



Central High School

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Central Unified School District

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Mr. Ruben Coronado, Area 2
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School Description

School-Community Profile: Data and Findings Central High School is located in Fresno, California, in the center of the San Joaquin Valley. It is the only comprehensive high school in the Central Unified School District, a rural district covering 88 square miles that was established in 1922. For much of its history, CHS served predominantly agriculture-based families west of Fresno. Over the course of the last ten years, CHS has experienced a transformation in growth as it now serves nearly 4,200 students. It is located in a growing area of Fresno County, serving students from both rural and suburban communities. Although there are a wide range of socio-economic backgrounds served by the district, the majority of the residents in this area would be classified as middle to lower income. Over time, CHS has shifted from a majority of Caucasian students to predominantly Hispanic students. Growth of the English Learner population has been proportional to the overall English Learner growth in the district, averaging about 6.3%.

As the CUSD population grows, much of the local business and industry remains centered in the city of Fresno. To accommodate the growth CUSD opened Harvest Elementary School in the fall of 2007, Glacier Point Middle school in fall of 2011, and an additional elementary and high school will open as growth demands and funding becomes available. The Central Unified community successfully passed a \$152 million bond in November 2008. This bond is helping to fund district-wide projects such as the modernization of current facilities including a multi-million upgrade to Central High School West Campus. Upgrades include new athletic fields for baseball, softball, soccer, and basketball courts, which were completed in the fall of 2011. During the summer of 2012, new infrastructure for the addition of new buildings, including a cafeteria with a production kitchen and new classrooms and labs, was completed as well as a new parking lot and loading zone.

Central High School is composed of three campuses, East, West, and the West Arts Center (WAC). Central High School West Campus was constructed in 1922. East Campus opened in 1996 to accommodate rapid growth. In 2014, the West Arts Center (WAC) was opened to accommodate the Performing Arts. West Campus was renovated and re-opened in 1999. At that time, all freshmen at the high school began to attend West Campus, along with tenth through twelfth graders who chose to stay at West Campus. There are currently 910 freshmen and approximately 900 tenth through twelfth graders at West Campus. In the fall of 2015-16, 410 freshmen attended East Campus to participate in academies focusing on Applied Technology, Health Careers and Business Entrepreneurship. Shuttle buses are provided between both campuses before each period. This affords students the opportunity to take classes at either campus.

Central High School provides an alternating block schedule in which students have four, 85 minute periods per day. Students have an eight class schedule, which allows opportunity for intervention support, exploring additional elective courses, and participating in Regional Occupational Programs (ROP).

In an effort to improve the focus on learning and collaboration, CHS continues to follow the PLC model. During PLCs, teachers focus on the belief that "Every Student Can Learn" and provide rigorous, relevant, standards based learning as stated in our CUSD Guiding Principles. The master schedule has been modified to provide common preparatory periods for most core subject areas, and extended staff meetings have been added to the staff development calendar, which provide teachers time to collaborate in PLCs.

the two-campus high school is lead by a single principal with two assistant principals. The goal is to provide each campus an instructional leader focusing on classroom instruction and student learning. the role of the principal is to serve as an instructional leaders, to provide coordination between the two site, the assistant principal/directors, student and staff expectations, professional development, teacher evaluation systems, and all aspects of providing equitable opportunity for every student.

Progress indicators include SBAC, EAP, AP Passing rates, benchmark data and grades that have been evaluated by teachers, administrators, counselors, and parents (SSC). Minimally these indicators are evaluated annually, and often are ongoing connected to benchmarks and released test questions.

About the SARC

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/guardians and community members should contact the school principal or the district office.

| 2015-16 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 9 | 1,127 |
| Grade 10 | 1,065 |
| Grade 11 | 1,031 |
| Grade 12 | 899 |
| Ungraded Secondary | 20 |
| Total Enrollment | 4,142 |

Central Unified school District has adopted guiding principles to focus our efforts in all aspects of the educational services we provide. Our decisions are driven by these beliefs and values.

Guiding Principles

Belief: Every student can learn.

Vision: Every student is prepared for success in college, career, and community.

Mission: Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning.

Core Values: Character, leadership, innovation, continuous improvement.

Goal 1: Learning for Academic Excellence: Every year every student will attain mastery learning of skills and concepts provided through engaging and challenging best practice instruction in a system that provides social and emotional support as evidenced by student outcome data.

Goal 2: Staff Recruitment and Development for Academic Excellence: Every year every staff member will be recruited, hired, and retained based upon coherence in knowledge, practice and beliefs about student learning, instructional best practice, assessment to guide decision making, and continuous improvement for increased student learning.

Goal 3: Support System for Academic Excellence: Every year every support system, department and staff member will be focused on providing resources and assistance necessary to ensure that systems enhance student learning.

| 2015-16 Student Enrollment by Group | |
|--|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 9.9 |
| American Indian or Alaska Native | 0.7 |
| Asian | 14.6 |
| Filipino | 1.2 |
| Hispanic or Latino | 54.3 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 17.7 |
| Two or More Races | 1.4 |
| Socioeconomically Disadvantaged | 64.7 |
| English Learners | 6.3 |
| Students with Disabilities | 8.4 |
| Foster Youth | 0.7 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 | | | |
|---|-------|-------|-------|
| Central High School | 14-15 | 15-16 | 16-17 |
| With Full Credential | 181 | 181 | 300 |
| Without Full Credential | 8 | 11 | |
| Teaching Outside Subject Area of Competence | 0 | 0 | |
| Central Unified School District | 14-15 | 15-16 | 16-17 |
| With Full Credential | ♦ | ♦ | |
| Without Full Credential | ♦ | ♦ | 8 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Central High School | 14-15 | 15-16 | 16-17 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "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

| 2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 97.9 | 2.1 |
| Districtwide | | |
| All Schools | 95.8 | 4.2 |
| High-Poverty Schools | 95.8 | 4.2 |
| Low-Poverty Schools | 0.0 | 0.0 |

* 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)

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees review and adopt based on the recommendation of the district adoption committees and Educational Services.

