

# Central High (Continuation) School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

|   |   |
|---|---|
| <b>Admission Requirements for the University of California (UC)</b>     | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .  |
| <b>Admission Requirements for the California State University (CSU)</b> | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> . |

### 2024-25 School Contact Information

|  |                                    |
|--|------------------------------------|
| <b>School Name</b>                       | Central High (Continuation) School |
| <b>Street</b>                            | 85 Tilton Ave.                     |
| <b>City, State, Zip</b>                  | Morgan Hill, CA, 95037             |
| <b>Phone Number</b>                      | 408-201-6300                       |
| <b>Principal</b>                         | Lisa Martin                        |
| <b>Email Address</b>                     | martinl@mhusd.org                  |
| <b>School Website</b>                    | central.mhusd.org                  |
| <b>Grade Span</b>                        | 10-12                              |
| <b>County-District-School (CDS) Code</b> | 43 69583 4334488                   |

### 2024-25 District Contact Information

|                         |                                     |
|-------------------------|-------------------------------------|
| <b>District Name</b>    | Morgan Hill Unified School District |
| <b>Phone Number</b>     | 408-201-6023                        |
| <b>Superintendent</b>   | Carmen Garcia                       |
| <b>Email Address</b>    | garciaCarmen@mhusd.org              |
| <b>District Website</b> | www.mhusd.org                       |

### 2024-25 School Description and Mission Statement

Central High School is the continuation school for Morgan Hill Unified School District (MHUSD) 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 home to the Central High School campus. Central is an alternative education hub for the following additional programs: a Post-Secondary Program that supports life skills for special needs young

## 2024-25 School Description and Mission Statement

adults ages 18 through 21; the District-wide Workability Program; the District-Wide Independent Study Program (K-12); and 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 or credit recovery. Site staff provides students with differentiated instruction within a smaller campus, emphasizing student personal growth, career options, and academic success.

School staff and educational partners collaborate to continuously review and revise the school's mission and vision to support and represent our school community.

### Mission

Central High School is a safe and inclusive learning environment where ALL students have access to opportunity.

### Vision

Central High will create an environment of Accountability, Compassion, Courage, and Hope.

Central High School provides students with academic counseling services. Our full-time guidance counselor provides small group and 1:1 meetings with students and families to review their academic and post-high school goals. California Student Opportunity and Access Program. (Cal-SOAP) provides services at Central. The Cal-SOAP counselor provides students with guidance through the college application process, they also support students and families in completing the Free Application for Federal Student Aid and also offer field trips to visit a variety of colleges. The Coordinated Advocacy and Resources for Education (CARE) department provides a student support specialist twice weekly to support students who qualify as unhoused or foster youth. Central also has a Wellness Center offering students a safe space for counseling services.

Current staff are credentialed, highly qualified, and 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 school staff to support students with IEPs. Students in this program may require a resource class or meet with the resource teacher for general support. Parents are encouraged to participate in our School Site Council (SSC) and English Language Advisory Committee (ELAC).

Community partnerships play an important role in student support. The Rotary and Kiwanis clubs provide student leadership opportunities with the Interact club weekly. Students are encouraged to participate in Pro Com Sports which provides students with the opportunity to participate in Softball, Football, and Basketball contests throughout the school year.

## About this School

### 2023-24 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 10                | 4                  |
| Grade 11                | 26                 |
| Grade 12                | 65                 |
| <b>Total Enrollment</b> | <b>95</b>          |

## 2023-24 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 44.2                        |
| Male                                | 53.7                        |
| Non-Binary                          | 2.1                         |
| Asian                               | 2.1                         |
| Black or African American           | 1.1                         |
| Hispanic or Latino                  | 80                          |
| Native Hawaiian or Pacific Islander | 1.1                         |
| Two or More Races                   | 3.2                         |
| White                               | 11.6                        |
| English Learners                    | 32.6                        |
| Homeless                            | 10.5                        |
| Migrant                             | 3.2                         |
| Socioeconomically Disadvantaged     | 66.3                        |
| Students with Disabilities          | 31.6                        |

