

Central High (Continuation)

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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/fq/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).

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.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Morgan Hill Unified
Phone Number	(408) 201-6023
Superintendent	Steve Betando
Email Address	betandos@mhusd.org
Website	www.mhusd.org

School Contact Information (School Year 2019—20)	
School Name	Central High (Continuation)
Street	85 Tilton Ave.
City, State, Zip	Morgan Hill, Ca, 95037-2504
Phone Number	408-201-6300
Principal	Lisa Martin, Principal
Email Address	martinl@mhusd.org
Website	www.mhusd.org
County-District-School (CDS) Code	43695834334488

Last updated: 12/16/2019

School Description and Mission Statement (School Year 2019—20)

Central High School is a 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; 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 an 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 the 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 three times 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.

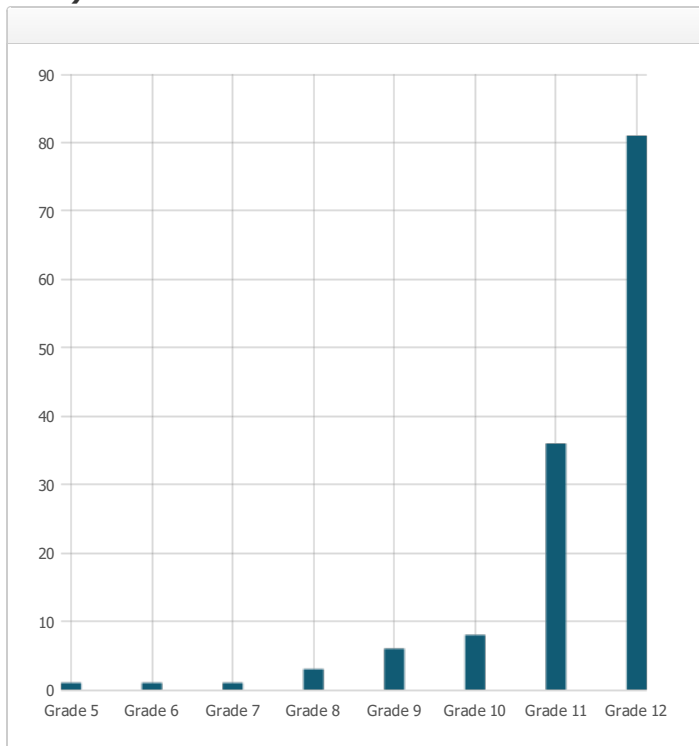
Current staff are credentialed and highly qualified as well as certified in Cross-cultural Language and Academic Development (CLAD) or Specially Designed Academic Instruction in English (SDAIE). A district nurse and psychologist both work as needed on site. Students with Individual Education Plans (IEPs) 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.

Last updated: 12/16/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 5	1
Grade 6	1
Grade 7	1
Grade 8	3
Grade 9	6
Grade 10	8
Grade 11	36
Grade 12	81
Total Enrollment	137



Last updated: 1/3/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	1.50 %
American Indian or Alaska Native	1.50 %
Asian	0.70 %
Filipino	1.50 %
Hispanic or Latino	67.20 %
Native Hawaiian or Pacific Islander	0.70 %
White	23.40 %
Two or More Races	1.50 %
Other	-6.80 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	54.00 %
English Learners	14.60 %
Students with Disabilities	19.00 %
Foster Youth	2.20 %
Homeless	8.80 %

