

**Central High (Continuation)**  
**School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

<b>Address:</b>	85 Tilton Ave. Morgan Hill, CA , 95037-2504	<b>Principal:</b>	Lisa Martin, Principal
<b>Phone:</b>	(408) 201-6300	<b>Grade Span:</b>	10-12

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### **DataQuest**

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

### **California School Dashboard**

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

## About This School

### Lisa Martin, Principal

Principal, Central High (Continuation)

### About Our School

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#### Contact

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Central High (Continuation)  
85 Tilton Ave.  
Morgan Hill, CA 95037-2504

Phone: (408) 201-6300  
Email: [martinl@mhusd.org](mailto:martinl@mhusd.org)

### Contact Information (School Year 2021—2022)

#### District Contact Information (School Year 2021—2022)

District Name	Morgan Hill Unified
Phone Number	(408) 201-6023
Superintendent	Garcia, Carmen
Email Address	<a href="mailto:garciacarmen@mhusd.org">garciacarmen@mhusd.org</a>
Website	<a href="http://www.mhusd.org">www.mhusd.org</a>

#### School Contact Information (School Year 2021—2022)

School Name	Central High (Continuation)
Street	85 Tilton Ave.
City, State, Zip	Morgan Hill, CA , 95037-2504
Phone Number	(408) 201-6300
Principal	Lisa Martin, Principal
Email Address	<a href="mailto:martinl@mhusd.org">martinl@mhusd.org</a>
Website	<a href="https://central.mhusd.org/">https://central.mhusd.org/</a>
County-District-School (CDS) Code	43695834334488