### 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 5.20          | 66.75          | 327.10          | 87.46            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 3.10            | 0.84             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 18.60           | 4.98             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 2.50          | 32.09          | 12.60           | 3.38             | 12115.80     | 4.41          |
| <b>Unknown/Incomplete/NA</b>   | 0.10          | 1.28           | 12.40           | 3.33             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 3.80          | 50.59          | 312.70          | 86.75            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 3.50            | 0.97             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1.00          | 13.73          | 37.60           | 10.43            | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 2.50          | 33.73          | 4.50            | 1.27             | 11953.10     | 4.28          |
| <b>Unknown/Incomplete/NA</b>   | 0.10          | 1.83           | 2.00            | 0.57             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 7.60          | 100.00         | 360.40          | 100.00           | 279044.80    | 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.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 3.80          | 45.29          | 313.90          | 80.52            | 231142.40    | 100.00        |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 3.70            | 0.96             | 5566.40      | 2.00          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1.30          | 16.35          | 56.10           | 14.39            | 14938.30     | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 2.60          | 31.06          | 5.20            | 1.34             | 11746.90     | 4.23          |
| <b>Unknown/Incomplete/NA</b>   | 0.60          | 7.06           | 10.80           | 2.79             | 14303.80     | 5.15          |
| <b>Total Teaching Positions</b>  | 8.50          | 100.00         | 389.80          | 100.00           | 277698       | 100           |

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 | 2022-23 |
|---|---------|---------|---------|
| <b>Permits and Waivers</b>                    | 0.00    | 0.00    | 0       |
| <b>Misassignments</b>                         | 0.00    | 1.00    | 1.3     |
| <b>Vacant Positions</b>                       | 0.00    | 0.00    | 0       |
| <b>Total Teachers Without Credentials and</b> | 0.00    | 1.00    | 1.3     |

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

| Indicator   | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 0.00    | 0.00    | 0       |
| <b>Local Assignment Options</b>                               | 2.50    | 2.50    | 2.6     |
| <b>Total Out-of-Field Teachers</b>                            | 2.50    | 2.50    | 2.6     |

## Class Assignments

| Indicator  | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0.00    | 7.8     | 6.9     |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00    | 0       | 0       |

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected |   | December 2024               |  |
|---|---|-----------------------------|--|
| Subject   | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| <b>Reading/Language Arts</b>                    | McGraw Hill Education, StudySync  | Yes                         | 0  |
| <b>Mathematics</b>                              | CPM: Integrated Math I, CPM: Integrated Math II, CPM:   | Yes                         | 0  |
| <b>Science</b>                                  | HMH The Living Earth  | Yes                         | 0  |
| <b>History-Social Science</b>                   | McGraw Hill Education/Glencoe: World History: The Modern World, Pearson: United States History: The Twentieth Century, Economics: Principles in Action, American Government | Yes                         | 0  |

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

## School Facility Conditions and Planned Improvements

As part of the Measure G Bond funds, Central High School located at the Loretta 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.

The site 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         |           | November 2023 |           |   |
|--|-----------|---------------|-----------|---|
| System Inspected                                     | Rate Good | Rate Fair     | Rate Poor | Repair Needed and Action Taken or Planned |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer | X         |               |           |   |

## School Facility Conditions and Planned Improvements

|   |   |  |   |   |
|---|---|--|---|---|
| <b>Interior:</b><br>Interior Surfaces   | X |  |   | Some Interior plastic laminate counter tops are showing failure (delamination at the front). One VCT floor is failing |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           | X |  |   |   |
| <b>Electrical</b>   | X |  |   |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X |  |   |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X |  |   |   |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X |  |   |   |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences |   |  | X | AC paving needs attention. Some exterior doors are delaminating.  |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
|           | X    |      |      |

## 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 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).

#### 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.



## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 14             | 14             | 46               | 48               | 46            | 47            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 2              | 2              | 35               | 37               | 34            | 35            |

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups                      | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                        | 48                      | 42                   | 87.50                 | 12.50                     | 14.29                          |
| <b>Female</b>                              | 17                      | 16                   | 94.12                 | 5.88                      | 18.75                          |
| <b>Male</b>                                | 30                      | 25                   | 83.33                 | 16.67                     | 12.00                          |
| <b>American Indian or Alaska Native</b>    | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>                               | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>           | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Filipino</b>                            | --                      | --                   | --                    | --                        | --                             |
| <b>Hispanic or Latino</b>                  | 37                      | 32                   | 86.49                 | 13.51                     | 12.50                          |
| <b>Native Hawaiian or Pacific Islander</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                   | --                      | --                   | --                    | --                        | --                             |

|   |    |    |        |       |       |
|---|----|----|--------|-------|-------|
| White   | -- | -- | --     | --    | --    |
| English Learners                              | 14 | 14 | 100.00 | 0.00  | 7.14  |
| Foster Youth                                  | 0  | 0  | 0      | 0     | 0     |
| Homeless                                      | 0  | 0  | 0      | 0     | 0     |
| Military                                      | -- | -- | --     | --    | --    |
| Socioeconomically Disadvantaged               | 25 | 22 | 88.00  | 12.00 | 13.64 |
| Students Receiving Migrant Education Services | -- | -- | --     | --    | --    |
| Students with Disabilities                    | -- | -- | --     | --    | --    |