A. Conditions of Learning

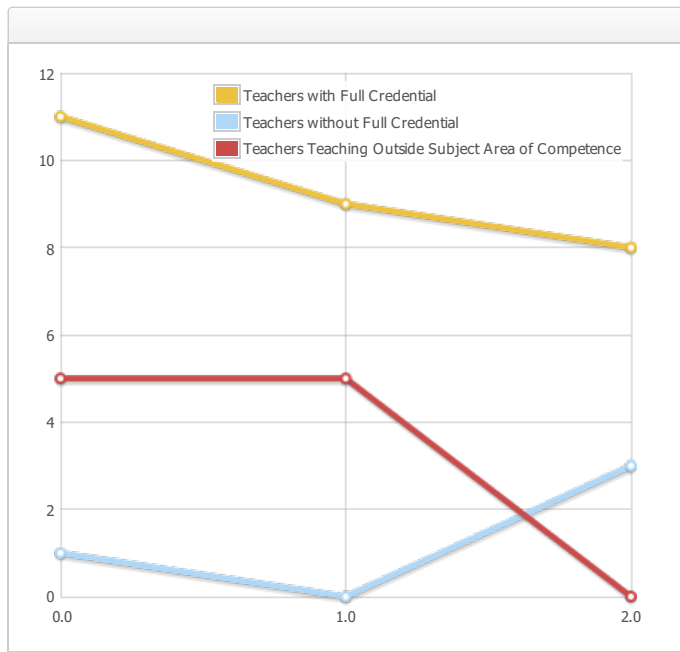
State Priority: Basic

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

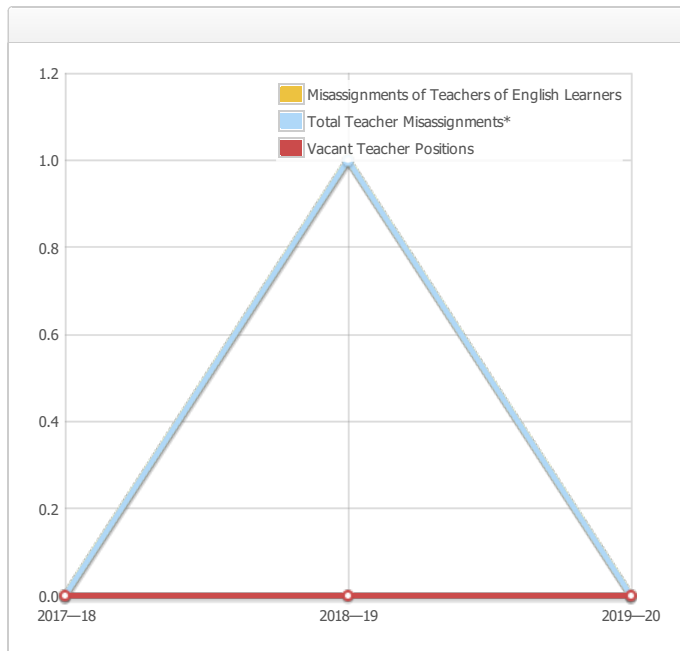
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	11	9	8	364
Without Full Credential	1	0	3	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	5	5	0	6



Last updated: 12/16/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
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.

Last updated: 12/16/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education, StudySync	Yes	0.00 %
Mathematics	CPM: Integrated Math I, CPM: Integrated Math II, CPM: Integrated Math III,	Yes	0.00 %
Science	Will be implementing HMH The Living Earth, Holt, Rinehart, and Winston Earth Science	Yes	0.00 %
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	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/23/2019

School Facility Conditions and Planned Improvements

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.

Last updated: 12/17/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	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	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Exemplary
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Last updated: 12/17/2019

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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	4.0%	17.0%	52.0%	52.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	2.0%	4.0%	43.0%	43.0%	38.0%	39.0%

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.

Last updated: 1/3/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	47	85.45%	14.55%	17.02%
Male	36	30	83.33%	16.67%	13.33%
Female	19	17	89.47%	10.53%	23.53%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	37	33	89.19%	10.81%	15.15%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	12	8	66.67%	33.33%	25.00%
Two or More Races					
Socioeconomically Disadvantaged	38	33	86.84%	13.16%	18.18%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless				--	

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.

Last updated: 1/3/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	46	83.64%	16.36%	4.35%
Male	36	29	80.56%	19.44%	0.00%
Female	19	17	89.47%	10.53%	11.76%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	37	33	89.19%	10.81%	0.00%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	12	7	58.33%	41.67%	28.57%
Two or More Races					
Socioeconomically Disadvantaged	38	32	84.21%	15.79%	3.13%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless				--	

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.

Last updated: 1/3/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)						

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/3/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

CTE courses satisfy graduation requirements and help students to gain skills in these areas. Central High School continues to increase CTE offerings each year to support students' college and career readiness. Industry professionals volunteer on advisory committees, and provide lessons as guest instructors throughout the year. The goal of CTE is to develop a high standard of success in preparing our students for the next steps in their lives.

