15.0	14.0	6	4	9	3	4				
Mathematics	21.0	12.0	18.0	4	8	7	4		1			
Science	20.0	19.0	16.0	2	2	2	1	1				
Social Science	16.0	14.0	18.0	5	5	7	4	3	1			

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

Professional Development provided for Teachers

Professional Development is delivered throughout the year. District staff development days before and at semester, site staff meetings, summer or after school trainings are devoted many subjects such as aligning curriculum to state standards, technology as well as online platforms and google classroom, local and standardized test results, standards based grading, exploring techniques for engaging students of different ability levels through differentiation and many other topics.

Ongoing trainings are held to support English learners and students who struggle. Staff utilizes Google classroom to support digital learning as all students are issued or have access to Chromebooks. Staff is currently implementing Positive Behavior Intervention Systems (PBIS). The school earned a Bronze level for their work towards ongoing implementation, Constructing Meaning (CM) and is working with the Santa Clara Office of Education for the Tier Two training this year. The district has provided a coach for CM and PBIS to assist in successful implementation as well as ongoing Common Core, Next Generation Science Standards (NGSS), EL Achieve, and Instructional Rounds.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,713	\$47,547
Mid-Range Teacher Salary	\$79,027	\$74,775
Highest Teacher Salary	\$99,994	\$93,651
Average Principal Salary (ES)	\$118,409	\$116,377
Average Principal Salary (MS)	\$124,347	\$122,978
Average Principal Salary (HS)	\$134,968	\$135,565
Superintendent Salary	\$255,234	\$222,853
Percent of District Budget		
Teacher Salaries	35.0	35.0
Administrative Salaries	6.0	6.0

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

Types of Services Funded

All Local, State and Federal funding is directly linked to the district goals in LCAP. There has been additional funding provided to support our EL students, socio-economic disadvantaged students and foster youth. Funding has supported additional support for English-learners and the opportunity to provide additional online opportunities for those needing credit recovery as well as after school programs to support tutoring or additional course support.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Central High (Continuation)	2014-15	2015-16	2016-17
Dropout Rate	20.3	15.5	22.2
Graduation Rate	43.2	51.2	63.3
Morgan Hill Unified School District	2014-15	2015-16	2016-17
Dropout Rate	5.8	5.4	6.5
Graduation Rate	88.8	88.8	89.0
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	128
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	11416.95	958.51	10458.45	74783
District	◆	◆	8061.40	\$75,780
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			25.9	-1.3
Percent Difference: School Site/ State			37.9	-2.3

* Cells with ◆ do not require data.

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

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	76.1
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

Completion of High School Graduation Requirements

Group	Graduating Class of 2017		
	School	District	State
All Students	79.6	89.8	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	100.0	98.2	94.9
Filipino	50.0	79.0	93.5
Hispanic or Latino	82.4	86.7	86.5
Native Hawaiian/Pacific Islander	0.0	66.7	88.6
White	72.7	91.8	92.1
Two or More Races	0.0	100.0	91.2
Socioeconomically Disadvantaged	87.3	88.0	88.6
English Learners	83.3	46.2	56.7
Students with Disabilities	80.0	84.1	67.1
Foster Youth	75.0	75.0	74.1

Career Technical Education Programs

CTE programs offered at Central Continuation High School:

- Advanced Multi Media

CTE courses satisfy graduation requirements and help students to gain skills in these areas. Central High School offers multimedia as a way for students to gain knowledge and skills through a variety of mediums. The goal of CTE is to develop a high standard of success in preparing our students for next steps in their lives

Central students are provided the opportunity to participate in the District-wide job shadow day. This allows students to gain knowledge surrounding a field of their interest. In addition, "Rock the Mock" is a yearly opportunity for students to meet with various community members to prepare for Job interviews through a variety of workshops. Students use Naviance as a tool with the School Counselor, and teachers to access various aptitude surveys, results of which are discussed and researched with the guidance of school staff. students are eligible to attend the Career Technical Education (CTE) offerings at the two other traditional high schools in our district during school hours.

DataQuest

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

Internet Access

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