

2017 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.


Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).


School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Central High School East & West Campus
Street	East Campus 3535 N. Cornelia, Fresno, CA 93722 (559) 276-0280
City, State, Zip	West Campus 2045 N. Dickenson, Fresno, CA 93723 (559) 276-5276
Phone Number	West Art Center 10950 W. McKinley, Fresno, CA 93723 (559) 384-0284
Principal	Robert Perez
E-mail Address	rperez@centralusd.k12.ca.us
School Website	chs.centralunified.org
CDS Code	10-73965-1030626
School Logo	<div><p>Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.</p></div>

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Central Unified School District
Street	4605 North Polk Ave.
City, State, Zip	Fresno, CA 93722
Phone Number	(559) 274-4700
Superintendent	Mr. Mark G. Sutton
Web Site	www.centralunified.org
E-mail Address	msutton@centralusd.k12.ca.us
District Logo	<div></div> <p>Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.</p>

District Governing Board

Please review and update the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	Mr.Cesar Granda, Area 1
Member 2	Mr. Ruben Coronado, Area 2
Member 3	Mr. Phillip Cervantes, Area 3
Member 4	Mr. Richard Atkins, Area 4
Member 5	Mr. Richard A. Solis, Area 5
Member 6	Mrs. Terry Cox, Area 6
Member 7	Mr. Rama Dawar, Area 7
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

District Administration

Please review and update the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
Superintendent	Mr. Mark G. Sutton
Administrator 1	
Administrator 2	Mr. Kelly Porterfield Assistant Superintendent, Chief Business Officer
Administrator 3	Mrs. Ketti Davis Assistant Superintendent, Educational Services
Administrator 4	Mr. Jack Kelejian Assistant Superintendent, Human Resources
Administrator 5	Mrs. Andrea Valadez Administrator, Special Education & Support Services
Administrator 6	Mr. Paul Birrell Director, 7-12 & Adult Education
Administrator 7	Dr. Tami Boatright Director, K-8 Education
Administrator 8	
Administrator 9	
Administrator 10	
Administrator 11	
Administrator 12	
Administrator 13	

School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Central High School (CHS) 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 4,600 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.

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. 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 Professional Learning Community (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 three-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 campuses, the assistant principal/directors, student and staff expectations, professional development, teacher evaluation systems, and all aspects of providing equitable opportunity for every student.

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.

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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. Other vehicles for parent communication and involvement include: 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.

Additionally, the following General Communications strategies are in place:

- 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 Council (SSC). 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. 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.

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. 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. The policy provides parents with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet as well as ways that they can be involved in their students' educational experience.

Parent Involvement Contact Person: Robert Perez, or rperez@centralusd.k12.ca.us

Parent Involvement Phone Number: (559) 276-0280

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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 Site Emergency Response Plan (SERP) 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 Site Emergency Response Plan training for CHS staff took place on October 3, 2017 and was also shared with students and community

via SSC and ELAC meetings in October, 2017. Components of the SSP was also reviewed at out 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.

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: 06/15/2017

This section should be kept to 1-2 paragraphs.

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 (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Ceiling tiles have Stains. Broken ceiling tiles. Carpet repairs have been addressed. Floor tiles repaired.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Paper towel dispensers installed. Pest control increased.
Electrical: Electrical		X		Light ballasts is out. Light diffusers have been replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		Plug in candle warmers removed. Boxes stacked above 6' removed. Plug in air fresheners have been removed.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	181	173	188	649
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	11	8	5	22
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	1	0

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.00	1,050
Counselor (Social/Behavioral or Career Development)	2.00	♦
Library Media Teacher (Librarian)	1.00	♦
Library Media Services Staff (paraprofessional)	1.00	♦
Psychologist	2.00	♦
Social Worker	0.00	♦
Nurse	1.80	♦
Speech/Language/Hearing Specialist	0.80	♦
Resource Specialist (non-teaching)	13.00	♦
Other	0.60	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: Sept 2017

This section should be kept to 1-2 paragraphs.