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups               | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|-------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                        | 47                      | 41                   | 87.23                 | 12.77                     | 2.44                           |
| Female                              | 17                      | 15                   | 88.24                 | 11.76                     | 6.67                           |
| Male                                | 29                      | 25                   | 86.21                 | 13.79                     | 0.00                           |
| American Indian or Alaska Native    | --                      | --                   | --                    | --                        | --                             |
| Asian                               | --                      | --                   | --                    | --                        | --                             |
| Black or African American           | 0                       | 0                    | 0                     | 0                         | 0                              |
| Filipino                            | --                      | --                   | --                    | --                        | --                             |
| Hispanic or Latino                  | 36                      | 31                   | 86.11                 | 13.89                     | 0.00                           |
| Native Hawaiian or Pacific Islander | 0                       | 0                    | 0                     | 0                         | 0                              |
| Two or More Races                   | --                      | --                   | --                    | --                        | --                             |
| White                               | --                      | --                   | --                    | --                        | --                             |
| English Learners                    | 14                      | 14                   | 100.00                | 0.00                      | 0.00                           |
| Foster Youth                        | 0                       | 0                    | 0                     | 0                         | 0                              |
| Homeless                            | 0                       | 0                    | 0                     | 0                         | 0                              |
| Military                            | --                      | --                   | --                    | --                        | --                             |

|  |    |    |       |       |      |
|--|----|----|-------|-------|------|
| <b>Socioeconomically Disadvantaged</b>               | 24 | 20 | 83.33 | 16.67 | 0.00 |
| <b>Students Receiving Migrant Education Services</b> | -- | -- | --    | --    | --   |
| <b>Students with Disabilities</b>                    | -- | -- | --    | --    | --   |

## 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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| <b>Subject</b>                                  | <b>School<br/>2022-23</b> | <b>School<br/>2023-24</b> | <b>District<br/>2022-23</b> | <b>District<br/>2023-24</b> | <b>State<br/>2022-23</b> | <b>State<br/>2023-24</b> |
|---|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| <b>Science</b><br>(grades 5, 8 and high school) | 11.70                     | 9.72                      | 35.35                       | 35.00                       | 30.29                    | 30.73                    |

## 2023-24 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                                  | 78               | 72            | 92.31          | 7.69               | 9.72                    |
| Female  | 36               | 34            | 94.44          | 5.56               | 8.82                    |
| Male  | 41               | 37            | 90.24          | 9.76               | 10.81                   |
| American Indian or Alaska Native              | --               | --            | --             | --                 | --                      |
| Asian   | --               | --            | --             | --                 | --                      |
| Black or African American                     | 0                | 0             | 0              | 0                  | 0                       |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 63               | 57            | 90.48          | 9.52               | 8.77                    |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                      |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| White   | --               | --            | --             | --                 | --                      |
| English Learners                              | 22               | 22            | 100.00         | 0.00               | 4.55                    |
| Foster Youth                                  | 0                | 0             | 0              | 0                  | 0                       |
| Homeless                                      | --               | --            | --             | --                 | --                      |
| Military                                      | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged               | 47               | 44            | 93.62          | 6.38               | 9.09                    |
| Students Receiving Migrant Education Services | --               | --            | --             | --                 | --                      |
| Students with Disabilities                    | --               | --            | --             | --                 | --                      |

## 2023-24 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. 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 to ensure students complete the core courses for diploma requirements.

## 2023-24 Career Technical Education (CTE) Participation

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   | 103                       |
| 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 |
|---|---------|
| 2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission          | 87.37   |
| 2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission | 0       |

## 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.

## 2023-24 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. The administration of the PFT requires only participation results 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:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
|             |                                  |  |   |   |                             |

## 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.

## 2024-25 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, student recognition ceremonies as well as Orientations for all incoming students and families throughout the year (every 6 weeks).

