



Central High School East & West Campus

East Campus 3535 N. Cornelia, Fresno, CA 93722 (559) 276-0280 • West Campus 2045 N. Dickenson, Fresno, CA 93723 (559) 276-5276 • West Art Center 10950 W. McKinley, Fresno, CA 93723 (559) 384-0284 • Grades 9-12

Robert Perez/Dave Holtermann, Principal

rperez@centralusd.k12.ca.us, dholtermann@centralusd.k12.ca.us

chs.centralunified.org

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Central Unified School District

4605 North Polk Ave.

Fresno, CA 93722

(559) 274-4700

www.centralunified.org

District Governing Board

Mr. Jason R. Paul, Area 1

Ms. Yesenia Z. Carrillo, Area 2

Mr. Phillip Cervantes, Area 3

Mr. Richard Atkins, Area 4

Mr. Richard A. Solis, Area 5

Mrs. Terry Cox, Area 6

Mr. Naindeep Singh Chann, Area 7

District Administration

Andrew G. Alvarado

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

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.

School ESLRs

Central High School graduates are individuals who are:

Academically Prepared

By thinking critically to solve complex problems

By producing work that reflects creativity to express ideas across disciplines

By applying content knowledge to process, synthesize, and evaluate information

By becoming innovative life-long learners with a growth mindset

College, Career, and Community Ready

By achieving educational, vocational, and personal goals

By demonstrating individual and group responsibility

By collaborating to make informed decisions

By integrating technology to research and problem-solve across all settings

Engaged Citizens

By becoming self-sufficient community contributors

By accepting responsibility for their behavior and choices

By respecting diverse ideas and the values of others

By communicating ideas responsibly while utilizing technology

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	1,182
Grade 10	1,145
Grade 11	977
Grade 12	864
Total Enrollment	4,168

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.6
American Indian or Alaska Native	0.6
Asian	14.7
Filipino	1.2
Hispanic or Latino	56.2
Native Hawaiian or Pacific Islander	0.4
White	15.7
Socioeconomically Disadvantaged	64.3
English Learners	6.1
Students with Disabilities	8.1
Foster Youth	0.6

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	16-17	17-18	18-19
With Full Credential	173	188	193
Without Full Credential	8	5	7
Teaching Outside Subject Area of Competence	0	1	0
Central Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	727
Without Full Credential	♦	♦	20
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Central High School East & West	16-17	17-18	18-19
Teachers of English Learners	0	0	4
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Pearson: My Perspective (9-11) Adopted 2017-18 Pearson: My Perspective (12) Adopted 2018-19 California State University Expository Reading, Writing and Course Adopted 2012-13 ELD Hampton Brown: Edge Adopted 2014-15 Pearson My Perspective ELD component Adopted 2018-19 Pearson Literature Adopted 2017-18 AP ELA Bedford/St. Martin's-- The Language of Composition Adopted 2017-18 Bedford, Freeman and Worth- Literature and Composition Adopted 2017-18 Bedford, Freeman and Worth – Advanced Language and Literature Adopted 2017-18 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 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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 Adopted 09-10
	Houghton Mifflin Access Math: Building Literacy Through Learning Adopted 2004-05
	InnovEd - Enhanced Math Class (online only) Adopted 2016-17
	AP Math WH Freeman - Practice of Statistics 2009-2010
	Calculus for AP with CalcChat and CalcView Adopted 2018-19
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 2018