| Textbooks and Instructional Materials Year and month in which data were collected: Sept 2016 | |
|---|--|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | McDougal Littell - California Literature Adopted 2009-2010) |
| | California State University Expository Reading, Writing and Course Adopted 2012-13 |
| | Hampton Brown: Edge Adopted 2014-15 |
| | Thomson Literature Reading, Reacting, Writing Adopted 2005-06 |
| | McGraw Hill - Literature/Reading Fiction, Poetry, Drama and the Essay Adopted 2001-02 |
| | The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

Textbooks and Instructional Materials
Year and month in which data were collected: Sept 2016

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|----------------------|---|
| Mathematics | <p>Houghton Mifflin - Calculus Adopted 2009-2010</p> <p>Carnegie - Integrated Math 1 Adopted 2014-2015</p> <p>Carnegie - Integrated Math 2 Adopted 2015-2016</p> <p>Carnegie Learning Integrated Math 3 Adopted 2016-2017</p> <p>Pearson Education - Trigonometry Adopted 2009-2010</p> <p>W.H. Freeman and Co - Senior Math Adopted 2009-2010</p> <p>Prentice Hall -Blitzer - Pre- Calculus Adopted 2011-12</p> <p>WH Freeman - Practice of Statistics Adopted 09-10</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> |

Textbooks and Instructional Materials
Year and month in which data were collected: Sept 2016

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|--|--|
| Science | W.H. Freeman & Co.- Botany Adopted 2007-2008 |
| | McGraw-Hill - Zoology Adopted 2007-2008 |
| | McDougal Littell - Biology Adopted 2007-2008 |
| | Perrson Prentice Hall - Physics Adopted 2007-2008 |
| | Prentice Hall - Chemistry Adopted 2007-2008 |
| | Holt, Rinhart & Winston - Environmental Science Adopted 2007-2008 |
| | McGraw-Hill - Earth Science Adopted 2007-2008 |
| | John Wiley & Sons - Anatomy & Physiology Adopted 2007-2008 |
| | Pearson AGS - Earth Science Adopted 2006-07 |
| | Pearson AGS - Chemistry Adopted 2006-07 |
| | Pearson AGS - Environmental Science Adopted 2006-07 |
| | Pearson AGS - Biology Adopted 2006-07 |
| | Pearson - AP Biology Adopted 2012-13 |
| | Pearson - AP Psychology Adopted 2010-2011 |
| | Houghton Mifflin - AP Chemistry Adopted 2007-08 |
| | Thomson/Delmar - Agriscience Adopted 2009-10 |
| The textbooks listed are from most recent adoption: Yes | |
| Percent of students lacking their own assigned textbook: 0% | |

Textbooks and Instructional Materials
Year and month in which data were collected: Sept 2016

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-------------------------------|--|
| History-Social Science | <p>McDougal Littell - World Geography Adopted 2006-2007</p> <p>Glencoe - United States Government Adopted 2006-2007</p> <p>McDougal Littell - Modern World History Adopted 2006-2007</p> <p>Holt, Rinehart & Winstron - American Anthem Adopted 2006-2007</p> <p>Glencoe - Economics Adopted 2006-2007</p> <p>PCI - Economics Adopted 2011-12</p> <p>Globe Fearon Pacemaker - World Geography and Cultures Adopted 2011-12</p> <p>Globe Fearon Pacemaker - American Government Adopted 2011-12</p> <p>Globe Fearon Pacemaker - United States History Adopted 2011-12</p> <p>Pearson Education - Government In American Adopted 2006-07</p> <p>Houghton Mifflin - The American Pagaent Adopted 2006-07</p> <p>McGraw Hill - Traditions and Encounters Adopted 2006-07</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |
| Foreign Language | <p>EMC/AParadigm - Que Chevere! 1,2,3,4 Adopted 2016-2017</p> <p>EMC/Paradigm - T'es Branche 1,2,3,4 Adopted 2015-2016</p> <p>McDougall Littell - Tu Mundo Adopted 2002-03</p> <p>McDougal Littell - Nuestra Mundo Adopted 2002-03</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p> |

| Textbooks and Instructional Materials Year and month in which data were collected: Sept 2016 | |
|---|---|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Health | Glencoe McGraw Hill - Health Adopted 2004-2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Central-East sits on 55 acres and 244,552 square feet. It contains 86 with the oldest main building was built in 1994. Current enrollment is 2,120.

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/5/2016 | | | | |
|---|------------------|-------------|-------------|--|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | | X | Ceiling tiles have been replaced. Broken ceiling tiles have been replaced. Carpet repairs have been addressed. Floor tiles repaired. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | | X | | Paper towel dispensers installed. Pest control increased. |
| Electrical: Electrical | | X | | Light diffusers have been replaced. Light ballasts have been replaced. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | | X | | Plug in air fresheners have been removed. Plug in candle warmers removed. Boxes stacked above 6' removed. |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Paint touch completed. |
| Overall Rating | 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, 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

* 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.

| CAASPP Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science | 43 | 37 | 42 | 48 | 41 | 41 | 60 | 56 | 54 |

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

| 2015-16 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| ELA | 47 | 54 | 31 | 39 | 44 | 48 |
| Math | 12 | 14 | 22 | 26 | 34 | 36 |

| Grade Level | 2015-16 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 9 | 24.8 | 21.5 | 33 |

* 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.

| 2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10) | | | | |
|--|--------------------|-------------------|---------------------|------------------------|
| Group | Number of Students | | Percent of Students | |
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 1041 | 944 | 90.7 | 42.2 |
| Male | 572 | 517 | 90.4 | 43.1 |
| Female | 469 | 427 | 91.0 | 41.0 |
| Black or African American | 101 | 88 | 87.1 | 23.9 |
| Asian | 146 | 135 | 92.5 | 46.7 |
| Filipino | 15 | 15 | 100.0 | 60.0 |
| Hispanic or Latino | 565 | 511 | 90.4 | 38.2 |
| White | 191 | 176 | 92.2 | 58.0 |
| Two or More Races | 14 | 11 | 78.6 | 54.6 |
| Socioeconomically Disadvantaged | 688 | 622 | 90.4 | 35.4 |
| English Learners | 60 | 50 | 83.3 | 14.0 |
| Students with Disabilities | 71 | 67 | 94.4 | 47.8 |
| Students Receiving Migrant Education Services | 14 | 13 | 92.9 | 15.4 |