## 2024-25 Opportunities for Parental Involvement

Aeries parent portal training is 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 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| <b>Dropout Rate</b>    | 16.2           | 4.6            | 4.1            | 5.1              | 2.8              | 2.9              | 7.8           | 8.2           | 8.9           |
| <b>Graduation Rate</b> | 73.5           | 66.2           | 70.3           | 92.5             | 92.8             | 91.8             | 87.0          | 86.2          | 86.4          |

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

| Student Group  | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| <b>All Students</b>                                  | 74                           | 52                         | 70.3                   |
| <b>Female</b>  | 33                           | 27                         | 81.8                   |
| <b>Male</b>  | 41                           | 25                         | 61.0                   |
| <b>Non-Binary</b>                                    | 0.0                          | 0.0                        | 0.0                    |
| <b>American Indian or Alaska Native</b>              | 0                            | 0                          | 0.00                   |
| <b>Asian</b>   | --                           | --                         | --                     |
| <b>Black or African American</b>                     | --                           | --                         | --                     |
| <b>Filipino</b>                                      | 0                            | 0                          | 0.00                   |
| <b>Hispanic or Latino</b>                            | 60                           | 42                         | 70.0                   |
| <b>Native Hawaiian or Pacific Islander</b>           | --                           | --                         | --                     |
| <b>Two or More Races</b>                             | --                           | --                         | --                     |
| <b>White</b>   | --                           | --                         | --                     |
| <b>English Learners</b>                              | 25                           | 16                         | 64.0                   |
| <b>Foster Youth</b>                                  | 0.0                          | 0.0                        | 0.0                    |
| <b>Homeless</b>                                      | 20                           | 16                         | 80.0                   |
| <b>Socioeconomically Disadvantaged</b>               | 62                           | 45                         | 72.6                   |
| <b>Students Receiving Migrant Education Services</b> | --                           | --                         | --                     |
| <b>Students with Disabilities</b>                    | 16                           | 13                         | 81.3                   |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 143                   | 134                                     | 93                        | 69.4                     |
| Female  | 56                    | 53                                      | 40                        | 75.5                     |
| Male  | 85                    | 79                                      | 52                        | 65.8                     |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian   | --                    | --                                      | --                        | --                       |
| Black or African American                     | --                    | --                                      | --                        | --                       |
| Filipino                                      | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                            | 110                   | 105                                     | 73                        | 69.5                     |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | --                    | --                                      | --                        | --                       |
| White   | 19                    | 16                                      | 10                        | 62.5                     |
| English Learners                              | 40                    | 38                                      | 23                        | 60.5                     |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | 13                    | 12                                      | 7                         | 58.3                     |
| Socioeconomically Disadvantaged               | 98                    | 93                                      | 69                        | 74.2                     |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | 42                    | 38                                      | 27                        | 71.1                     |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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.

| Rate               | School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|--------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| <b>Suspensions</b> | 6.42           | 5.7            | 9.09           | 4.44             | 4.9              | 5.08             | 3.17          | 3.6           | 3.28          |
| <b>Expulsions</b>  | 0.53           | 0              | 0              | 0.15             | 0.03             | 0.13             | 0.07          | 0.08          | 0.07          |

## 2023-24 Suspensions and Expulsions by Student Group

| Student Group  | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| <b>All Students</b>                                  | 9.09             | 0.00            |
| <b>Female</b>  | 3.57             | 0.00            |
| <b>Male</b>  | 12.94            | 0.00            |
| <b>Non-Binary</b>                                    | 0.00             | 0.00            |
| <b>American Indian or Alaska Native</b>              | 0.00             | 0.00            |
| <b>Asian</b>   | 0.00             | 0.00            |
| <b>Black or African American</b>                     | 0.00             | 0.00            |
| <b>Filipino</b>                                      | 0.00             | 0.00            |
| <b>Hispanic or Latino</b>                            | 9.09             | 0.00            |
| <b>Native Hawaiian or Pacific Islander</b>           | 0.00             | 0.00            |
| <b>Two or More Races</b>                             | 0.00             | 0.00            |
| <b>White</b>   | 0.00             | 0.00            |
| <b>English Learners</b>                              | 15.00            | 0.00            |
| <b>Foster Youth</b>                                  | 0.00             | 0.00            |
| <b>Homeless</b>                                      | 7.69             | 0.00            |
| <b>Socioeconomically Disadvantaged</b>               | 9.18             | 0.00            |
| <b>Students Receiving Migrant Education Services</b> | 0.00             | 0.00            |
| <b>Students with Disabilities</b>                    | 7.14             | 0.00            |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

The School Site Council reviews and updates the school's comprehensive safety plan yearly. The School Site Council reviewed the updated plan in September 2024. 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 Morgan Hill Police Department for the Run Hide and Defend drill. The plan is shared with all staff annually during a school-wide staff meeting held most recently in September of 2024. We hold training for staff on

## 2024-25 School Safety Plan

emergency preparedness throughout the school year.

