

Central High (Continuation) School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Central High (Continuation) School
Street	85 Tilton Ave.
City, State, Zip	Morgan Hill, CA, 95037
Phone Number	408-201-6300
Principal	Lisa Martin
Email Address	martinl@mhusd.org
School Website	central.mhusd.org
County-District-School (CDS) Code	43 69583 4334488

2022-23 District Contact Information

District Name	Morgan Hill Unified School District
Phone Number	408-201-6023
Superintendent	Carmen Garcia
Email Address	garciacarmen@mhusd.org
District Website Address	www.mhusd.org

2022-23 School Overview

Central High School is the continuation school for Morgan Hill Unified School District (MHUSD) and is located at the Loretta Bonfante Johnson Education Center in the northern part of Morgan Hill. The site hosts many alternative programs that provide viable alternate educational opportunities for academic success.

The Loretta Bonfante Johnson Education Center is host to the Central High School campus; the Post-Secondary Program supporting life skills for special needs young adults ages 18 through 21; and the Districtwide Workability Program, a secondary independent study program, as well as the therapeutic day class for secondary students, in addition to a traditional continuation, credit recovery program.

These alternate programs serve the MHUSD and are available to students from the two comprehensive high schools who need alternative education options and/or credit recovery. Site staff provides blended instruction, online and direct teaching with a smaller campus and emphasis on student personal growth, career options, and academic success.

Central High School provides students with academic counseling services. Our full-time guidance counselor provides small group and 1:1 meetings with students to review their academic and post-high school goals. Cal-SOAP provides a part-time counselor at Central. The Cal-SOAP counselor provides students with guidance through the college application process and also offers field trips to visit a variety of colleges. The CARE specialist provides a student support specialist twice a week to support students who qualify as an unhoused or foster youth. 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. Central has a Wellness Center which offers students a safe space for counseling services twice a week.

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).

2022-23 School Overview

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 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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	3
Grade 9	3
Grade 10	2
Grade 11	35
Grade 12	95
Total Enrollment	138

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.6
American Indian or Alaska Native	0.7
Asian	1.4
Black or African American	1.4
Filipino	0.7
Hispanic or Latino	82.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	11.6
English Learners	20.3
Foster Youth	1.4
Homeless	18.1
Migrant	2.9
Socioeconomically Disadvantaged	66.7
Students with Disabilities	23.9

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.20	66.75	327.10	87.46	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.10	0.84	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	18.60	4.98	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.50	32.09	12.60	3.38	12115.80	4.41
Unknown	0.10	1.28	12.40	3.33	18854.30	6.86
Total Teaching Positions	7.70	100.00	374.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	2.50	
Total Out-of-Field Teachers	2.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2020	
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
Mathematics	CPM: Integrated Math I, CPM: Integrated Math II, CPM:	Yes	0
Science	HMH The Living Earth, Holt, Rinehart, and Winston Earth Science	Yes	0
History-Social Science	McGraw Hill Education/Glencoe: World History: The Modern World, Pearson: United States History: The Twentieth Century, Economics: Principles in Action, American Government	Yes	0
Science Laboratory Equipment (grades 9-12)			0

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, restrooms, a science lab, an art classroom, a 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 clocks and speakers throughout the campus.

Year and month of the most recent FIT report

January 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Some Interior plastic laminate counter tops are showing failure (delamination at the front). One VCT floor is failing
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	AC paving needs attention. Some exterior doors are delaminating.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	12	N/A	49	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	N/A	36	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	46	42	91.30	8.70	11.90
Female	26	24	92.31	7.69	12.50
Male	20	18	90.00	10.00	11.11
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	39	37	94.87	5.13	10.81
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	10	90.91	9.09	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	32	31	96.88	3.12	16.13
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	46	41	89.13	10.87	0.00
Female	26	23	88.46	11.54	0.00
Male	20	18	90.00	10.00	0.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	39	36	92.31	7.69	0.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	10	90.91	9.09	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	32	31	96.88	3.12	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	10.26	NT	34.04	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	110	78	70.91	29.09	10.26
Female	58	44	75.86	24.14	11.36
Male	52	34	65.38	34.62	8.82
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	92	67	72.83	27.17	7.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	7	53.85	46.15	--
English Learners	21	17	80.95	19.05	0
Foster Youth	0	0	0	0	0
Homeless	20	15	75	25	6.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	51	71.83	28.17	9.8
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	10	71.43	28.57	--

2021-22 Career Technical Education Programs

CTE program offered at Central Continuation High School:

- Art/CTE

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.