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

| School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | | |
|---|-------|--------------------|--------|---------------------|--------------------------|
| Student Group | Grade | Number of Students | | Percent of Students | |
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 11 | 996 | 956 | 96.0 | 54.3 |
| Male | 11 | 517 | 493 | 95.4 | 48.0 |
| Female | 11 | 479 | 463 | 96.7 | 61.0 |
| Black or African American | 11 | 91 | 89 | 97.8 | 43.2 |
| Asian | 11 | 150 | 146 | 97.3 | 54.1 |
| Filipino | 11 | 14 | 14 | 100.0 | 78.6 |
| Hispanic or Latino | 11 | 537 | 518 | 96.5 | 52.5 |
| White | 11 | 179 | 167 | 93.3 | 64.7 |
| Two or More Races | 11 | 13 | 11 | 84.6 | 63.6 |
| Socioeconomically Disadvantaged | 11 | 649 | 627 | 96.6 | 47.3 |
| English Learners | 11 | 79 | 74 | 93.7 | 8.4 |
| Students with Disabilities | 11 | 95 | 84 | 88.4 | 22.6 |
| Students Receiving Migrant Education Services | 11 | 17 | 17 | 100.0 | 37.5 |

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. 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.

| School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | | |
|---|-------|--------------------|--------|---------------------|--------------------------|
| Student Group | Grade | Number of Students | | Percent of Students | |
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 11 | 996 | 954 | 95.8 | 14.2 |
| Male | 11 | 517 | 491 | 95.0 | 15.0 |
| Female | 11 | 479 | 463 | 96.7 | 13.3 |
| Black or African American | 11 | 91 | 86 | 94.5 | 3.5 |
| Asian | 11 | 150 | 146 | 97.3 | 17.8 |
| Filipino | 11 | 14 | 13 | 92.9 | 38.5 |
| Hispanic or Latino | 11 | 537 | 517 | 96.3 | 11.1 |
| White | 11 | 179 | 169 | 94.4 | 25.0 |
| Two or More Races | 11 | 13 | 11 | 84.6 | |
| Socioeconomically Disadvantaged | 11 | 649 | 624 | 96.2 | 9.4 |
| English Learners | 11 | 79 | 74 | 93.7 | 1.4 |

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | |
|--|-----------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| Students with Disabilities | 11 | 95 | 86 | 90.5 | 10.5 |
| Students Receiving Migrant Education Services | 11 | 17 | 17 | 100.0 | 6.3 |

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

The High School offers numerous parent involvement opportunities including site committees such as SSC and ELAC, as well as conference opportunities for college and career planning. The high school also works with the District to offer parent education classes. Central High School's Parent Involvement Policy is posted on the school website and distributed in student First-Day Packets. Translation and interpretation services are provided.

- Central High School holds four School Site Advisory meetings, four ELAC meetings, counselor parent nights, back to school night, open house, community forums, individual parent-teacher-counselor-administrator meetings.
- There are also band boosters, agriculture boosters, athletic boosters.
- Parents of students attending Central High School are involved in district-wide committees including the District Advisory Committee (DAC), the superintendent's parent advisory committee, The District English Language Advisory Committee (DELAC) and other ad hoc committees.
- Parent members of the School Site Council (SSC) and English Learner Advisory Committee (ELAC) collaborate with teachers, students, and site and district administration to create, implement, and review the parental involvement policy.
- Parents receive the following information and input is requested at all educational decision-making meetings as well as meetings to address behavior and attendance. In addition, parents are given multiple means to monitor student progress.

CUSD has hired a Family Outreach Liaison that conducts monthly parent education workshops. In addition, she has created a monthly newsletter that goes home to parents.

Friday grade checks; progress reports every six weeks; email exchanges between teachers and parents or administrators and parents; parent-teacher conferences; student study teams; individual educational plan (IEP) meetings; 504 meetings; danger and placement hearings.

- General Communications such as:
- School websites; Back to School nights; AVID-parent meetings and dinners; monthly mailed newsletters; district website parent component; Grapevine (district publication delivered to all district households); voice mail available for missed calls; Connect Ed automatic telephone message system; and teacher and administrator emails.
- Students who fall below proficient on State of California and Federal assessments in English Language Arts are placed in intervention companion courses to assist them in English Language Arts.
- Students who have not been successful in Algebra are placed in companion courses to assist them in completing the state required Algebra course.
- Teachers send class syllabi home with students at the beginning of each year; the syllabi outline class expectations, rules, and requirements.
- Parents receive the following information and input is requested at all educational decision-making meetings as well as meetings to address behavior and attendance. In addition, parents are given multiple means to monitor student progress

School-Parent Compact

Central High School has jointly developed with and distributed to parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

- The school's responsibility to provide high-quality curriculum and instruction
- The parents' responsibility to support their children's learning
- The teacher's responsibility to support student learning and to provide high-quality standards-based instruction The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program

The school-parent compact was created with the input of parents, students, teachers, non-classroom staff, and students. The final draft was revised by the School Site Advisory.

- An annual meeting will be held in the fall semester. All parents will receive a letter in advance explaining the purpose of the meeting. Each household will receive an automated telephone call with the information outlined in the letter.

Provides materials and training to help Title I parents work with their children to improve their children's achievement.

- Parent Education opportunities are offered through Central Unified as well as through the high school.
- Parent newsletters;
- School Site Advisory training sessions; Educational Activities during ELAC and SSA meetings
- Parenting courses available through Central Unified
- Homework guides
- Community based tutoring available through Central Unified

Educates staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners.

- Parents are encouraged to fully participate in the education of their child.
- Coordinates and integrates the parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Currently, Central High School does not have a parent resource center; however, all parents are invited to attend parent-related school functions and are given timely notice to prepare for such events.
- Translators are available for parent meetings.

Distributes to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

- All correspondence is in English and Spanish. Spanish is the only other language that falls above the 15 percent rule; however, correspondence to the parents of English Learners is usually in English and the home language of the parents.

Provides support for parental involvement activities requested by parents.