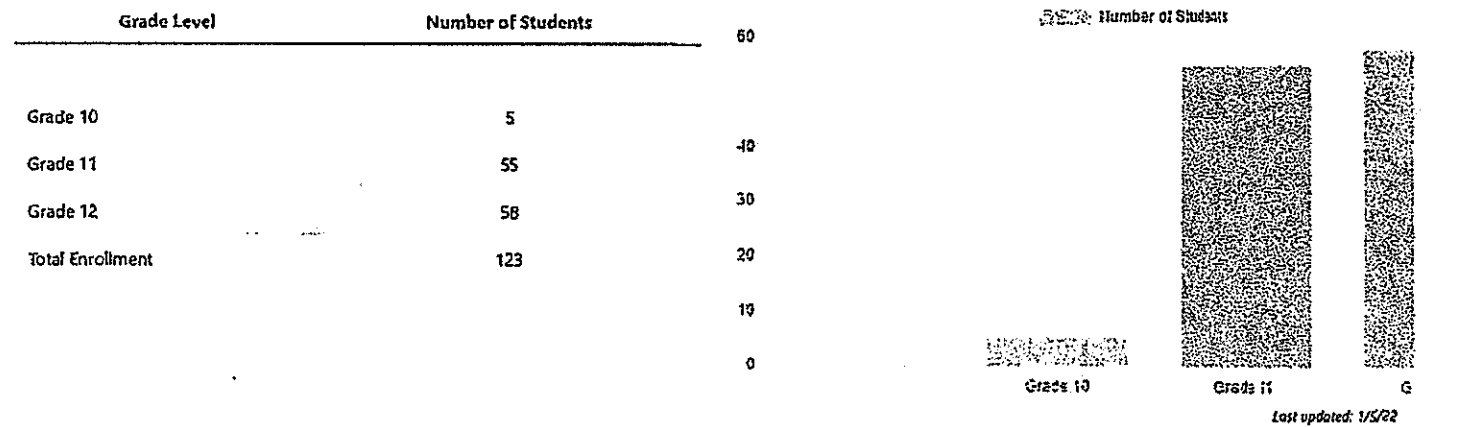
Last updated: 1/14/22

### School Description and Mission Statement (School Year 2021—2022)

- Central High School is a continuation school for Morgan Hill Unified School District (MHUSD) and is located north of the city of Morgan Hill at the former Burnett Elementary School site, now renamed the Loritta Bonfante Johnson Education Center. The site hosts many alternative programs that provide viable alternative education opportunities for academic success. The programs include Central High School, 9-12 Advent Foster Home Youth program, a Post-Secondary Program life skills for special needs (18-21), Workability, Independent Study program, as well as a therapeutic day class serving students in grades 8-12. These alternate programs serve MHUSD students from the two comprehensive high schools in need of alternative education options and/or credit recovery. Site staff provide blended instruction with online and direct teaching with an emphasis on student personal growth, career options and academic success. The student body consists of tenth through twelfth grade students, 16 years or older, with a goal of credit recovery and high school diploma, or the CHSPE; students who wish to return to their original high school will work with the school counselor to ensure that they complete the necessary course work, or they will remain at Central in order to earn their high school diploma.
- Central High School provides students with academic counseling services. The full time Guidance Counselor provides small group and 1:1 meetings with students to review their academic and post high school goals. Students use Naviance to research college and other post-secondary career options. Cal -SOAP provides a counselor three times a week at Central. The Cal-SOAP counselor provides students with guidance through the college application process, and also offer field trips to visit a variety of colleges. We also support students with weekly groups run by Community Solutions. Students are referred or can refer themselves to wellness center staff who provide personal counseling on-site as needed.
- The school is accredited through the Western Association of Schools and Colleges (WASC) through 2023.
- Current staff are credentialed and highly qualified as well as certified in Cross-cultural Language and Academic Development (CLAD) or Specially Designed Academic Instruction in English (SDAIE). A district nurse and psychologist both work as needed on site. Students with Individual Education Plans (IEPs) are supported by the Specialized Academic Support (SAI) teacher who works with our staff to support Special Education students. Students in this program may require a resource class or meet with the resource teacher for general support. Parents are encouraged to get involved in our School Site Council and English Language Advisory Committee (ELAC).
- Community partnerships play an important role in student support. Community Solutions runs a weekly class to support student growth and goal setting. The Rotary and Kiwanis clubs provide student leadership opportunities with the Interact club weekly. Students are encouraged to participate in various athletic events with other like schools within Santa Clara County. Pro Com Sports provides students with the opportunity to participate in Softball, Football, and Basketball contests throughout the school year (dependent on current COVID-19 health and safety regulations).
- Due to the pandemic, Central staff implemented regular home visits to students having low attendance rates. This remains in practice during in-person learning to re-engage truant students.

Last updated: 1/19/22

### Student Enrollment by Grade Level (School Year 2020—2021)



**Student Enrollment by Student Group (School Year 2020—2021)**

Student Group	Student Group	Student Group (Other)	Student Group
Black or African American	0.80%	Socioeconomically Disadvantaged	61.80%
American Indian or Alaska Native	0.80%	English Learners	12.20%
Asian	3.30%	Students with Disabilities	29.30%
Filipino	1.60%	Foster Youth	3.30%
Hispanic or Latino	74.00%	Homeless	13.80%
Native Hawaiian or Pacific Islander	0.00%		
White	16.30%		
Two or More Races	0.80%		

## 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

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year

(2021—2022) Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Read 180 Stage A Read 180 Stage B Read 180 Stage C System 44 McGraw StudySync AP Language AP Literature	Yes	0%
Mathematics	CPM Integrated Math 1-3	Yes	0%
Science	HMH The Living Earth Pearson Chemistry in the World HMH Physics in the Universe Physical Science (Sped) AP Chemistry AP Physics	Yes	0%
History-Social Science	Pearson World History 10 Pearson US History 11 Pearson Civics/Econ 12 AP World History AP US History	Yes	0%
Foreign Language	Vista Higher Learning Descubre 1-3 Vista Higher Learning D'accord 1-3	Yes	0%
Health	Positive Prevention Plus English Version Spanish Version Special Populations Version	Yes	0%
Visual and Performing Arts	n/a		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 12/28/21

### School Facility Conditions and Planned Improvements

Generally the entire campus (inside and outside) is well maintained. There are a number of door failures on the exterior doors from delamination that need to be resolved. Also, the face to a number of the plastic laminate counter tops has delaminated from the substrate and need to be replaced. Finally, the AC paving on the playground is at the end of its useful life and needs to have cracks filled and resurfaced.

Last updated: 1/18/22

### School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

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

Year and month of the most recent FIT report: January 2022

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

### Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good
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Last updated: 1/18/22

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

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

Last updated: 1/10/22

## Central High School

English Language Arts	Total Enrollment	Number Tested	Percent Tested	Percent not Tested	Percent at or above grade level.
All	81	45	56%	44%	71%
Female	39	20	51%	49%	75%
Male	42	25	60%	40%	68%
American Indian or Alaskan Native	0				
Asian	0				
Black or African American	1	1	100%	0%	
Filipino	0				
Hispanic or Latino	68	35	51%	49%	66%
Native Hawaiian or Pacific Islander	0				
Not Specified	1	1	100%	0%	
Two or More Races	1	0	0%	100%	
White	10	8	80%	20%	88%
English Learners	11	6	55%	45%	33%
Foster Youth	5	0	0%	100%	
Homeless	17	7	41%	59%	86%
Military	4	2	50%	50%	
Socioeconomically Disadvantaged	50	26	52%	48%	62%
Migrant Education	4	3	75%	25%	
Students with Disabilities	13	5	38%	62%	80%