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Pearson: My Perspective (9-11) Adopted 2016-17</p> <p>California State University Expository Reading, Writing and Course Adopted 2012-13</p> <p>Hampton Brown: Edge Adopted 2014-15</p> <p>Pearson Literature Adopted 2016-17</p> <p>AP ELA Thomson Literature Reading, Reacting, Writing 2005-2005</p> <p>McGraw Hill - Literature/Reading Fiction, Poetry, Drama and the Essay 2001-2002</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>Prentice Hall -Blitzer - Pre- Calculus Adopted 2011-12</p> <p>Houghton Mifflin: Pre-Calculus Adopted 2006-07</p> <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>W.H. Freeman - Practice of Statistics Adopted 09-10</p> <p>Houghton Mifflin Access Math: Building Literacy Through Learning Adopted 2004-05</p> <p>InnovEd - Enhanced Math Class (online only) Adopted 2016-17</p> <p>AP Math WH Freeman - Practice of Statistics 2009-2010</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>W.H. Freeman & Co.- Botany Adopted 2007-2008</p> <p>McGraw-Hill - Zoology Adopted 2007-2008</p> <p>McDougal Littell - Biology Adopted 2007-2008</p> <p>Perrson Prentice Hall - Physics Adopted 2007-2008</p> <p>Prentice Hall - Chemistry Adopted 2007-2008</p> <p>Holt, Rinhart & Winston - Environmental Science Adopted 2007-2008</p> <p>McGraw-Hill - Earth Science Adopted 2007-2008</p> <p>John Wiley & Sons - Anatomy & Physiology Adopted 2007-2008</p> <p>Thomson/Delmar - Agriscience Adopted 2009-10</p> <p>Houghton Mifflin, Access Science: Building Literacy Through Learning Adopted 2004-05</p> <p>AP Science Pearson - AP Biology 2012-2013</p> <p>Pearson - AP Psychology 2010-2011</p> <p>Houghton Mifflin - AP Chemistry 2007-2007</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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>Globe Fearon Pacemaker - World Geography and Cultures Adopted 2011-12</p> <p>Houghton Mifflin Access History: Building Literacy Through Learning Adopted 2004-05</p> <p>AP Social Science Pearson Education - Government In America 2006-2007</p> <p>Houghton Mifflin - The American Pageant 2006-2007</p> <p>McGraw Hill - Traditions and Encounters 2006-2007</p> <p>McGraw Hill - Macro Economics</p>	Yes	0%
Foreign Language	<p>EMC/Paradigm - Que Chevere! 1,2,3,4 Adopted 2016-2017</p> <p>EMC/Paradigm - T'es Branche 1,2,3,4 Adopted 2015-2016</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Glencoe McGraw Hill - Health Adopted 2004-2005 Positive Prevention Plus: Sexual Health Education - Supplementary Adopted 2016-17	Yes	0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$4,654.70	\$31.10	\$4,623.60	\$70,417.08
District	♦	♦	\$7,062.53	\$69,635
Percent Difference: School Site and District	♦	♦	-34.5	1.2
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site and State	♦	♦	-18.6	-5.1

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

- 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.
- After hours Academic Counseling for students and families.
- Teacher collaboration on Common Core Lesson design.
- Summer school

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

PROFESSIONAL DEVELOPMENT (2016-17, and 2017-2018)

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 to increase skills in providing support for student learning at each school.
- Teachers have attended 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 models of instruction
 - Employing student engagement strategies.
 - Practicing checking for understanding with all students.

A detailed professional development plan is used at Central High School to build adult capacity. A district and CUTA approved drop-in observation protocol 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.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

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, 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/CTE.

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. 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. 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.

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/CTE and the State Center Consortium are geared toward curriculum planning to address the CTE and Common Core State Standards and/or using technology to improve student 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 maintains 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 meets annually and is chaired by an ROP Auto Collision advisory member. 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.

Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	3267
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	100%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	1.00%