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
	Pearson 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
	Thomson/Delmar - Agriscience Adopted 2009-10
	Houghton Mifflin, Access Science: Building Literacy Through Learning Adopted 2004-05
	AP Science Prentice Hall Campbell Biology in Focus Adopted 2018-19
	Pearson - AP Psychology Adopted 2010-2011
	Pearson – Chemistry: A Molecular Approach Adopted 2018-19
	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 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>McDougal Littell World Geography – ACC World Geography Adopted 2005-06</p> <p>TCl/ Geography Alive! Regions and People (Grade 9) Adopted 2018-19</p> <p>McGraw Hill Impact World History Culture and Geography (Grade 10) Adopted 2018-19</p> <p>McGraw Hill Impact United States History & Geography (Grade 11) Adopted 2018-19</p> <p>McGraw Hill Impact Principles of Economics (Grade 12) Adopted 2018-19</p> <p>McGraw Hill Impact Principles of American Democracy (Grade 12) Adopted 2018-19</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</p> <p>McGraw Hill - Traditions and Encounters (Grade 10) Adopted 2006-2007</p> <p>McGraw Hill American History - Connecting with the Past (Grade 11) Adopted 2018-19</p> <p>Pearson Education – Government in America (Grade 12) Adopted 2018-2019</p> <p>McGraw Hill – Economics (Grade 12) Adopted 2006-07</p> <p>McGraw Hill - Macro Economics Adopted 2006-07</p> <p>Pearson AP Human Geography Cultural Landscape Adopted 2018-19</p> <p>Bedford, Freeman & Worth- Myers' AP Psychology Adopted 2018-19</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/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>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 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Glencoe McGraw Hill - Health Adopted 2004-2005 Positive Prevention Plus: Sexual Health Education - Supplementary Adopted 2016-17 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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 buildings with the oldest main building was built in 1994. Current enrollment is 2,120. The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT). This inspection determines the school facility's good repair status. District maintenance staff ensures that repairs necessary to keep the school in good repair and work orders are completed in a timely manner. For all items inspected that were found to not be in 'good repair', a work order has been created and maintenance will be done before the end of the 2018-19 school year. Maintenance items will be prioritized so that student safety is not compromised At Central High School, repairs completed or planned include repair of interior surfaces (ceiling tiles, trim, floor tiles, chipped formica, stucco repair, drinking fountains, vent covers, and tile), electrical (HVAC covers, electrical panel access, electrical covers, ballast replacement). The overall rating for this school is 'good'.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 4/3/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	54.0	54.0	40.0	44.0	48.0	50.0
Math	16.0	14.0	28.0	31.0	37.0	38.0

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

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

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.3	18.0	28.3

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	898	868	96.66	54.09
Male	465	446	95.91	48.54
Female	433	422	97.46	59.95
Black or African American	97	93	95.88	43.01
American Indian or Alaska Native	--	--	--	--
Asian	151	150	99.34	52.67
Filipino	--	--	--	--
Hispanic or Latino	485	469	96.70	52.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	136	128	94.12	65.63
Two or More Races	12	11	91.67	81.82
Socioeconomically Disadvantaged	563	541	96.09	47.78
English Learners	82	77	93.90	14.47
Students with Disabilities	43	37	86.05	8.11
Students Receiving Migrant Education Services	14	14	100.00	21.43
Foster Youth	--	--	--	--

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 2017-18 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	864	96.11	14.47
Male	465	444	95.48	15.99
Female	434	420	96.77	12.86
Black or African American	97	94	96.91	6.38
American Indian or Alaska Native	--	--	--	--
Asian	151	149	98.68	18.12
Filipino	--	--	--	--
Hispanic or Latino	486	467	96.09	10.49
Native Hawaiian or Pacific Islander	--	--	--	--
White	136	126	92.65	26.98
Two or More Races	12	11	91.67	36.36
Socioeconomically Disadvantaged	563	539	95.74	10.58
English Learners	82	77	93.9	0
Students with Disabilities	44	38	86.36	0
Students Receiving Migrant Education Services	14	14	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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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.

Central High School believes in the importance of good communication between the home and the school in building a successful learning environment for all students. It is our desire to provide multiple opportunities for parents, students and school staff to establish strong, meaningful and lasting connections.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring -

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

This Parent Involvement Policy has been developed jointly with input from the English Learner Advisory Committee, School Site Advisory, students, and staff.

