

# SARC 2014-15

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16

### Central High (Continuation)

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

Principal: Vera Gomes, Principal

Phone: (408) 201-6300

Email: [gomesv@mhusd.org](mailto:gomesv@mhusd.org)

Web Site:

CDS Code: 43695834334488



### Morgan Hill Unified

Superintendent: Steve Betando

Phone: (408) 201-6023

Email: [betandos@mhusd.org](mailto:betandos@mhusd.org)

Web Site: [www.mhu.k12.ca.us](http://www.mhu.k12.ca.us)



## 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 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, the county, 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](mailto:betandos@mhusd.org)  
 Web Site: [www.mhu.k12.ca.us](http://www.mhu.k12.ca.us)

### 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](mailto:gomesv@mhusd.org)  
 Web Site:  
 County-District-School  
 (CDS) Code: 43695834334488

## School Description and Mission Statement – Most Recent Year

Central High School is the continuation high school that serves the Morgan Hill Unified School District from the two feeder comprehensive high schools. The small school setting offers a viable alternative to the traditional high school for many students and provides a personalized setting and smaller classes, emphasizing student success in a student-centered environment. We offer a unique opportunity for tenth through twelfth grade students to obtain a high school diploma in a warm, social atmosphere where the students' needs come first.

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

We offer a standards-based academic high school curriculum. Our semesters are divided into learning blocks of six weeks. Through Blended Learning via Cyber High on line classes as well as adult school and work experience, students have an opportunity to earn additional credit in order to recoup lost credits and be on target to graduate.

Students are assessed in a variety of ways in addition to state standardized tests. These include homework completion, quizzes, tests and final exams, research papers, essays, multimedia projects, oral exams or presentations, and teacher observation. Our students maintain a portfolio that includes their transcript and credit completion chart.

Progress reports are available and currently mailed home every three weeks for all students in order to keep the focus on progress and academic success. Report cards are available on line and may also be mailed (upon family request) at the completion of every six-week block. If a student is at risk of not graduating or if there are other problems with grades or behavior, students and guardians are contacted to support student's needs. Students and parents can always contact teachers via voicemail or email for more frequent progress checks.

All teachers are highly qualified and are certified in Cross-cultural Language and Academic Development (CLAD) or Specially Designed Academic Instruction in English (SDAIE). We encourage our parents of English learners to join our English Language Advisory Committee (ELAC). We depend on input from ELAC to help improve and expand our English Language Development (ELD) program.

Central has one part-time counselor who conducts sessions for students needing support in emotional or substance abuse issues. The local community college (Gavilan College in Gilroy) guides students and their families through the college admissions process. Community Solutions runs an weekly boys group, South County Youth Task force provides a probation officer that provides Xinatle weekly girls group. Our district nurse and psychologist both work as needed on site. We have a CAL-SOAP representative academic counselor that aids students with college and post-secondary services and offerings.

Our students are eligible to attend the Career Technical Education (CTE) /Regional Occupational Program (ROP) offerings at the two other traditional high schools in our district during school hours. Central also offers 3 periods of CTE/ROP in computer applications and multimedia. Students can concurrently enroll in the Community Adult School to enhance their credit requirements for graduation.

We have a part-time (80-percent) Resource Specialist Program (RSP) teacher who works with our special education students. Students in this program may require a resource class or meet with the resource teacher for general support.

Central students abide by our district's behavior code, which we send home to parents to review with their student at the beginning of the year. The principal reviews Central's Code of Conduct with our students the first week of school during class and is reinforced throughout the year in their advisory class and new group orientation. Students who are disruptive or disrespectful are referred to meet with the principal. Students with chronic behavior problems work with our principal, staff members, and their parents to make a behavior contract. Elements might include restorative justice opportunities counseling, and participation in support groups. Behavior is an important focus and students must follow all MHUSD's discipline rules.

We promote a positive school climate by encouraging students to become involved in our school activities. Our classes strive to provide the appropriate level of challenge for a range of abilities this year all students received a chrome book to utilize Google classroom that most teachers at Central utilize for their classrooms.

Challenges in the coming year include developing a digital high school to support students that have left our district in order to find this type of opportunity towards a high school diploma. Central is exploring the idea of providing A-G graduation requirements via partnerships with the comprehensive high schools and an on line site license.