Mathematics	Total Enrollment	Number Tested	Percent Tested	Percent not Tested	Percent at or above grade level.
All	81	57	70%	30%	74%
Female	39	27	69%	31%	70%
Male	42	30	71%	29%	77%
American Indian or Alaskan Native	0				
Asian	0				
Black or African American	1	1	100%	0%	
Filipino	0				
Hispanic or Latino	68	46	68%	32%	67%
Native Hawaiian or Pacific Islander	0				
Not Specified	1	1	100%	0%	
Two or More Races	1	1	100%	0%	
White	10	8	80%	20%	100%
English Learners	11	10	91%	9%	40%
Foster Youth	5	1	20%	80%	
Homeless	17	11	65%	35%	82%
Military	4	4	100%	0%	
Socioeconomically Disadvantaged	50	37	74%	26%	76%
Migrant Education	4	2	50%	50%	
Students with Disabilities	13	5	38%	62%	40%

Note: NWEA MAP growth assessments in Mathematics and English Language Arts/Reading were administered in the spring of 2020-21 to students in grades 3-8, 11. Percent at or above grade level was determined by the number of students scoring above one standard deviation below the NWEA Nationally Normed grade level averages determined by the pre-pandemic NWEA National norm study. Student groups with less than 10 members do not report Percent At or Above grade level in accordance with Federal Data Privacy requirements.



**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

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

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

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

*Last updated: 1/10/22*

**Career Technical Education (CTE) Programs (School Year 2020—2021)**

CTE programs offered at Central Continuation High School:

-Advanced MultiMedia

CTE courses satisfy graduation requirements and help students to gain skills in these areas. Central High School continues to increase CTE offerings each year to support students' college and career readiness. Industry professionals volunteer on advisory committees and provide lessons as guest instructors throughout the year. The goal of CTE is to develop a high standard of success in preparing our students for the next steps in their lives.

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

*Last updated: 1/10/22*

**Career Technical Education (CTE) Participation (School Year 2020—2021)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	133
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	--

*Last updated: 1/10/22*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	79.67%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

*Last updated: 1/10/22*

**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

**California Physical Fitness Test Results (School Year 2020—2021)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

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

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2021-2022)

Parents are welcome to join our Advisory Committee, School Site Council, ELAC, and Parent Ad Hoc group. The school's website, All Calls, and newsletters keep parents informed of school activities.

The school hosts a variety of events such as Back-to-School Night in the Fall and Open House in the Spring. We also host and attend special activities throughout the year such as the Holiday Lights Parade, award ceremonies, after-school programs, and parent workshops (Cal Soap, Financial, and FAFSA). These activities are dependent on COVID regulations put forth by the county of Santa Clara.

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

### 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 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	51.20%	26.50%	7.10%	12.20%	9.00%	3.30%	9.00%	8.90%	9.40%
Graduation Rate	45.10%	57.80%	54.30%	84.00%	87.00%	89.20%	84.50%	84.20%	83.60%

## 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

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

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	15.98%	0.00%	4.97%	0.07%	3.47%	0.20%
Expulsions	0.52%	0.00%	0.16%	0.00%	0.08%	0.00%

### Suspensions and Expulsions for School Year 2019—2020 Only

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

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	9.57%	3.64%	2.45%
Expulsions	0.00%	0.11%	0.05%

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

*Last updated: 1/10/22*

### School Safety Plan (School Year 2021-2022)

School Site Council reviews and updates the school's comprehensive safety plan yearly. The School Site Council reviewed the updated plan in August of 2021. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. The plan is available in the front office for parents to view. The school does regular drills with the Fire Department each year for fire drills as well as the MHPD for Run Hide and Defend drills. The plan also addresses the current concerns and guidelines in regards to COVID-19. The plan is shared with all staff annually during a school-wide staff meeting held most recently in September 2021.

*Last updated: 12/27/21*

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	20.00	4	2	
Math	20.00	4	2	
Science	9.00	3		
Social Science	19.00	4	2	

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	18.00	3	4	
Math	18.00	5	1	
Science	12.00	3		
Social Science	27.00	1	3	1

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)**

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	14.00	8	3	
Math	14.00	6	2	
Science				
Social Science	26.00	2	2	1

*Last updated: 1/10/22*

\* 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.