Sophomores, juniors, and seniors enrolled in CTE classes may research potential employers, answer questions in interviews, and write business letters and resumes as part of the CTE Arts Media and Entertainment pathway via Visual Communications and Computer Business Application. The site is developing work study programs, internships, volunteer opportunities, and community service opportunities to support CTE. Students are eligible to attend the Career Technical Education (CTE) offerings at the two other traditional high schools in our district during school hours.

CTE programs offered at Central Continuation High School:

-Advanced MultiMedia

Last updated: 12/16/2019

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	78
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 12/17/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	70.20%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

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

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 2019—20)

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: Pupil Engagement

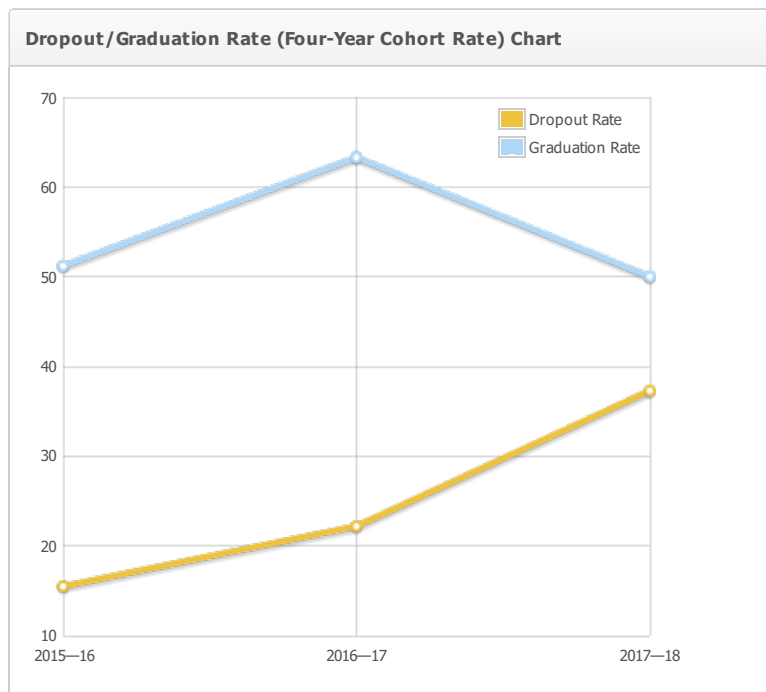
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	15.50%	5.40%	9.70%
Graduation Rate	51.20%	88.80%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	22.20%	37.30%	6.50%	9.00%	9.10%	9.60%
Graduation Rate	63.30%	50.00%	89.00%	86.20%	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/3/2020

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	7.10%	9.80%	16.00%	4.20%	4.90%	5.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.50%	0.10%	0.10%	0.20%	0.10%	0.10%	0.10%

Last updated: 1/3/2020

School Safety Plan (School Year 2019—20)

School Site Council reviews and updates the school's comprehensive safety plan yearly. The School Site Council reviewed the updated plan in August of 2019. 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 held most recently on August 12, 2019. We hold trainings for staff on emergency preparedness.

Last updated: 12/16/2019

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	15.00	4	4	
Mathematics	12.00	8		
Science	19.00	2	1	
Social Science	14.00	5	3	

* 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 and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	14.00	9		
Mathematics	18.00	7	1	
Science	16.00	2		
Social Science	18.00	7	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	20.00	4	2	
Mathematics	20.00	4	2	
Science	9.00	3		
Social Science	19.00	4	2	

* 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.

Last updated: 1/3/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	137.00

*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 Number of Pupils per Counselor

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.80
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.20
Social Worker	0.00
Nurse	0.15
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	0.00
Other	0.00

*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.