- Central High School welcomes and supports positive parental activities as requested by parents e.g. counseling nights, CAHSEE information nights, career days and such. Many of these were created based upon parental and staff requests.

Accessibility

Central High School provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

- Central High School does not discriminate in any form and abides by all federal and state guidelines in reference to the aforementioned populations. As stated previously, translators are available in most languages spoken in our student households and written correspondence is sent home in the primary language when applicable.

Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRCI, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.

<http://www.nationalpirc.org/directory/CA-7.html>

PIRCI, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 2011. A list of workshop topics and a brochure in English and Spanish that describes services are available at <http://www.bilingualeducation.org/programs/parent.php>. are available in multiple languages.

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. Cal-PIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be funded through 2011.

Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong.

<http://www.calpirc.org/>

Central High School

School-Level Parental Involvement Policy

Central High School has developed a written parental involvement policy with input from parents. The parental involvement policy was developed by members of the School Site Advisory, English Language Advisory Committee as well as site and district administration. Central High School's Parental Involvement Policy will be posted on the school website and distributed in student first day packets.

School Accountability Report Card

- Parent members of the School Site Council (SSC) and English Learner Advisory Committee (ELAC) collaborate with teachers, students, and site and district administration to create, implement, and review the parental involvement policy.

- Parents receive the following information and input is requested at all educational decision-making meetings as well as meetings to address behavior and attendance. In addition, parents are given multiple means to monitor student progress.
- Friday grade checks; progress reports every six weeks; email exchanges between teachers and parents or administrators and parents; parent-teacher conferences; student study teams; individual educational plan (IEP) meetings; 504 meetings; danger and placement hearing.

Provides parents with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet

- California Assessment of Student Performance and Progress (CAASPP) 10th grade Science reports are mailed to parents explaining proficiency levels by subject area.
- Course outlines will be posted on the school website when available.
- Teachers send class syllabi home with students at the beginning of each year; the syllabi outline class expectations, rules, and requirements.
- Parents receive the following information and input is requested at all educational decision-making meetings as well as meetings to address behavior and attendance. In addition, parents are given multiple means to monitor student progress.

Parent Involvement Contact Person: Robert Perez at (559) 276-0280 or rperez@centralusd.k12.ca.us

State Priority: School Climate

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

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

School Safety Plan

MISSION STATEMENT: Proactivity/Preparedness/Prevention/Planning.

CUSD recognizes the elements of the Standard Emergency Management System and the National Incident Management System as the only Emergency Management System (EMS) to be implemented at a time of emergency.

The Central High School Safety Plan (SSP) establishes the basic elements of SEMS/NIMS and provides mechanisms for further development and refinement. Our plan integrates best practices that have proven effective over years into a comprehensive framework for use by incident management organizations, including other schools and districts, in all hazardous environments. The School safety plan training for CHS staff took place in November 2015 and was also shared with students and community via SSC and ELAC meetings. Components of the SSP was also reviewed at our monthly Academic Council meetings. Monthly safety drills also take place to prepare staff and students for possible emergency situations. Two-way radios and surveillance cameras have been provided.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 8.0 | 6.1 | 9.9 |
| Expulsions Rate | 0.4 | 0.2 | 0.4 |
| District | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 6.0 | 5.6 | 7.4 |
| Expulsions Rate | 0.5 | 0.3 | 0.4 |
| State | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 4.4 | 3.8 | 3.7 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

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.

| 2016-17 Federal Intervention Program | | |
|---|--------|-----------|
| Indicator | School | District |
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2008-2009 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | | 11 |
| Percent of Schools Currently in Program Improvement | | 91.7 |

| Academic Counselors and Other Support Staff at this School | |
|--|-------|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 10.00 |
| Counselor (Social/Behavioral or Career Development) | 0.00 |
| Library Media Teacher (Librarian) | 2.00 |
| Library Media Services Staff (Paraprofessional) | 2.00 |
| Psychologist | 3.00 |
| Social Worker | 0.00 |
| Nurse | 2.00 |

| Academic Counselors and Other Support Staff at this School | |
|--|------|
| Speech/Language/Hearing Specialist | 0.15 |
| Resource Specialist | 0.00 |
| Other | 0.00 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 390 |

* 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.

| Average Class Size and Class Size Distribution (Secondary) | | | | | | | | | | | | |
|--|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Subject | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| English | 28 | 27 | 29 | 50 | 52 | 33 | 28 | 44 | 41 | 87 | 78 | 74 |
| Mathematics | 27 | 29 | 30 | 41 | 29 | 19 | 22 | 32 | 35 | 87 | 76 | 61 |
| Science | 28 | 29 | 32 | 33 | 25 | 4 | 27 | 25 | 4 | 73 | 71 | 21 |
| Social Science | 30 | 31 | 33 | 37 | 25 | 4 | 32 | 42 | 4 | 114 | 106 | 21 |

* 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.

Professional Development provided for Teachers

A comprehensive plan had been developed for on-going implementation beginning during the 2007-2008 school year. Support for rigorous teaching and learning

Central High School and Central Unified School District has an increased commitment to a strong focus on instruction, professional development, and attention to individual student learning. Teachers, administrators, and district level personnel have committed many hours of professional development with the focus of improving instruction and providing a guaranteed and viable curriculum for all students.

- Administrators attend a district sponsored Summer Institute each June to increase skills in providing support for student learning at each school.
- In 2014-2017 all teachers will attend continued all day professional development in mathematics/common core.
- PLCs have been further developed with a focus on student learning and providing a rigorous course of study for all students.
- Posting and referring to a lesson objective assists students in focusing their efforts on learning essential elements of lessons.
- District wide teacher instruction is focused on instructional best practices. These are:
- Posting a measurable, standards based objective.
- Using academic vocabulary.
- Using the direct instruction model.
- Employing student engagement strategies.
- Practicing checking for understanding with all students.
- A detailed professional development plan is used at Central High School to specifically target increasing teachers instructional skill set.
- A district approved drop-in observation protocol centered on the direct instruction teaching model is used to provide immediate feedback to teachers regarding classroom instruction.
- Teachers use Illuminate to analyze student learning data to drive instruction.