**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

Title	Ratio
Pupils to Academic Counselor*	153.8

*Last updated: 1/1/00*

\* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2020—2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.04
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.15
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0.00
Other	0.20

*Last updated: 1/1/00*

\* 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 2019-2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10058.00	\$219.04	\$9838.96	\$86775.00
District	N/A	N/A	\$8232.56	\$82914.00
Percent Difference – School Site and District	N/A	N/A	17.80%	4.60%
State	N/A	N/A	\$8443.83	\$81044.00
Percent Difference – School Site and State	N/A	N/A	15.30%	6.80%

*Last updated: 1/11/22*

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

## Types of Services Funded (Fiscal Year 2020–2021)

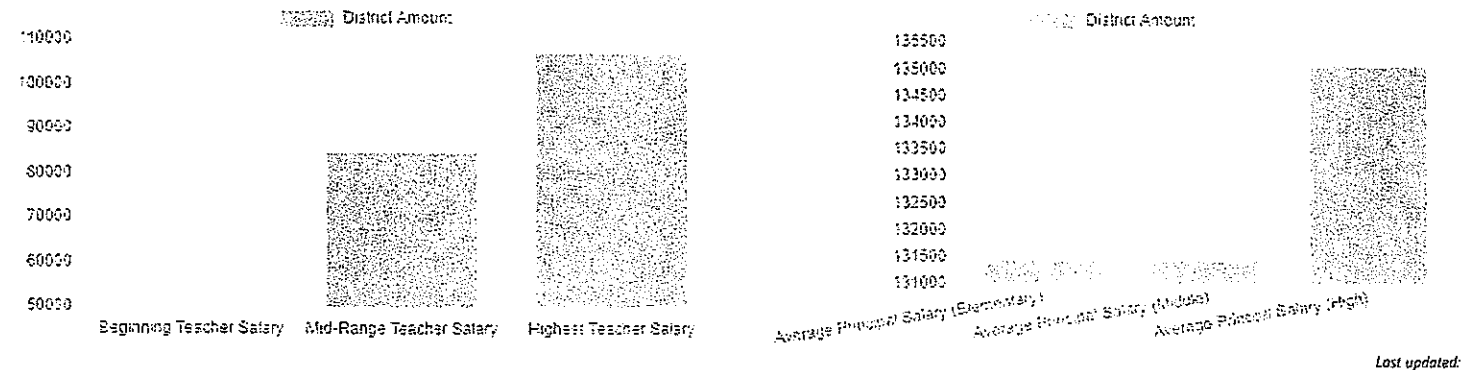
All Local, State, and Federal funding is directly linked to the district goals in LCAP. There has been additional funding provided to support our EL students, socio-economic disadvantaged students, and foster youth. Funding has supported additional support for English learners and the opportunity to provide additional online opportunities for those needing credit recovery as well as after-school programs to support tutoring or additional course support.

Last updated: 12/27/21

## Teacher and Administrative Salaries (Fiscal Year Year 2019–2020)

Category	District Amount	State Average For Districts in Same Category
Beginning Teacher Salary	\$50058.00	\$51029.00
Mid-Range Teacher Salary	\$84684.00	\$78583.00
Highest Teacher Salary	\$107152.00	\$99506.00
Average Principal Salary (Elementary)	\$124783.00	\$124576.00
Average Principal Salary (Middle)	\$131437.00	\$131395.00
Average Principal Salary (High)	\$135073.00	--
Superintendent Salary	\$278901.00	\$240194.00
Percent of Budget for Teacher Salaries	33.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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



## Professional Development

Professional Development is delivered throughout the year. District staff development days before and at semester (1 in August and 1 in October for in the following years; 2019, 2020, and 2021), site staff meetings, summer or after school trainings are devoted many subjects such as aligning curriculum to state standards, technology as well as online platforms and google classroom, local and standardized test results, standards-based grading, exploring techniques for engaging students of different ability levels through differentiation and many other topics. There has been a focus on data and supporting student progress at monthly staff meetings in the fall of 2021.

Ongoing trainings are held to support English learners and students who struggle. Staff utilizes Google classroom to support digital learning as all students are issued or have access to Chromebooks. Staff is currently implementing Positive Behavior Intervention Systems (PBIS). The district has provided a coach for CM and PBIS to assist in successful implementation as well as ongoing Common Core, Next Generation Science Standards (NGSS), EL Achieve, and Instructional Rounds. Staff is utilizing tools from reading apprenticeship and is provided with training throughout the year by the lead teacher. These programs were agreed as areas of focus based on teachers' formal and informal assessments regarding student needs/areas of growth for students.

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	6	9	9