Last updated: 1/3/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12454.22	\$1028.17	\$11426.05	\$77871.00
District	N/A	N/A	\$7927.41	\$78079.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$78059.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 12/19/2019

Types of Services Funded (Fiscal Year 2018—19)

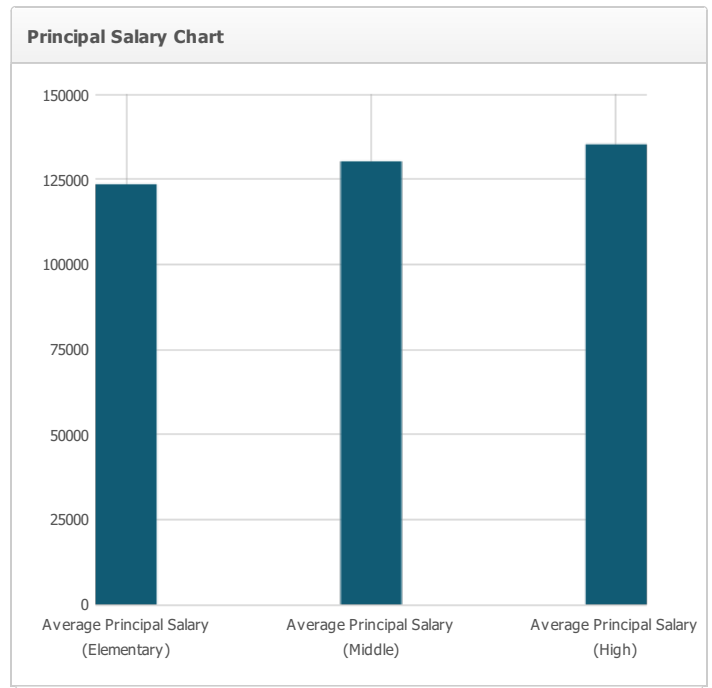
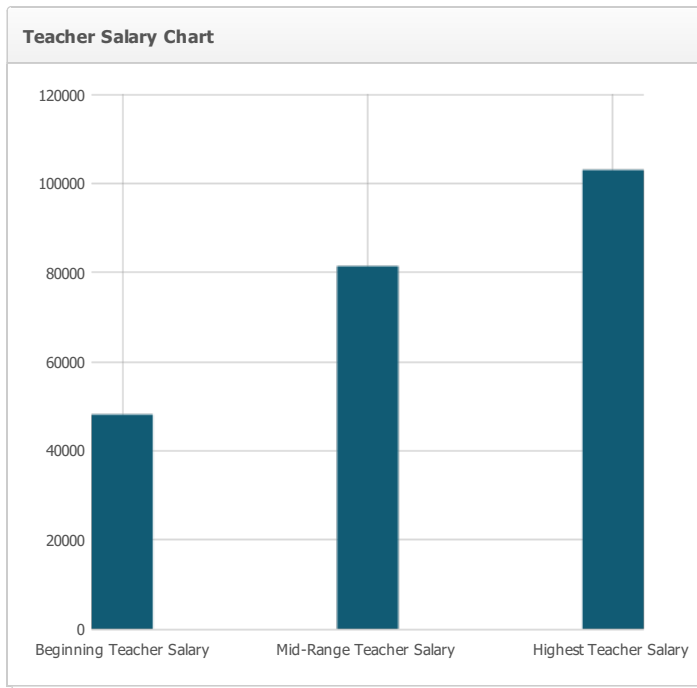
All Local, State and Federal funding is directly linked to the district goals in LCAP. There has been additional funding provided to support our EL students, socio-economic disadvantaged students and foster youth. Funding has supported additional support for English-learners and the opportunity to provide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

Last updated: 12/16/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,115	\$49,084
Mid-Range Teacher Salary	\$81,398	\$76,091
Highest Teacher Salary	\$102,994	\$95,728
Average Principal Salary (Elementary)	\$123,538	\$118,990
Average Principal Salary (Middle)	\$130,264	\$125,674
Average Principal Salary (High)	\$135,254	\$137,589
Superintendent Salary	\$262,891	\$230,096
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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



Last updated: 1/3/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/3/2020

Professional Development

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 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. Staff is utilizing tools from reading apprenticeship and is provided with training throughout the year by the lead teacher.

District wide professional development (pd) includes two whole day pd's, one additional whole day provided at the site, and weekly one hour collaboratives for a total of three scheduled whole day pd's or 8 total day equivalents.

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/3/2020