Professional development in 4 major areas at CHS: Building strong teams; Literacy Across the content areas; ELD; and infusing technology into each classroom.

Maximize academic achievement for all students while closing the achievement gap. Providing access to rigorous core instructional for all students.

Increasing student achievement for all students, including all unique populations has been an emphasis at Central High School since the WASC visitation last spring. The following areas include those with noted positive growth and improvement.

AVID. Central High School's AVID program continues to be re-certified based upon the nine essentials of the AVID program. The AVID program is a priority to Central Unified School District and Central High School. The AVID program is monitored by the Fresno County Office of Education's AVID Regional Office. The information below clearly shows the CHS AVID program continues to be a model program in the San Joaquin Valley.

- CHS has been a certified and accredited AVID site every year since fall 2003.
- Core requirements of the program are satisfied including training for teachers and tutors.
- Local summer institute in summer 2012 was offered to middle school and high school AVID teachers and administrators. Training was conducted by the AVID coordinator and experienced AVID teachers. These services were offered despite the fiscal hardships facing Central Unified School District.

- Senior AVID students from Central High School act as AVID tutors for high school and middle school students during the first and second periods of the school day.
- AVID students in grades 8 through 12 attend college visits during the school year.
- A higher percentage of AVID students attend four year universities than total school population.

Advanced Placement Program has been a focus on the entire Advanced Placement program and creation of goals for improved student success and higher passing rates on the AP examinations. Each year a thorough and detailed report and presentation of our entire AP program, results, and passing rates provided to district superintendent, cabinet, and district office administration takes place.

Data Driven Practice

In order to successfully address the ability to establish an ongoing, comprehensive system for collection, evaluation, and dissemination of assessment data that drives program improvement and student learning, in January 2012 Central Unified purchased an assessment data web-based tool entitled Illuminate. Illuminate replaced Data Director as the previous information system. Use of a data management system has allowed for a significant and viable method for all staff to analyze and use the assessment data to inform instructional practices and methodologies. This has positively influenced our instructional culture. The very nature of having accurate and reliable data readily available has created a growing tendency to view and use data to inform instruction and learning. The following

steps have been taken to implement data driven practices:

- Purchase, implementation, training, and use of Illuminate, an information data management system.
- Development and implementation of performance tasks in math and ELA for more accurate alignment and fidelity to Smarter Balanced Assessments, most recently adopted textbooks and essential standards for core academic subjects.
- Allows for immediate assessment results and feedback to students"
- Allows for assessment results to be used immediately to inform instruction and be credibly used as formative assessments
- Focused professional development offered to staff every Wednesday.
- Assessment data is compiled and presented to all staff for review and evaluation, which seeks to drive instructional improvement
- Professional Learning Communities (PLCs) provide teachers time to plan for instruction and student learning.
- Staff is becoming accustomed to and confident with reviewing and analyzing assessment data, focusing on informing instructional practices for increased student achievement

Study and research of student achievement data within the PLCs, administrative meetings, and professional development have created more opportunities to share progress data with all shareholders. These include:

- o Student learning data
- o AP scores
- o Graduation rates
- o A-G Requirements qualified rates
- o Study of achievement data broken into student subgroups: African American; American Indian or Alaska Native; Asian; Filipino; Hispanic or Latino; Pacific Islander; White; Socioeconomically Disadvantaged; English Learners; Students with Disabilities

Professional Learning Communities

PLCs are one of the primary tools of addressing systematic positive improvement in planning instruction at Central High School. PLCs are organized into same course groups in core subjects and same department groups in electives. Time is provided through a combination of alignment of prep periods and providing an extended professional development time on minimum days about every three weeks. Expectations for PLC time is specific and organized. The work of the PLC is focused on identifying standards to be taught, coordinating standards based materials, aligning pacing with district provided pacing guides, writing common assessments, giving performance tasks, collaborating on evaluation of data to inform instruction in all of these assessment tools, and to support each other in an effort to improve student learning.

Career Academies

The Central High School Career Academies

- Central High School currently has five academies: Agricultural Science and Agricultural Mechanics at West Campus and Applied Technology, Health Careers and Business/Entrepreneurship at East Campus.
- All five academies feature Regional Occupational Programs (ROP) as capstone courses in the appropriate industry sectors. All ROP teachers have relevant industry experience.
- Students have a sense of belonging and the opportunity to explore their interests and aptitudes while receiving a solid foundation in academics. This is the core of the Academy Concept at Central High School. Career academies show students the relevancy of academic courses and how high standards relate to career success.

Approximately 140 students are a part of the two West campus Agriculture academies. In 2009-10 the Agriscience academy was awarded a \$72,000 California Partnership Academy (CPA) Grant. This funding helped build the Food Science lab and both science courses. Food Science and Plant Animal Physiology are on our A-G list.

Beginning with the 2013-14 school year, East Campus recruited 500 9th graders to attend one of the three career academies offered. All 9th graders at East campus are required to join the Applied Technology, Health Careers or Business/Entrepreneurship academy their 9th grade year and are encouraged to remain in the academy for their four years of high school. Benefits of Joining a Career Academy:

- Integration of real world relevance and high academic standards
- Exposure to the career field through hands on learning, teachers who have worked in the field and guest speakers
- A personalized high school experience within a small learning community

- Strong relationships with teachers and other students by being grouped in a cohort throughout your four years of high school
- Priority of registration for Academy courses and electives

Applied Technology – This academy offers students interested in the career fields of technology, engineering, architecture, digital design, woodworking, and automotive technology a chance to participate in classroom as well as hands on instruction in these fields. Sample careers would include: architect, engineer, fabricator, automotive technician, carpenter, or graphic designer. Introduction to Technology class is a required elective for 9th graders in this academy and it contains three 12-week courses: Engineering and Design, 3-D Digital Design, and Wood, Metal, Materials fabrication. Upper grade students would take advanced Engineering and Architecture and Automotive courses.

Health Careers – The Health Careers Academy offers students interested in a health career a chance to participate in classroom as well as hands on instruction in this area. Sample careers would include nursing, sports training, physical therapist, pharmacist, doctor, health technician, respiratory therapist, medical transcriptionist and dental hygienists. Students are required to take a full year of Health/Health Careers in the 9th grade and are encouraged to take Anatomy/Physiology, ROP Sports Medicine, ROP Health Careers and ROP Nursing as they continue in the Health Careers academy.

