



# Central High School East & West Campus

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Central Unified School District

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#### District Governing Board

Mr. Cesar Granda, Area 1  
Mr. Ruben Coronado, Area 2  
Mr. Phillip Cervantes, Area 3  
Mr. Richard Atkins, Area 4  
Mr. Richard A. Solis, Area 5  
Mrs. Terry Cox, Area 6  
Mr. Rama Dawar, Area 7

#### District Administration

Mr. Mark G. Sutton  
**Superintendent**  
Mr. Kelly Porterfield  
**Assistant Superintendent, Chief  
Business Officer**  
Mrs. Ketti Davis  
**Assistant Superintendent,  
Educational Services**  
Mr. Jack Kelejjan  
**Assistant Superintendent, Human  
Resources**  
Mrs. Andrea Valadez  
**Administrator, Special Education &  
Support Services**  
Mr. Paul Birrell  
**Director, 7-12 & Adult Education**  
Dr. Tami Boatright  
**Director, K-8 Education**

### School Description

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.

## 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	1,199
Grade 10	1,084
Grade 11	965
Grade 12	953
<b>Total Enrollment</b>	<b>4,201</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.5
American Indian or Alaska Native	0.7
Asian	14.4
Filipino	1
Hispanic or Latino	55.6
Native Hawaiian or Pacific Islander	0.3
White	17.1
Two or More Races	1.3
Socioeconomically Disadvantaged	59.6
English Learners	6.1
Students with Disabilities	8.3
Foster Youth	0.8

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Central High School East & West Campus	15-16	16-17	17-18
<b>With Full Credential</b>	181	173	188
<b>Without Full Credential</b>	11	8	5
<b>Teaching Outside Subject Area of Competence</b>	0	0	1
Central Unified School District	15-16	16-17	17-18
<b>With Full Credential</b>	♦	♦	649
<b>Without Full Credential</b>	♦	♦	22
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Central High School East & West	15-16	16-17	17-18
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

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 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Pearson: My Perspective (9-11) Adopted 2016-17  California State University Expository Reading, Writing and Course Adopted 2012-13  Hampton Brown: Edge Adopted 2014-15  Pearson Literature Adopted 2016-17  AP ELA Thomson Literature Reading, Reacting, Writing 2005-2005  McGraw Hill - Literature/Reading Fiction, Poetry, Drama and the Essay 2001-2002  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Prentice Hall -Blitzer - Pre- Calculus Adopted 2011-12  Houghton Mifflin: Pre-Calculus Adopted 2006-07  Houghton Mifflin - Calculus Adopted 2009-2010  Carnegie - Integrated Math 1 Adopted 2014-2015  Carnegie - Integrated Math 2 Adopted 2015-2016  Carnegie Learning Integrated Math 3 Adopted 2016-2017  Pearson Education - Trigonometry Adopted 2009-2010  W.H. Freeman and Co - Senior Math Adopted 2009-2010  W.H. Freeman - Practice of Statistics

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: Sept 2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>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> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Science</b>	<p>W.H. Freeman &amp; 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 &amp; Winston - Environmental Science Adopted 2007-2008</p> <p>McGraw-Hill - Earth Science Adopted 2007-2008</p> <p>John Wiley &amp; Sons - Anatomy &amp; 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> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>History-Social Science</b>	<p>McDougal Littell - World Geography Adopted 2006-2007</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: Sept 2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Glencoe - United States Government Adopted 2006-2007</p> <p>McDougal Littell - Modern World History Adopted 2006-2007</p> <p>Holt, Rinehart &amp; 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 Pagaent 2006-2007</p> <p>McGraw Hill - Traditions and Encounters 2006-2007</p> <p>McGraw Hill - Macro Economics</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Foreign Language</b>	<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> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Health</b>	<p>Glencoe McGraw Hill - Health Adopted 2004-2005</p> <p>Positive Prevention Plus: Sexual Health Education - Supplementary Adopted 2016-17</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

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

### 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: 06/15/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Ceiling tiles have Stains. Broken ceiling tiles. Carpet repairs have been addressed. Floor tiles repaired.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Paper towel dispensers installed. Pest control increased.
<b>Electrical:</b> Electrical		X		Light ballasts is out. Light diffusers have been replaced.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X		Plug in candle warmers removed. Boxes stacked above 6' removed. Plug in air fresheners have been removed.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	54	54	39	40	48	48
Math	14	16	26	28	36	37

\* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	37	42	41	41	60	56

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	21	23.2	33.1

\* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	898	875	97.44	53.72
<b>Male</b>	487	480	98.56	50.42
<b>Female</b>	411	395	96.11	57.72
<b>Black or African American</b>	79	77	97.47	42.86
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	145	142	97.93	55.63
<b>Filipino</b>	13	12	92.31	83.33
<b>Hispanic or Latino</b>	475	464	97.68	50.54
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	166	161	96.99	62.5
<b>Two or More Races</b>	12	12	100	75
<b>Socioeconomically Disadvantaged</b>	512	501	97.85	48.5
<b>English Learners</b>	84	81	96.43	16.05
<b>Students with Disabilities</b>	64	62	96.88	24.59
<b>Students Receiving Migrant Education Services</b>	15	15	100	40
<b>Foster Youth</b>	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	899	876	97.44	15.77
Male	488	479	98.16	16.74
Female	411	397	96.59	14.61
Black or African American	80	79	98.75	7.59
American Indian or Alaska Native	--	--	--	--
Asian	145	142	97.93	20.42
Filipino	13	12	92.31	50
Hispanic or Latino	475	467	98.32	13.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	166	158	95.18	22.29
Two or More Races	12	11	91.67	9.09
Socioeconomically Disadvantaged	513	505	98.44	11.29
English Learners	84	81	96.43	2.47
Students with Disabilities	64	60	93.75	5.08
Students Receiving Migrant Education Services	15	15	100	0
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2017-18)

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.

CUUSD 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](mailto:rperez@centralusd.k12.ca.us)

Parent Involvement Phone Number: (559) 276-0280

#### State Priority: School Climate

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

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

#### 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 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 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	2014-15	2015-16	2016-17
Suspensions Rate	6.1	9.9	6.8
Expulsions Rate	0.2	0.4	0.3
District	2014-15	2015-16	2016-17
Suspensions Rate	5.6	7.4	5.4
Expulsions Rate	0.3	0.4	0.4
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	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		50

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.00
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	13.00
Other	0.60
Average Number of Students per Staff Member	
Academic Counselor	1,050

\* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	27	29	28	52	33	48	44	41	39	78	74	80
Mathematics	29	30	24	29	19	31	32	35	17	76	61	31
Science	29	32	29	25	4	23	25	4	35	71	21	65
Social Science	31	33	31	25	4	26	42	4	32	106	21	111

\* 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

PROFESSIONAL DEVELOPMENT (2015-16, 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.

- Teachers participated in PD delivered by staff focused on technology integration into their instructional practices (i.e. Google Classroom, Google Drive, Ed Puzzle). Integrating tablets into the classroom.
- Profession Development on standard mapping for teachers and staff
- 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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,046	\$48,522
Mid-Range Teacher Salary	\$63,583	\$75,065
Highest Teacher Salary	\$83,749	\$94,688
Average Principal Salary (ES)	\$99,912	\$119,876
Average Principal Salary (MS)	\$105,131	\$126,749
Average Principal Salary (HS)	\$113,096	\$135,830
Superintendent Salary	\$190,000	\$232,390
Percent of District Budget		
Teacher Salaries	33%	37%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5321.80	\$60.51	\$5,261.30	\$66,937.19
District	♦	♦	\$7,671.24	\$69,635
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			-31.4	-3.9
Percent Difference: School Site/ State			-20.0	-14.0

\* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Central High School East & West	2013-14	2014-15	2015-16
Dropout Rate	5.3	2.9	4.3
Graduation Rate	91.7	90.33	90.88
Central Unified School District	2013-14	2014-15	2015-16
Dropout Rate	10.5	7.6	8.8
Graduation Rate	81.29	84.38	82.9
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	3267
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	1.00%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	98.19
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	49.04

\* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	♦
English	2	♦
Fine and Performing Arts	2	♦
Foreign Language		♦
Mathematics	3	♦
Science	3	♦
Social Science	6	♦
All courses	17	13

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	86.65	81.68	87.11
Black or African American	84.42	74.29	79.19
American Indian or Alaska Native	100	100	80.17
Asian	88.07	89.19	94.42
Filipino	100	100	93.76
Hispanic or Latino	86.95	81.35	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	84.85	78.82	90.99
Two or More Races	76.92	71.43	90.59
Socioeconomically Disadvantaged	54.93	48.48	63.9
English Learners	56.45	51.16	55.44
Students with Disabilities	93.37	88.37	85.45
Foster Youth	28.57	53.85	68.19

### 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, 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.

### **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.