## 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                                     |                                     |

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 10                 | 15                                   |                                       |                                     |
| Mathematics           | 16                 | 7                                    | 1                                     |                                     |
| Science               |                    |                                      |                                       |                                     |
| Social Science        | 24                 | 2                                    | 3                                     |                                     |

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 8                  | 14                                   | 1                                     |                                     |
| Mathematics           | 13                 | 8                                    |                                       |                                     |
| Science               | 1                  | 1                                    |                                       |                                     |
| Social Science        | 15                 | 6                                    | 1                                     |                                     |

## 2023-24 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 |
|-------------------------------------|-------|
| <b>Pupils to Academic Counselor</b> | 95    |

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

| Title  | Number of FTE Assigned to School |
|--|----------------------------------|
| <b>Counselor (Academic, Social/Behavioral or Career Development)</b> | 1                                |
| <b>Library Media Teacher (Librarian)</b>                             |                                  |
| <b>Library Media Services Staff (Paraprofessional)</b>               |                                  |
| <b>Psychologist</b>  |                                  |
| <b>Social Worker</b>   |                                  |
| <b>Nurse</b>   |                                  |
| <b>Speech/Language/Hearing Specialist</b>                            |                                  |
| <b>Resource Specialist (non-teaching)</b>                            |                                  |
| <b>Other</b>   | 0.7                              |

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   | \$11,124.13                  | \$274.64                            | \$10,849.49                           | \$121,359              |
| <b>District</b>                                      | N/A                          | N/A                                 | \$10,555                              | \$106,381              |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | 2.8                                   | 13.2                   |
| <b>State</b>   | N/A                          | N/A                                 | \$10,771                              | \$94,694               |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | 0.7                                   | 24.7                   |

## Fiscal Year 2023-24 Types of Services Funded

All Local, State, and Federal funding is directly linked to the district goals in the Local Control and Accountability Plan (LCAP). There has been additional funding provided to support our English Learners, as well as students who are socio-economic disadvantaged, and foster youth. Funding has provided additional support for English Learners and the opportunity to provide

## Fiscal Year 2023-24 Types of Services Funded

additional online opportunities for those needing credit recovery as well as after-school programs to support tutoring or additional course support.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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                      | \$60,081        | \$58,855                                     |
| Mid-Range Teacher Salary                      | \$101,641       | \$92,519                                     |
| Highest Teacher Salary                        | \$128,610       | \$114,665                                    |
| Average Principal Salary (Elementary)         | \$145,971       | \$142,791                                    |
| Average Principal Salary (Middle)             | \$154,924       | \$151,078                                    |
| Average Principal Salary (High)               | \$168,098       | \$167,094                                    |
| Superintendent Salary                         | \$297,357       | \$281,086                                    |
| Percent of Budget for Teacher Salaries        | 32%             | 31%  |
| Percent of Budget for Administrative Salaries | 6%              | 5%   |

## 2023-24 Advanced Placement (AP) Courses

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

|                                   |   |
|-----------------------------------|---|
| Percent of Students in AP Courses | 0 |
|-----------------------------------|---|

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                            |
| <b>Total AP Courses Offered</b><br>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 are held before and during the semester, as well as throughout the school year. The school 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 training is held to support English learners and students who are credit-deficient. Staff utilizes Google Classroom to support digital learning as all students are issued or have access to Chromebooks. Additionally, staff is implementing Positive Behavior Intervention Systems (PBIS). The district has provided a coach for Constructing Meaning and PBIS to assist in successful implementation. The school site is focusing on reading and writing across content areas and has been participating in site-led professional development surrounding this area of student need. These programs were agreed upon as areas of focus based on teachers' formal and informal assessments regarding student needs/areas of growth.

A teacher lead, as well as site administration, has been attending the Professional Learning Team PD since the summer of 2022. The site team is working to develop a cycle of inquiry processes and practices during PLT time. The Leadership team attends monthly professional development to guide the PLT time at the site level.

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

| Subject  | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 9       | 9       | 9       |