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

Parent Involvement Contact Person: Robert Perez, or rperez@centralusd.k12.ca.us (Principal-East Campus) & Dave Holtermann, dholtermann@centralusd.k12.ca.us (Principal, West Campus)

Parent Involvement Phone Number: (559) 276-0280 or (559) 276-5276

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 September 12, 2018 and was also shared with students and community via SSC and ELAC meetings on October 9, 2018. 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. CHS also participates with SSSS (See Something, Say Something) week, which entails a week-long awareness campaign that addresses cyber bullying, social media, drug use and abuse, and suicide prevention.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	9.9	6.8	6.8
Expulsions Rate	0.4	0.3	0.6
District	2015-16	2016-17	2017-18
Suspensions Rate	7.4	5.4	6.0
Expulsions Rate	0.4	0.4	0.5
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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)	2.00
Library Media Services Staff (Paraprofessional)	3.00
Psychologist	3.80
Social Worker	0.22
Nurse	1.80
Speech/Language/Hearing Specialist	0.70
Resource Specialist (non-teaching)	15.00
Other	0.60
Average Number of Students per Staff Member	
Academic Counselor	1,042

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	28.0	26.0	27.0	48	63	49	39	39	44	80	81	80
Mathematics	24.0	19.0	24.0	31	31	53	17	19	56	31	7	49
Science	29.0	27.0	30.0	23	30	19	35	24	32	65	73	65
Social Science	31.0	29.0	30.0	26	44	34	32	42	40	111	103	103

* 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 (2016-17, 2017-18, and 2018-19)

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 Chromebooks into the classroom.
- Profession Development on standard mapping for teachers and classes
- Administrators attend a district sponsored professional development (Academic Council, Principal's In-Depth and Administrative Leadership Team meetings) providing administrative support for student learning at each school.
- Teachers have attended continued all day professional development in mathematics, EL, AP, and other selected topics.
- PLCs have been further developed with a focus on student learning and providing a rigorous course of study for all students.

- Instruction is focused on instructional best practices. These are:
- Teaching to a known objective.
- Speaking and writing academic language. (Math- Talk Moves, EL - Sentence Frames).
- Structured student interaction with students engaging in the content.
- 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,311	\$49,512
Mid-Range Teacher Salary	\$66,127	\$77,880
Highest Teacher Salary	\$87,019	\$96,387
Average Principal Salary (ES)	\$106,992	\$123,139
Average Principal Salary (MS)	\$111,100	\$129,919
Average Principal Salary (HS)	\$117,620	\$140,111
Superintendent Salary	\$195,700	\$238,324
Percent of District Budget		
Teacher Salaries	30.0	36.0
Administrative Salaries	4.0	5.0

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

Types of Services Funded

- Academic Literacy classes for students reading below grade level.
- Math Support classes for students who are in need of math intervention.
- Intervention specialist to focus on student grades, academic interventions, and attendance.
- ELD classes for students in the country under 12 months.
- Special Education students have designated curriculum support classes to support core instruction.
- Credit Retrieval for 11th and 12th graders who have failed a required course. Edgenuity online 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 to intervene for students
- Summer school.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Central High School East & West	2014-15	2015-16	2016-17
Dropout Rate	2.9	4.3	3.2
Graduation Rate	90.3	90.9	92.1
Central Unified School District	2014-15	2015-16	2016-17
Dropout Rate	7.6	8.8	6.0
Graduation Rate	84.4	82.9	85.8
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5646.82	\$108.79	\$5,538.03	\$73,442.88
District	◆	◆	\$9,209.87	\$69,861
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-49.8	5.0
Percent Difference: School Site/ State			-70.3	-8.1

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	2525
% 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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	98.6
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	42.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	8	◆
Fine and Performing Arts	4	◆
Foreign Language	2	◆
Mathematics	15	◆
Science	8	◆
Social Science	19	◆
All courses	56	11.8

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	90.6	86.8	88.7
Black or African American	84.9	82.8	82.2
American Indian or Alaska Native	100.0	71.4	82.8
Asian	86.0	85.5	94.9
Filipino	85.7	80.0	93.5
Hispanic or Latino	91.6	87.4	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	93.1	88.0	92.1
Two or More Races	100.0	91.7	91.2
Socioeconomically Disadvantaged	92.6	87.8	88.6
English Learners	42.9	43.0	56.7
Students with Disabilities	58.6	54.3	67.1
Foster Youth	50.0	41.7	74.1

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

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.