Business/ Entrepreneurship – This academy offers students interested in the career field of business a chance to participate in classroom as well as hands on instruction in related fields. Sample careers would include small business ownership, accounting, financial services, customer service, marketing analysis, human resources, management and administrative services. Students are required to take Introduction to Business their 9th grade year. After their first year they are encouraged to take Entrepreneurship, Accounting, ROP Small Business, ROP Marketing and ROP Computers courses.

School Communication and Inclusive Practice

Communication efforts, systems and meetings are employed at Central High School in efforts to connect the school to the family. Meetings, forums, and technology based systems are used to create an inclusive school community.

Connect Ed is a program that allows real time phone and texting communication to all school parents simultaneously. The school's Parent Portal allows parents and student to access course and assignment grades and attendance in real time. Back to School Night provides the opportunity to meet teachers and support staff. Introduction of learning goals, instructional philosophies, and classroom visitations take place. Open House affords the opportunity to speak with teachers and view sampling of student work and accomplishments each spring.

Regularly updated and comprehensive information provided on respective campus websites is available. Counseling Nights for parents/community take place on a regular basis and include information regarding college application process, college entrance requirements, college entrance exams, financial aid (FAFSA), NCAA Clearinghouse qualifications seminars.

ConnectEd phone dialers frequently provide important information to parents and students regarding events, assessments, attendance, and schedules. School Site Council and English Language Advisory Committee (ELAC) each give stakeholders opportunity for input and participation in school issues and decisions. Athletes as Readers and Leaders is a program where high school athletes visit elementary sites to read aloud to students which results in inclusion of our own district as a part of the Central High School community. Written school to home communication is provided in Spanish, in compliance with state guidelines. The S.T.A.R Project 720 mentor program is for identified 9th grade students who have low GPA and low assessment scores providing a connection between community, business, and interested volunteers to mentor a high school student.

Parent centered award presentations for students take place with our Academic Awards by distributing Academic Letters each September based on the prior year's achievement, Scholastic Awards in May recognizing student achievement in departments, and senior scholarship awards are provided. Advanced Placement program parent meetings have yielded up to 600 parents attending our AP parents meetings.

Central High School has a number of school connected support groups in the community. These usually are focused on specific student interest areas such as choir, band, theatre, Future Farmers of America, and sports teams. Student presentations and participation offer continual opportunity for the community to attend school functions in sports, the arts, folklorico, F.F.A. activities and fairs, Academic Decathlon, pep and cheer, and other venues every week of the school year.

Central High School realizes the importance of effective and timely communication with all stakeholders. CUSD has upgraded the student data base Aeries program from Access - based to SQL. This allows stakeholders to access a web portal where they are able to view student grades and attendance. The implementation date for this portal was spring 2010.

Character and culture development at Central High School

Central High School administration has recognized the need for a comprehensive Character Education Plan. On October 29, 2012, a meeting was held to begin to identify current practice and support new character initiatives.

Current practices include:

- Face Off
- Champions for Today
- Secrets
- Positive Behavior Intervention System
- Character Counts
- Athletes as Readers and Leaders

Community Service fundraising:

- Fresno Bee Kids Day

- Blood Drive
- Susan G. Komen
- Books for Uganda Children
- Children's Theater
- Holiday Joy
- Pennies for Patients

- Senior recognition attendance/behavior luncheons
- Peer Connectors
- Poverello House volunteers
- Project 720
- No Texting and Driving Campaign
- Red Ribbon Week
- Know More program

PBIS:

"PBIS" is short for Positive Behavioral Intervention and Supports. PBIS was introduced into Central Unified School District two years ago. In 2012 Central High School introduced PBIS to the school staff and students. PBIS is based on principles of applied behavior analysis and the prevention approach and values of positive behavior support. PBIS is an approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an organized system that enhances academic and social behavior outcomes for all students. PBIS is a prevention-oriented way for school personnel to organize evidence-based practices, improve their implementation of those practices, and maximize academic and social behavior outcomes for students. PBIS does not replace the existing discipline structure, but provides positive support for all students to meet expectations. PBIS emphasizes organizational systems that give school personnel capacity to use effective interventions and successfully at the school. These supports include team-based leadership, data-based decision-making, continuous monitoring of student behavior, regular universal screening, and effective on-going professional development.

Creating a 5 Star Culture at Central Unified School District staff has been emphasizing the importance of developing and maintaining a five star culture. The five-star culture deals with behaviors, actions, and reactions of our school employees to all stakeholders. It includes aspects of service as simple as word choice, language, posture, and body language. It is an effort to meet the needs of our students as opposed to the needs of the organization or the adults in the school. A five-star service culture is displayed in our conduct on a day-to-day basis, even when inconvenient. It includes the staff response to any and all complaints, emergencies, and needs. We expect to give each person 100% of our positive effort to meet their needs. A five star culture creates a sense of bonding with all stakeholders in the common purpose of meeting the needs of our students.

Counseling:

All students are provided an opportunity to meet with their designated counselor and create and review a four year plan for their high school career. Counseling services have become more coordinated between the two campuses under the leadership of a single Guidance and Learning Director. Pre-registration counseling, academic support, and graduation requirements are reviewed with all students at specific time checkpoints. All students are provided an opportunity to obtain career and college counseling. A concerted effort is made to communicate appropriate dates to students: SAT, ACT, financial aid, college deadlines etc. Freshman orientation is held for all incoming 9th grade students with campus tours and introduction of administrative team to students and parents. Increased number of letters sent home from counseling department for 11th and 12th grade students for the following reasons: eleventh grade students at risk of not graduating; English Learners; Special Education students; Twelfth grade students who have non-graduation status all receive special letter home giving parents important information and status and next steps.

Credit Recovery: E2020.

