

# Central High (Continuation)

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

Lisa Martin, Principal  
martin@mhusd.org

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year

### **Morgan Hill Unified School District**

15600 Concord Circle  
Morgan Hill, CA, 95037  
408-201-6023  
www.mhusd.org

#### **District Governing Board**

Wendy Sullivan, President

John Horner, Vice President

Adam Escoto, Vice President

Mary Patterson, Trustee

Heather Orosco, Trustee

Dr. Carol Gittens, Trustee

Dr. Ivan Rosales-Montes, Trustee

#### **District Administration**

Steve Betando  
**Superintendent**

Fawn Myers  
**Assistant Superintendent Human  
Resources**

Kirsten Perez  
**Deputy Superintendent Business  
Services**

Pilar Vazquez-Vialva  
**Assistant Superintendent  
Educational Services**

### **School Description**

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 the 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 (dependent on current COVID-19 health and safety regulations).

During the school classroom closures at the end of the 19-20 school year, Central continued to offer instruction via zoom and all teachers utilized google classroom. Processes for delivering schedules and materials were adapted to ensure that students had access to necessary materials for success. In June of 2020 Central provided students and families with a drive through diploma pick up as well as a virtual graduation to honor the class of 2020. In the 2020-2021 school year, Central like many schools is providing distance learning to our students. We have also implemented regular home visits to ensure that students are engaged and accessing the curriculum.

## 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	2
Grade 10	2
Grade 11	36
Grade 12	75
<b>Total Enrollment</b>	<b>115</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.9
Asian	4.3
Filipino	1.7
Hispanic or Latino	75.7
White	11.3
Two or More Races	1.7
Socioeconomically Disadvantaged	66.1
English Learners	17.4
Students with Disabilities	15.7
Foster Youth	0.9
Homeless	4.3

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Central High	18-19	19-20	20-21
With Full Credential	9	8	8
Without Full Credential	0	3	0
Teaching Outside Subject Area of Competence	5	0	1

Teacher Credentials for Morgan Hill Unified	18-19	19-20	20-21
With Full Credential	♦	♦	370
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	9

### Teacher Misassignments and Vacant Teacher Positions at Central High (Continuation)

Indicator	18-19	19-20	20-21
Teachers of English Learners	1	0	1
Total Teacher Misassignments*	1	0	2
Vacant Teacher Positions	0	0	1

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.

### Career Technical Education Programs

CTE programs offered at Central Continuation High School:

- Advanced MultiMedia

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.

### DataQuest

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

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

### Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Education, StudySync <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	CPM: Integrated Math I, CPM: Integrated Math II, CPM: Integrated Math III, <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	HMH The Living Earth, Holt, Rinehart, and Winston Earth Science <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science Laboratory Equipment	<b>Percent of students lacking their own assigned textbook:</b> 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: June 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>		

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
	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.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

### 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	17	N/A	52	N/A	50	N/A
Math	4	N/A	43	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	2	N/A	35	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

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. Historically there are also special activities throughout the year such as the Holiday Lights Parade, award ceremonies, after school programs and parent workshops (Cal Soap, Financial and FAFSA). Depending on regulations in regards to the national penamiz Central may hold in person activities, or rely on zoom meetings when possible.

The Naviance and Aeries parent portals are provided to each guardian and training are held throughout the year or any time via zoom.

Parents have the opportunity to participate, at no cost, in the District's Project to Inspire program through the California Association of Bilingual Education. The 12 week sessions cover the US Educational System, Learning Standards, advocacy strategies, and parent school leadership.

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 Year 2020-2021)**

School Site Council reviews and updates the school's comprehensive safety plan yearly. The School Site Council reviewed the updated plan in August of 2020.. 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 also addresses the current concerns and guidelines in regards to COVID-19. The plan is shared with all staff annually during a school-wide staff meeting held most recently on September 16, 2020. We hold training for staff on emergency preparedness.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	9.8	16	4.9	5.0	3.5	3.5
Expulsions	0	.5	.1	.2	.1	.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.16	.04	n/a
Expulsions	0	.001	n/a

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	115

\*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.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.483
Library Media Teacher (Librarian)	n/a
Library Media Services Staff (Paraprofessional)	n/a
Psychologist	.5
Social Worker	0
Nurse	.15
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	n/a
Other	1.05

\*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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	14	9			20	4	2		18	3	4	
Mathematics	18	7	1		20	4	2		20	5	1	
Science	16	2			9	3			12	3		
Social Science	18	7	1		19	4	2		27	1	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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	9

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 training 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 are utilizing tools from reading apprenticeship and is provided with training throughout the year by the lead teacher. These programs were agreed as areas of focus based on teacher's formal and informal assessments regarding student need/areas of growth for students.

Staff has attended various training provided by the TOSAS in order to refine their effect through distance learning and the various platforms available to them.

All teachers were provided training on strategies and platforms to teach during Distance Learning. They continue to receive ongoing support by the District's Teachers on Special Assignment.

Professional development was offered to administrators and teachers regularly during the school year and summer by district and school staff and external partners. Individual schools prioritize and align their professional development learning to their approved School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,318	\$49,782
Mid-Range Teacher Salary	\$83,434	\$76,851
Highest Teacher Salary	\$105,569	\$97,722
Average Principal Salary (ES)	\$127,689	\$121,304
Average Principal Salary (MS)	\$136,052	\$128,629
Average Principal Salary (HS)	\$131,848	\$141,235
Superintendent Salary	\$270,778	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	33.0
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/](http://www.cde.ca.gov/ds/fd/cs/).



**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	10999.66	642.57	10357.09	80345
District	N/A	N/A	8495.23	\$81,305
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	19.8	-1.2
School Site/ State	28.8	1.4

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

**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.

**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)**

Rate for Central High (Continuation)	2016-17	2017-18	2018-19
Dropout Rate	22.2	37.3	51.2
Graduation Rate	63.3	50	45.1

Rate for Morgan Hill Unified School	2016-17	2017-18	2018-19
Dropout Rate	6.5	9	12.2
Graduation Rate	89	86.2	84

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	116
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

**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	81.9
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	2.44

**2019-20 Advanced Placement Courses**

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

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