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 10	0
Grade 11	41
Grade 12	99
Total Enrollment	143

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0%
American Indian or Alaska Native	0.7%
Asian	0.7%
Filipino	0.7%
Hispanic or Latino	73.4%
Native Hawaiian/Pacific Islander	0%
White	23.1%
Two or More Races	0.7%
Socioeconomically Disadvantaged	50.3%
English Learners	37.1%
Students with Disabilities	12.6%
Foster Youth	1.4%

## 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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	7	7	8	382
Without Full Credential	1	1	0	15
Teaching Outside Subject Area of Competence (with full credential)	2	1	4	19

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

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	97%	3%
All Schools in District	98.37%	1.63%
High-Poverty Schools in District	99.33%	.67%
Low-Poverty Schools in District	97.86%	2.14%

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 – Most Recent Year

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: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption ?	Percent 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 – Most Recent Year

Central High School located at the Lorrita Bonfante Johnson Education Center opened their 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 – Most Recent Year

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: January 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 – Most Recent Year

Month and year in which data were collected: January 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); and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	3%	49%	44%
Mathematics (grades 3-8 and 11)	3%	40%	33%

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 Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	71	59	83.1%	80%	15%	3%	0%
Male	71	34	47.9%	76%	15%	6%	0%
Female	71	25	35.2%	84%	16%	0%	0%
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino	71	1	1.4%	--	--	--	--
Hispanic or Latino	71	47	66.2%	81%	15%	2%	0%
Native Hawaiian or Pacific Islander							
White	71	10	14.1%	--	--	--	--
Two or More Races							
Socioeconomically Disadvantaged	71	30	42.3%	87%	13%	0%	0%
English Learners	71	21	29.6%	86%	10%	0%	0%
Students with Disabilities	71	3	4.2%	--	--	--	--
Students Receiving Migrant Education Services	71	5	7%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	71	60	84.5%	92%	5%	3%	0%
Male	71	33	46.5%	88%	9%	3%	0%
Female	71	27	38%	96%	0%	4%	0%
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino	71	1	1.4%	--	--	--	--
Hispanic or Latino	71	47	66.2%	96%	2%	2%	0%
Native Hawaiian or Pacific Islander							
White	71	11	15.5%	82%	9%	9%	0%
Two or More Races							
Socioeconomically Disadvantaged	71	31	43.7%	94%	3%	3%	0%
English Learners	71	20	28.2%	100%	0%	0%	0%
Students with Disabilities	71	2	2.8%	--	--	--	--
Students Receiving Migrant Education Services	71	5	7%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

### California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	--	64%	66%	59%	59%	60%	56%

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.

### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	59%	Native Hawaiian or Pacific Islander	
All Students at the School	--	White	--
Male	--	Two or More Races	
Female	--	Socioeconomically Disadvantaged	--
Black or African American		English Learners	
American Indian or Alaska Native		Students with Disabilities	
Asian		Students Receiving Migrant Education Services	
Filipino		Foster Youth	--
Hispanic or Latino	--		

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.

### Career Technical Education Programs (School Year 2014-15)

Sophomores, juniors, and seniors learn how to research potential employers, answer questions in interviews, and write business letters and resumes as part of the ROP/CTE Business Application. Students take an aptitude test and discuss the results and options with their advisors. We also set up student internships, volunteer opportunities, and community service options.

ROP/CTE courses satisfy certain graduation requirements such as making oral presentations and following technical instructions. We will continue to increase our students' participation in the district ROP/CTE program. We invite input from professionals who support our school and hire our graduates. We hope to maintain a high standard of success in preparing our students for their working lives.

CTE programs offered at Central Continuation High School:  
 - Computer Business Applications

### Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	38
Percent of pupils completing a CTE program and earning a high school diploma	65.8%
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
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	91.85%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

### STATE PRIORITY: OTHER PUPIL OUTCOME

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts				60%	65%	37%	57%	56%	58%
Mathematics				58%	65%	35%	60%	62%	59%

NOTE: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Results for All Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

Student Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	37%	25%	38%	42%	34%	23%
All Students at the School	0%	0%	0%	0%		
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						

NOTE: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5			
7			
9			

NOTE: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## 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 - Most Recent Year

We have many ways for parents to participate in the life of our school, and we depend on their support. Parents can join our Advisory Committee, ELAC, and Booster Club. Central Booster Club organizes special events for our students, such as refreshments for the first day of school, Back-to-School Night, Spring Open House, and graduation. The school’s website and parent newsletters keep parents informed of school activities. We invite all parents to Back-to-School Night in the fall, Open House in the spring, and special activities throughout the year such a award ceremonies and family potlucks and barbeques. We always need new volunteers!