Beginning in 2011, Central High School began offering credit recovery programs through E2020. E2020 web based instructional programs give students the added flexibility of completing their course work anytime, 24 hours a day, seven days a week. E2020 students are enrolled who are in need of credit recovery for graduation credit in core subjects. The administrator may assign credit recovery work ranging from individual credits or failed by a student up to an including the entire course. Each E2020 class is a "real" class with a credentialed teacher following an instructional format similar to that in a live classroom, except it is virtual and available 24 hours a day. E2020 incorporates high quality video, rigor, differentiation, feedback, and writing—the best practices needed to improve student learning. E2020 has offered the opportunity to provide credit recovery at the high school while maintaining a high degree of rigor compared to past individual study programs.

| FY 2014-15 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$42,763 | \$44,958 |
| Mid-Range Teacher Salary | \$61,731 | \$70,581 |
| Highest Teacher Salary | \$81,368 | \$91,469 |
| Average Principal Salary (ES) | \$97,728 | \$113,994 |
| Average Principal Salary (MS) | \$102,715 | \$120,075 |
| Average Principal Salary (HS) | \$109,802 | \$130,249 |
| Superintendent Salary | \$201,759 | \$218,315 |
| Percent of District Budget | | |
| Teacher Salaries | 33% | 38% |
| Administrative Salaries | 5% | 5% |

Types of Services Funded

- Academic Literacy classes for students reading below grade level.
- Math 1 support classes for students who are in need of math intervention.
- Intervention specialist to focus on student grades, academic interventions, and attendance.
- Accelerated English Language Development, ELD II, and ELD III for English Learner students.
- Special Education students have designated curriculum support classes to support core instruction.
- Credit Retrieval for 12th graders who have failed a required course. E2020 credit recovery outreach to students needing credit for graduation.
- After school academic tutorial in Math, Science, Social Science, Language Arts.
- NEST tutoring for students working with Teaching Fellows
- After hours Academic Counseling for students and families.
- Teacher collaboration on Common Core Lesson design.
- Summer school

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) | | | |
|--|---------|---------|---------|
| Central High School | 2011-12 | 2013-14 | 2014-15 |
| Dropout Rate | 5.40 | 5.30 | 2.90 |
| Graduation Rate | 91.19 | 91.70 | 90.33 |
| Central Unified School District | 2011-12 | 2013-14 | 2014-15 |
| Dropout Rate | 11.80 | 10.50 | 7.60 |
| Graduation Rate | 79.56 | 81.29 | 84.38 |
| California | 2011-12 | 2013-14 | 2014-15 |
| Dropout Rate | 11.40 | 11.50 | 10.70 |
| Graduation Rate | 80.44 | 80.95 | 82.27 |

| Career Technical Education Participation | |
|--|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | 3589 |
| % of pupils completing a CTE program and earning a high school diploma | 98.79% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 1.00% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

| FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$4,654.70 | \$31.10 | \$4,623.60 | \$70,417.08 |
| District | ♦ | ♦ | \$7,062.53 | \$69,563.60 |
| State | ♦ | ♦ | \$5,677 | \$74,216 |
| Percent Difference: School Site/District | | | -34.5 | 1.2 |
| Percent Difference: School Site/ State | | | -18.6 | -5.1 |

* Cells with ♦ do not require data.

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|--|---------|
| UC/CSU Course Measure | Percent |
| 2015-16 Students Enrolled in Courses Required for UC/CSU Admission | 98.01 |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 46.1 |

* Where there are student course enrollments.

| 2015-16 Advanced Placement Courses | | |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | | ♦ |
| English | 2 | ♦ |
| Fine and Performing Arts | 2 | ♦ |
| Foreign Language | | ♦ |
| Mathematics | 2 | ♦ |
| Science | 2 | ♦ |
| Social Science | 5 | ♦ |
| All courses | 13 | 23 |

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|-------|
| Group | Graduating Class of 2015 | | |
| | School | District | State |
| All Students | 87 | 85 | 86 |
| Black or African American | 86 | 78 | 78 |
| American Indian or Alaska Native | 75 | 80 | 78 |
| Asian | 88 | 87 | 93 |
| Filipino | 100 | 100 | 93 |
| Hispanic or Latino | 87 | 86 | 83 |

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|-------|
| Group | Graduating Class of 2015 | | |
| | School | District | State |
| Native Hawaiian/Pacific Islander | 100 | 100 | 85 |
| White | 89 | 88 | 91 |
| Two or More Races | 100 | 89 | 89 |
| Socioeconomically Disadvantaged | 56 | 58 | 66 |
| English Learners | 47 | 52 | 54 |
| Students with Disabilities | 100 | 100 | 78 |

Career Technical Education Programs

Central Unified School District (CUSD) has, historically, been firmly committed to the goal of providing a balanced education for every student. To this end, CUSD has provided outstanding programs in the elective and core areas supporting Career & Technical Education. Although a challenging task, Central Unified staff, teachers, and community members see the development of this plan as an opportunity to continue our commitment to quality programs while, at the same time, to improve the areas that need additional attention or resources to evolve to meet the changing needs of Fresno, California, and the United States.

As stated in the California Model Curriculum Standards for Career and Technical Education, “Standards answer the critical question, “What should our students be learning?” They represent a concerted effort to prepare our students with the knowledge and skills to make informed career choices, to integrate and apply academic and career concepts, to prepare for successful participation in our global society, and to seek and love learning as a lifelong endeavor.” In light of this, CUSD continues to seek ways to integrate Career Technical Education (CTE) and core academic activities, supporting standards in all content areas. Central Unified will use this plan as our road map, guiding our travel into the future, providing additional guidance as we continue to pursue instructional reform focusing on core and elective curricula that is relevant to our students’ lives while preparing students for jobs and careers that may not yet exist. In the spirit of this holistic approach, the 7-12 Local Perkins Plan and the Adult Local Perkins Plan were developed in conjunction with one another, in an effort to provide seamless services to all CUSD stakeholders.

Central Unified’s CTE delivery system currently conforms to a traditional, departmentalized approach. At the high school level, CTE departments offer introductory and concentration coursework, usually culminating in a capstone course sponsored by Fresno ROP. Additional ROP courses that do not have district CTE feeders are also offered if there are strong labor markets and student interest for these courses. These singleton ROP courses include courses in law enforcement and computer science.