Due to being a credit recovery program, as well as offering different courses from the comprehensive sites, the student may complete their CTE pathway prior to enrolling at Central. Students enrolled at Central are provided with the opportunity to graduate with their cohort. Students are eligible for the transitional diploma pathway which eliminates 20 elective credits in order to ensure students complete the course classes for diploma requirements.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	125
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	79.26
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents are welcome to join our Advisory Committee, School Site Council, ELAC, and Parent Ad Hoc group. The school's website and Parent Square updates 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.

Aeries parent portal training are provided to each guardian and trainings are held throughout the year or at any time as requested in person or via zoom.

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.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		26.5	16.2		9	5.1		8.9	7.8
Graduation Rate		57.8	73.5		87	92.5		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	68	50	73.5
Female	34	26	76.5
Male	34	24	70.6
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	57	40	70.2
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	12	8	66.7
Foster Youth	--	--	--
Homeless	19	13	68.4
Socioeconomically Disadvantaged	56	40	71.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	187	172	120	69.8
Female	83	78	57	73.1
Male	102	94	63	67.0
American Indian or Alaska Native	1	1	1	100.0
Asian	2	2	0	0.0
Black or African American	3	3	2	66.7
Filipino	1	1	0	0.0
Hispanic or Latino	151	140	94	67.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	1	1	100.0
White	23	23	21	91.3
English Learners	34	32	22	68.8
Foster Youth	12	8	8	100.0
Homeless	34	32	26	81.3
Socioeconomically Disadvantaged	132	120	87	72.5
Students Receiving Migrant Education Services	6	6	4	66.7
Students with Disabilities	50	43	32	74.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	9.57	3.64	2.45
Expulsions	0.00	0.11	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	6.42	0.07	4.44	0.20	3.17
Expulsions	0.00	0.53	0.00	0.15	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.42	0.53
Female	3.61	0.00
Male	8.82	0.98
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.28	0.66
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.35	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	17.65	2.94
Socioeconomically Disadvantaged	6.82	0.76
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.00	0.00

2022-23 School Safety Plan

School Site Council reviews and updates the school's comprehensive safety plan yearly. The School Site Council reviewed the updated plan in August 2022. 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 in October of 2022. We hold training for staff on emergency preparedness.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	3	4	
Mathematics	20	5	1	
Science	12	3		
Social Science	27	1	3	1

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	8	3	
Mathematics	17	6	2	
Science				
Social Science	26	2	2	1

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	13	2	
Mathematics	25	1	5	
Science				
Social Science	25	2	3	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	172.5

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.6

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10999.66	642.57	10357.09	80345
District	N/A	N/A	8495.23	\$83,657
Percent Difference - School Site and District	N/A	N/A	19.8	-4.0
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	44.4	-3.4

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,809	\$52,478
Mid-Range Teacher Salary	\$85,955	\$80,810
Highest Teacher Salary	\$108,761	\$101,276
Average Principal Salary (Elementary)	\$134,228	\$127,080
Average Principal Salary (Middle)	\$142,204	\$134,264
Average Principal Salary (High)	\$136,760	\$147,200
Superintendent Salary	\$278,901	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Professional Development is delivered throughout the year. District staff development days before and at semester, site staff meetings, and summer or after-school training are devoted to many subjects such as aligning curriculum to state standards. Additionally, in terms of professional development, our teachers continue to experience a combination of district-level initiatives and site-specific initiatives. The focus areas are supporting English Learners and all students in reading; and including social-emotional and behavioral support for all students.

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 Constructing Meaning 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 are provided with training throughout the year by the lead teacher. These programs were agreed upon as areas of focus based on teachers' formal and informal assessments regarding student needs/areas of growth for students.

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.

A teacher lead, as well as site administration, has been attending Professional learning Team PD since the summer of 2022. The site team is working to develop a cycle of inquiry process and practices during PLT time.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	