

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17

Central High (Continuation)

Address: 85 Tilton Ave. Morgan Hill, CA 95037-2504

Principal: Vera Gomes, Principal

Phone: (408) 201-6300

Email: gomesv@mhusd.org

Web Site:

CDS Code: 43695834334488



Morgan Hill Unified

Superintendent: Steve Betando

Phone: (408) 201-6023

Email: betandos@mhusd.org

Web Site: www.mhusd.org



I DATA AND ACCESS

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).%

Internet Access

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

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Morgan Hill Unified
 Phone Number: (408) 201-6023
 Superintendent: Steve Betando
 E-mail Address: betandos@mhusd.org
 Web Site: www.mhusd.org

School Contact Information Most Recent Year

School Name: Central High (Continuation)
 Street: 85 Tilton Ave.
 City, State, Zip: Morgan Hill, CA 95037-2504
 Phone Number: (408) 201-6300
 Principal: Vera Gomes, Principal
 E-mail Address: gomesv@mhusd.org
 Web Site:
 County-District-School
 (CDS) Code: 43695834334488

School Description and Mission Statement (School Year 2016–17)

Central High School serves as the continuation school for Morgan Hill Unified School District (MHUSD) and is located at the Loritta Bonfonte Education Center. The site hosts many alternative programs for academic success, the largest is Central, a new Digital Secondary School, Advent High for foster youth, District Independent Studies, Post-Secondary Program and Workability. These alternate programs serve the MHUSD and are available to students from the two comprehensive high schools in need of alternative education options and/or credit recovery. Site staff provide blended instruction with on-line and direct teaching with smaller class sizes and emphasis on student personal growth, career options and academic success. The student body consist tenth through twelfth grade students, 16 years or older with a goal of credit recovery to return to their original high school or remain to earn their high school diploma.

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

Current staff are credentialed and highly qualified as well as certified in Cross-cultural Language and Academic Development (CLAD) or Specially Designed Academic Instruction in English (SDAIE). A district nurse and psychologist both work as needed on site. Students with Individual Education Plans (IEP’s) are supported by the Resource Specialist Program (RSP) teacher who works with our staff and 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, English Language Advisory Committee (ELAC).

Community partnerships play a great part in student support; Community Solutions runs a weekly boys group, South County Youth Task force provides a probation officer that provides Xinatle weekly girls group. The Rotary and Kiwanis club provide student leadership opportunities.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 10	3
Grade 11	19
Grade 12	119
Total Enrollment	141

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0%
American Indian or Alaska Native	0.7%
Asian	0%
Filipino	0.7%
Hispanic or Latino	82.3%
Native Hawaiian/Pacific Islander	0%
White	14.9%
Two or More Races	0.7%
Socioeconomically Disadvantaged	67.4%
English Learners	22.7%
Students with Disabilities	16.3%
Foster Youth	0.7%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

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

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

Teacher Credentials

Teachers	School 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	7	8	9	375
Without Full Credential	1	0	1	18
Teaching Outside Subject Area of Competence (with full credential)	1	4	3	11

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	.00%
All Schools in District	97.77%	2.23%
High-Poverty Schools in District	98.21%	1.79%
Low-Poverty Schools in District	94.39%	5.61%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: December 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	McDougal Littell/Houghton Mifflin: Language of Literature EngageNY	yes	0%
Mathematics	CPM: Integrated Math I, CPM: Integrated Math II, CPM: Integrated Math III,	yes	0%
Science	Glencoe/McGraw Hill Biology Holt, Rinehart, and Winston Earth Science	yes	0%
History-Social Science	Glencoe-McGraw Hill Biology Holt, Rinehart and Winston Earth Science Glencoe-McGraw Hill Psychology and You Prentice Hall Economics: Principals in Action Prentice Hall Magruder's American Government Prentice Hall World History: The Modern World McDougal Littell: The Americans: Reconstruction to the 21st Century	yes	0%
Foreign Language		yes	0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements

Central High School located at the Lorrita Bonfante Johnson Education Center opened in 2013-2014 in the newly modernized campus. Modernization included renovating off all of the classrooms, restrooms and creating a science lab and art classroom. It also received a new administration office and facade.

The site also received the latest technology upgrade which included WiFi in the classrooms and throughout the campus, a new phone and public address system and Sharp boards and Chrome books.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: June 2016

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

Overall Facility Rate

Month and year in which data were collected: June 2016

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

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], Science California Standards Tests) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/ Literacy (grades 3-8 and 11)	3%	16%	51%	53%	44%	48%
Mathematics (grades 3-8 and 11)	3%	2%	43%	43%	34%	36%

NOTE: Scores are not shown 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 - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	54	44	81.48%	15.91%
Male	27	20	74.07%	20.00%
Female	27	24	88.89%	12.50%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	38	34	89.47%	14.71%
Native Hawaiian or Pacific Islander				
White	13	9	69.23%	22.22%
Two or More Races				
Socioeconomically Disadvantaged	35	32	91.43%	9.38%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	54	45	83.33%	2.27%
Male	27	21	77.78%	5.00%
Female	27	24	88.89%	
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	38	35	92.11%	
Native Hawaiian or Pacific Islander				
White	13	9	69.23%	11.11%
Two or More Races				
Socioeconomically Disadvantaged	35	32	91.43%	
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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 Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	–	–	11%	66%	59%	62%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	12	9	75.00%	11.11%
Male	–	–	–	–
Female	–	–	–	–
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	–	–	–	–
Native Hawaiian or Pacific Islander				
White	–	–	–	–
Two or More Races				
Socioeconomically Disadvantaged	–	–	–	–
English Learners	–	–	–	–
Students with Disabilities	–	–	–	–
Students Receiving Migrant Education Services				
Foster Youth	–	–	–	–