Interested guardians may contact our principal, who can be reached at (408) 201- 6000

### 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	8%	3.4%	7.4%	8%	3.4%	1.1%	13.1%	11.4%	11.5%
Graduation Rate	88.11%	93.19%	89.24%	88.11%	93.19%	89.24%	78.87%	80.44%	80.95%

## Completion of High School Graduation Requirements – Graduating Class of 2014

Group	School	District	State
All Students	56.67	86.43	84.6
Black or African American	100	76.92	76
American Indian or Alaska Native	0	75	78.07
Asian	33.39	93.88	92.62
Filipino	0	90.91	96.49
Hispanic or Latino	60	79.67	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	42.86	92.17	89.93
Two or More Races	0	100	82.8
Socioeconomically Disadvantaged	58.18	79.07	81.36
English Learners	60.87	56.94	50.76
Students with Disabilities	40	73.02	61.28
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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	5.71	14.71	5.59	6.22	5.67	3.77	5.07	4.36	3.8
Expulsions	0	0	0	0.27	.22	.25	0.13	0.1	0.09

## School Safety Plan – Most Recent Year

Use this space to provide information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty and a student representative; as well as a brief description of the key elements of the plan.

Having a safe, supportive school environment is the key to the educational process. To this end, all four administrators and two full-time and one part-time campus supervisors monitor the school grounds on a daily basis. In addition, a school resource officer is available to help maintain a safe environment. We also have a camera surveillance system that monitors the grounds. School procedures require all visitors to sign in at the front office. Students are not allowed to leave campus during the school day without first checking out in the front office.

Safety policies and procedures are reviewed annually with the school staff, and drills are held throughout the year. The Morgan Hill Police Department assists in training our students and staff on Code Red procedures.

The principal, campus supervisor and community liaison monitor the grounds during brunch, lunch, and after and before school. A resource officer visits our campus as needed. Visitors must sign in at the office. We have a closed campus.

We revise our School Safety Plan annually. 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.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	Yes
Met Participation Rate - English-Language Arts	No	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

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	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	5	20			13	13			18	5	5	
Mathematics	6	23			14	8	3		12	11	1	
Science	5	7			9	5			18	1	2	
Social Science	5	24			8	20			9	16	1	

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

## Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.6	200
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse	.17	N/A
Speech/Language/Hearing Specialist		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 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,851	\$282	\$6,569	\$65,507
District	N/A	N/A	\$5,312	\$67,099
Percent Difference – School Site and District	N/A	N/A	23.66%	-2.37%
State	N/A	N/A	\$5,348	\$69,257
Percent Difference – School Site and State	N/A	N/A	22.83%	-5.41%

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

## Types of Services Funded (Fiscal Year 2014-15)

All funding must be directly linked to the 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, the opportunity to provide additional course on line opportunities for those needing credit recovery.

As part of the LCAP, additional counselor ration was increased to a .6 FTE creating more support for students.

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,939	\$42,315
Mid-Range Teacher Salary	\$67,642	\$66,451
Highest Teacher Salary	\$85,596	\$85,603
Average Principal Salary (Elementary)	\$103,750	\$105,079
Average Principal Salary (Middle)	\$106,023	\$111,005
Average Principal Salary (High)	\$128,178	\$121,310
Superintendent Salary	\$210,000	\$189,899
Percent of Budget for Teacher Salaries	36%	39%
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 Courses (School Year 2014-15)

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

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

\* Where there are student course enrollments.

## Professional Development - Most Recent Three Years

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

Minimum (shortened) days were held the last Friday of each six-week block. Staff development days are devoted to aligning our curriculum to state standards, learning how to analyze standardized test results, exploring techniques for engaging students of different ability levels, and discussing the latest research in teenage development and its application to high school. Teachers and administrators look at test scores and review the most pressing issues from the previous year to choose specific topics. Additional trainings were held on ways to include English learners in the regular classroom. 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) and is working with the Santa Clara Office of Education for the Tier one training this year. Common Core, Next Generation Science Standards (NGSS), EL Achieve are all areas of staff development for this year. Instructional Rounds has been implemented for additional professional development.