Adult school courses complement some occupational strands offered at the high school. For example, both Central Adult School (CLASS) and Central High School (CHS), offer Nursing Services coursework that culminates in State certification. CLASS also offers Pre-LVN and Home Health Aide coursework that provides adult students with additional career opportunities. Articulation between CHS and CLASS is growing in stature as students look for employment opportunities. As a growing district, Central Unified has turnover in guidance staff at the comprehensive high schools. The district has implemented orientation for new guidance staff so that they are all aware of CTE opportunities available at CHS, CLASS, Fresno ROP/CTE, and the State Center Community College District.

All CTE programs assisted with Carl D. Perkins IV funds are designed to serve all students, including those who are members of special populations. All CTE course components are aligned with the required academic and CTE skills established in the California CTE Model Curriculum Standards and Framework. The CTE courses are also designed to facilitate secondary to post-secondary articulation.

Integration of academic and CTE knowledge and skills will be accomplished through strategies such as project-based learning, problem-based learning, service learning, integrated courses, CTE courses that meet university requirements, team teaching, and other similar approaches.

Technical skills will be expanded and supported through partnerships with industry partners, updating of curriculum, development of courses and programs of study that address workforce needs, articulation with post-secondary education programs, recruitment and training of qualified CTE teachers, teacher externships, and ongoing professional development opportunities.

Central High School currently has six articulated academies: Agricultural Science, Agricultural Mechanics, Health, and Business-Entrepreneurship at West Campus and Applied Technology and Fashion Merchandising at East Campus. All six academies feature ROP capstone courses in the appropriate industry sectors. All ROP teachers have relevant industry experience and bring a wealth of educational and work-related experience to these project-based classrooms.

Students have a sense of belonging in the Academies and are offered the opportunity to explore their interests and aptitudes while receiving a solid foundation in academics. This is the core of the Academy Concept in Central Unified. Career academies show students the relevancy of academic courses and how high standards relate to career success. The students have the opportunity in some cases to share common core and Career Technical Education (CTE) teachers in a “school within a school” model.

Central Unified School District offered one articulated career technical program of study during the 2015-2016 school year. The program of study was the Agriculture Academy offered to all students, grades 9-12, and housed at the West Campus of Central High School. The program involves introductory agriculture classes, concentrator courses in agriculture, and offers capstone ROP courses. These courses are aligned to the California CTE standards. Academic offerings included in the program of study include multiple science courses, including Ag Biology and Ag Chemistry, as well as Ag Government and Ag Economics. The academic courses have been approved by the UCOP and included on the Central High School A-G list.

Participants in the CUSD Agriculture program of study have the option of continuing their instruction at the college and university level in a variety of areas, including the pursuit of bachelor's degrees in Agricultural Business, Agricultural Education, Agricultural Mechanics, Animal Sciences, Enology, Natural Sciences, Plant Science, and Viticulture.

Pathway standards that reflect the essential knowledge and skills students are expected to master to be successful in a career pathway are also taught in all CTE courses. The teaching and mastery of these standards support a seamless transition to post-secondary education and entry to a career; support the mastery of essential employability skills and rigorous academic content standards; reflect the essential knowledge and skills students are expected to master and include foundation standards that apply to all industry sector; and, build on existing CTE standards established by business and industry, and Common Core State Standards.

CTE is a unique curricular area in education. It offers rigorous integrated technical and academic content, focused on careers that are intrinsically interesting to students, and is delivered through applied, performance- and project-based teaching strategies that facilitate understanding and mastery. Students in CTE courses must also take core courses and rigorous electives as outlined in local and state graduation requirements. All core and CTE courses are standards-based and many of the CTE courses are A-G UCOP approved.

Students have four year academic plans kept by their counselor. These documents mirror the career pathways that students have chosen or in which they have expressed interest in their individual meetings with counselors. All students spend required class time with a Career Center teacher. They utilize the "My Road" and "Career Cruising" programs as well as other "college/career inventory" applications software. The information gained in these sessions is shared by the student and counselor in individual meetings to discuss choices. There is an ROP District Coordinator who visits each site and assists the Guidance Learning Dean with master scheduling of CTE and ROP courses. There is a district ROP website as well as literature that describe each course in detail. CTE teachers are expected to market their courses to all student populations each year.

Central Unified views articulation as a continuum of skills which may lead to advanced placements. Articulation is generally considered as a systematic process that will permit students to move from one course, program, or educational level to the next without loss of time or resources.

Currently, Central Unified is working with the State Center Community College District to articulate more of the district's ROP classes with Reedley Community College and Fresno City College with the possibility of creating a "dual enrollment" platform for students in specific CTE areas. MOUs have been signed for the 2016-2017 school year for dual enrollment in the following classes: Engineering Drafting 1 and Engineering Architecture 2.

Currently, staff development for CTE instructors above and beyond that provided for all teachers is limited to training provided by CTE-focused professional organizations, the State Center Consortium workshops, and training offered for ROP instructors by the Fresno ROP. Annually, CTE departments are encouraged and offered funding to participate in industry visits and job-shadowing opportunities during the summer months. Scholarships are available through the State Center Consortium grants. Guest speakers are also required, so that both teachers and students will have additional insight into the application of the skills taught in class in the actual work site.

Staff is given the opportunity to attend the annual California Career Pathways Consortia Educating for Careers conference. In-services that are provided through Fresno ROP and the State Center Consortium are geared toward curriculum planning to address the new CTE and Common Core State Standards and/or using technology to improve the student's performance in areas of literacy and the use of modern technology in the classroom. These in-services instruct our CTE teachers on how to effectively deliver educational services to our students. Our teachers also attend workshop and conference opportunities to help enhance their skills in the use and application of state-of-the-art vocational and technical education programs and techniques. Through Central Unified's involvement with local business partners, advisory committees, and job shadowing experiences made possible, the teaching staff will maintain an understanding of all aspects of the industries in which they teach. Teachers and programs are evaluated annually for effective instructional techniques, student mastery of skills and content, and student preparation for post-secondary options. These evaluations are done by administrators, advisory groups, and the district CTE director.

The District CTE committee is chaired by the ROP Auto Collision teacher. All industry sectors as identified by courses offered in Central Unified School District are represented. Input is also sought from core academic teachers and community members.

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 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).

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.