Career Technical Education Programs (School Year 2015-16)

CTE programs offered at Central Continuation High School:

- Arts Media and Entertainment: Visual Communications
- Computer Business Applications
- Art - 2-D and 3-D

CTE courses satisfy graduation requirements and help students to gain skills in these areas. Central continues to increase CTE offerings each year to support students' college and career readiness. Industry professionals volunteer on advisory committees, are guest teachers and often hire our graduates. The goal of CTE is to develop a high standard of success in preparing our students for next steps in their lives.

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

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	13
Percent of pupils completing a CTE program and earning a high school diploma	50%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	.00%

STATE PRIORITY: OTHER PUPIL OUTCOMES

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education.

C. ENGAGEMENT

STATE PRIORITY: PARENTAL INVOLVEMENT

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

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

Opportunities for Parental Involvement - (School Year 2016–17)

Parents are welcome join our Advisory Committee, School Site Council, ELAC, and Parent Ad Hoc group. The school's website, All Calls and newsletters keep parents informed of school activities. In the fall the school hosts Back-to-School Night/ Open House in the spring, and special activities throughout the year such the Holiday Lights Parade, award ceremonies, after school programs and parent workshops (Project Road Map, Cal Soap, Financial and FASFA), family potlucks and barbecues.

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

STATE PRIORITY: PUPIL ENGAGEMENT

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	3.40%	7.20%	5.80%	3.40%	7.20%	5.80%	11.40%	11.50%	10.70%
Graduation Rate	93.19%	89.24%	88.80%	93.19%	89.24%	88.80%	80.44%	80.95%	82.27%

Completion of High School Graduation Requirements – Graduating Class of 2015 (One-Year Rate)

Student Group	School	District	State
All Students	39.39	84.11	85.92
Black or African American	.00	95.00	78.04
American Indian or Alaska Native	.00	33.33	78.06
Asian	100.00	91.49	93.32
Filipino	.00	100.00	93.22
Hispanic or Latino	38.03	78.39	83.00
Native Hawaiian/Pacific Islander	.00	100.00	84.88
White	42.31	88.76	90.52
Two or More Races	.00	66.67	89.32
Socioeconomically Disadvantaged	47.92	87.11	77.59
English Learners	18.18	32.14	53.97
Students with Disabilities	33.33	68.66	66.10
Foster Youth			

STATE PRIORITY: SCHOOL CLIMATE

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

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

Suspensions and Expulsions

Rate*	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	14.71	5.59	0	5.67	3.77	3.52	4.36	3.80	3.65
Expulsions	0.00	0.00	0	.22	.25	.12	0.10	0.09	0.09

School Safety Plan – Most Recent Year

School Site Council reviewed and updated the schools comprehensive safety plan on September 14th, 2016 after the safety policies and procedures were reviewed with the school staff and the school site council. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available on our school Web site and keep copies in the office for parents. We share the plan with all staff during a school-wide staff meeting. We practice fire and earthquake drill as required by law each a year and hold trainings for staff on emergency preparedness. A full copy is available via electronic request or a hard copy located in the office.

Fire and safety drills are held throughout the year, we work closely with local police and fire chief. The Morgan Hill Police Department provides a training annually to staff on Code Red and other trending safety procedures. The Fire Drill was held November 8th 2016 to test out alarms and practice with staff and students.

D. OTHER SARC INFORMATION

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	38%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English									16	4	1	0
Mathematics									18	6	1	0
Science									19	2	1	0
Social Science									19	5	1	0

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	.17	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist (non - teaching)	1	N/A
Other	.25	N/A

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

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8593	\$208	\$8385	\$61291
District	N/A	N/A	\$6186	\$69092
Percent Difference – School Site and District	N/A	N/A	35.55%	-11.29%
State	N/A	N/A	\$5677	\$71517
Percent Difference – School Site and State	N/A	N/A	47.70%	-14.30%

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

Types of Services Funded (Fiscal Year 2015-16)

All funding must be 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 course on line opportunities for those needing credit recovery.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47967	\$43821
Mid-Range Teacher Salary	\$71004	\$69131
Highest Teacher Salary	\$89851	\$89259
Average Principal Salary (Elementary)	\$105837	\$108566
Average Principal Salary (Middle)	\$114173	\$115375
Average Principal Salary (High)	\$129331	\$125650
Superintendent Salary	\$223871	\$198772
Percent of Budget for Teacher Salaries	36%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

Advanced Placement (AP) Courses (School Year 2015-16)

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

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

* Where there are student course enrollments.

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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

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 Chrome books. Staff is currently implementing Positive Behavior Intervention Systems (PBIS), Constructing Meaning (CM) and is working with the Santa Clara Office of Education for the Tier one training this year. The district has provided a coach for CM and PBIS to assist in successful implementation as well as on going Common Core, Next Generation Science Standards (NGSS), EL Achieve, and Instructional Rounds.